9 -YEAR PROGRAM

Guide to Implementation

German

LANGUAGE and CULTURE

[GRADES] — 4 — 5 — 6

2008

Alberta
EDUCATION

9-YEAR PROGRAM
Guide to Implementation

German

LANGUAGE and CULTURE

Grades 4–5–6

2008

The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

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Purpose of This Guide

This guide to implementation is intended to support the Grade 4 to Grade 6 portion of the German Language and Culture Nine-year Program (the 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 grade 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/com/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. The principal focus of classroom activities is on communication while learning about a content area (e.g., wolves and their habitat) or while carrying out a project (e.g., creating a family album). 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 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 Nine-year Program, Grades 4–5–6

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 4 to Grade 6 Learners

The German Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of all 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 child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Young learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In their early years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Grade 4 to Grade 6 level requires a unique classroom culture and climate that is different from those required for younger and older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 4 to 6 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students' learning.

Learners in grades 4 to 6 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 4 to 6 that learners demonstrate a wide range of development in the transition between concrete and abstract thinking.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 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 Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 4 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 instructions, 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 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in elementary school settings:

Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other eight factors to optimize whatever aptitude exists.

Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have greater exposure to the language over time.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

Planning

In her research, Tokuhama-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language and culture program.

Consistency

Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language and culture programs in a way that provides for well-sequenced and consistent language learning opportunities.

Opportunity

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. It is important that sufficient time be allocated for language and culture programs during the school day. 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 due to similarities in grammar, vocabulary and sound systems and the ease of transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.
Gender	There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.
Hand Use	Most people have their main language area of the brain in the left frontal and parietal lobes, but, inexplicably, 30 percent of those who write with their left hand and 5 percent of those who write with their right hand may actually have language spread out over a greater area. This is not to say that these individuals are better at second language learning than others, but rather that they may favour different teaching methods.

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: The ability to read, write and communicate with words.

Logical-mathematical Intelligence: The ability to reason and calculate.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.

Musical Intelligence: The musical ability highly developed by composers and top musicians.

Interpersonal Intelligence: The ability to relate to others, used by salespeople and psychologists.

Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs.

Natural Intelligence: The ability to learn by exploring 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 (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
Linguistic	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

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
Musical	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Natural	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

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 children 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 actively process what and how they have learned through reflection and metacognition.
- 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
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• Arrange lines of dialogue • Fill out authentic forms in German • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from German culture • Define words • Listen to and paraphrase in English a conversation heard in German • Draw pictures from verbal descriptions of a German cultural scene or object • Understand text written in German
Application Students apply the information in one or more contexts.	• Dub cartoons or television shows • Instruct others to prepare a typical cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation • Interview classmates on their daily activities • Plan a menu for occasions typical of German culture • Make shopping lists for various cultural or social events • Apply rules of cultural protocol for dining in a German-speaking country • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic material • Analyze a scene from German culture • Find evidence to support opinion • Compare own customs with German customs • Conduct a survey and analyze the results • Analyze typical foods of German culture for nutritional value • Identify the best route to a historic site important to German culture • Play the role of a tourist who bargains in German for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on German cultural beliefs • Compose a poem, skit, role-play or advertisement • Create hypothetical real-world situations in German culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative products of German culture • Give and support opinions about issues • Evaluate TV shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in German, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate Web pages as sources of information s in German

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's 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 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 grade 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 Nine-year Program Guide to Implementation, Grades 4–5–6* is designed to assist teachers as they plan for and implement the German Language and Culture Nine-year Program, Grades 4–5–6 (the 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 Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from Grade 4 to Grade 6. 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 are 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 95 hours of instruction time per grade level, or approximately 150 minutes per week. This is 10 percent of the total instructional time.

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 grades may have to be combined into one class. As well, many classrooms will contain students at the same grade level with proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability 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 Nine-year Program, Grades 4–5–6 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 Nine-year Program, Grade 4 to Grade 12, 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 C
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 the 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.

Plan 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, 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

Think of the program of studies as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—to 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 everyone in the car knows 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.

Plan for Strategic Learning

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for Language Learning, Language Use and General Learning are 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.

Integrate 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, Strategies and Global Citizenship 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 (Grade 4)

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 that community.
Applications	A–5.2 *gather and organize information* a. gather simple information
Language Competence	LC–2.2 *written production* a. produce simple written words and phrases in guided situations
Global Citizenship	GC–1.4 *diversity within the culture* a. experience diverse elements of the culture
Strategies	S–3.1 *cognitive* a. use simple cognitive strategies, with guidance, to enhance general learning

Identify Instructional Strategies

→ For more
information …

Chapter 3

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching and learning strategies and the specific outcomes targeted.

Identify Assessment Tools

→ For more
information …

Chapter 7

A variety of assessment tools ranging from informal observation to formal tests are 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 the student 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 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 practise 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 and 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.

	less difficult ⟶ more difficult	
cognitive complexity	describing sequencing	choosing
	classifying identifying principles	assessing/evaluating
listening	one speaker two speakers three speakers	four or more speakers
	familiar topic	unfamiliar topic
speaking	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
text type	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
language	simple	complex
	less interpretation required (information is explicit)	more interpretation required (information is implicit)
	more redundant (information is repeated in different ways)	more dense (information is given only once)
task type	one-way transfer of information	two-way exchange of information
	convergent	divergent
	concrete, "here and now"	abstract, different time or place
support	more	less

Year Plans

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. 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. 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 that indicates when they will be taught
- 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, it 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 and combined grade teaching.

Unit Plans

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 allows for choice and 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 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:

- "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 C
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 that 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

Student Activities:

- Learn/use school vocabulary.
- Conduct school tours.
- Create a game that uses flash cards.
- Create a map of the school for visiting students.
- Create invitations to a school event and to various other community events.

Outcomes:

Applications: 1.1a, b; 3.1a; 3.3a; 4.1a, b, c

Language Competence: 1.1a; 1.2a; 1.3a; 2.1a; 2.2a; 2.3a; 3.1b; 3.3a; 3.4a; 4.1a; 4.2a; 4.4a; 4.5a

Global Citizenship: 1.2a; 2.3a

Strategies: 1.1a; 1.2a; 1.3a; 2.1a; 2.2a; 2.3a

Lesson Topics:

- introducing self
- school vocabulary
- invitations
- conducting a tour

Unit Focus:
Grade 4

Welcome to My School

Duration:

Seven 30-minute classes

Learning Strategies:

- Focus on language use strategies during invitations and tours.
- Focus on cognitive strategies during games and vocabulary practice.
- Focus on metacognitive strategies during learning log reflection.

Assessment:

- Peer assessment
- Self-assessment
- Anecdotal notes during tours and vocabulary practice
- Rubric for grading invitations (created with the students)
- Learning logs for reflection on strategies used
- Exit slips for reflection on learning

Addressing Learner Diversity:

- Pair up mixed ability students during vocabulary game.
- Keep criteria for the activities posted in the classroom.
- Have students set personal learning goals through self-assessment.

Lesson Plans

→ For a blank template …

Appendix C
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.

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., students identify thinking and learning strategies that work best for them, set goals for strategy use and work 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.

Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School

Date and Class: January 10, 2008, Class 4B

Outcomes Addressed:

Applications: 1.1a, 4.1a, 4.1c

Language Competence: 1.1a, 2.3a, 3.4a

Global Citizenship: N/A

Strategies: 2.1a, 2.3a

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 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 C
Sample List of
Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter 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
Nine-year Program,
Grades 4–5–6

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**.

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 are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of 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 learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the German language.

Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in German) and assessing their own learning.

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

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 grade 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**

Collect plastic letters or print letters on squares of paper and have 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	• Listen selectively based on purpose • Determine the purpose of listening

⊙ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing "a, e, i, o, u." The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

⊙ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which "sound category" (e.g., "ä, ö, ü") they belong to. The student should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place 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 sets of things together—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."). 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**

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. 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, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

⊙ **Word-level Cloze**

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to 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.

Graphic Organizer Activities

➔ **For more information and blank templates …**

Appendix D

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, 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. 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.,
• 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

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Appendix D

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)

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Appendix D

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 D.

⊙ Decision Making (What I Have, What I Need)

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Appendix D

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

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Appendix D

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

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

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 the key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead or a chalkboard 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

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

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

⊙ Y-charts

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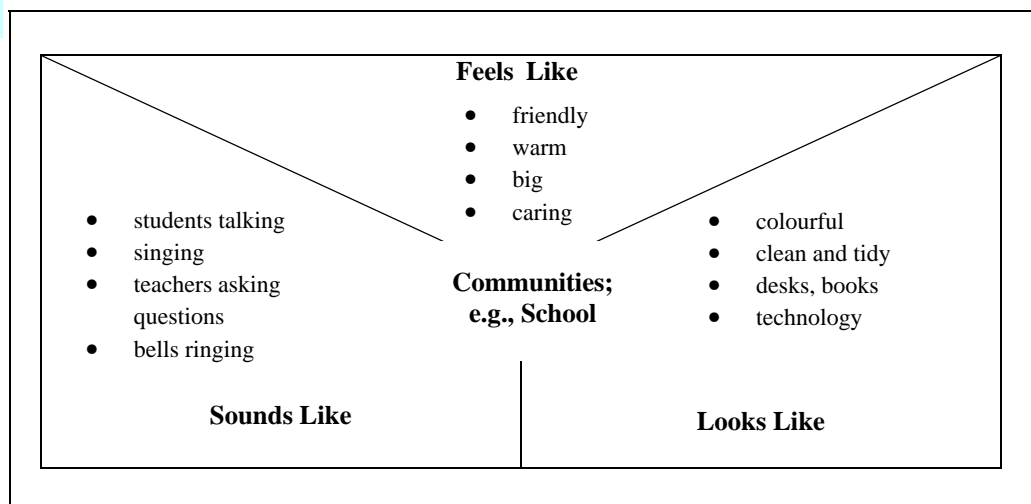
Feels Like
- friendly
- warm
- big
- caring

- students talking
- singing
- teachers asking questions
- bells ringing

**Communities;
e.g., School**

- colourful
- clean and tidy
- desks, books
- technology

Sounds Like

Looks Like

Cooperative Learning Activities

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
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, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have 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.

⊙ Jigsaw

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

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain 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.
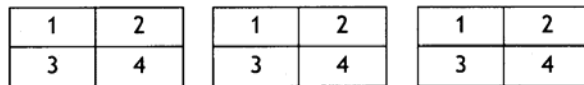
The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.
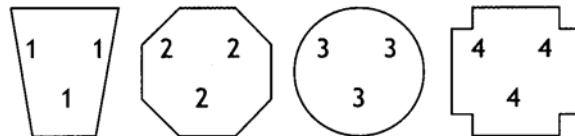
Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

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.

⊙ 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.

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. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call 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 twelve months of the year. The first student could start by saying *Januar* (January). The next student would follow by saying *Februar* (February), and so on until all twelve months have been named. Each student could then be asked to identify his or her favourite month.

⊙ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. It is appropriate for use with elementary and junior high school students. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

⊙ 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.

Divide 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

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. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3.	3.	3.

⊙ Pairing Up Partners

Partners can find each other by following a matching process. 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 teachers are Simon Says, Around the World, Hangman, 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

Gouin Series (Echo-acting)

For this strategy, prepare 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. Present 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.

Group Roles

➡ **For a blackline master …**

Appendix C
Group Roles Organizer

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

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

When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize 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

Pass out role cards to each group member or distribute 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 providing 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 asking students to set their own goals and 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.

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.

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

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 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 process. 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 collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) 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. Essential language phrases are directly taught, usually at a rate of 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 A: Help Expressions

Excuse me, teacher! Can you help me, please?

Excuse me, can anybody help me?

Hello! I need help, please.

Hey you! Help me.

Help!

Example B: Classroom Permission

May I go to the washroom, please?

May I get some water, please?

May I go to the library, please?

May I go to the office, please?

May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive	• Group sets of things together; e.g., 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

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 to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the process and the purpose.

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 (reflective section)—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.

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 activity?

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. 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

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. Specify the organizer that best suits the topic or the content of the lesson or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary 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, 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, 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 young 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 projector 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, 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. **Practise and Teach 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 information found in a text

Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this 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

Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:

Productive	• Mimic what the teacher says
Interpretive	• 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 they 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, such as "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 to construct 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. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

⊙ **Flash Cards**

➔ For more
information ...

Appendix B
Vocabulary and
Classroom
Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful 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-letter 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, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:

Cognitive	• Group sets of things together (e.g., vocabulary or 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 Nine-year Program, Grades 4–5–6, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategy Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group sets of things, e.g., vocabulary or structures, with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember

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, they 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 (Grade 4)	Suggestions for Using Technology in the Classroom
word processing	LC–3.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	A–2.1a. express simple preferences	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	A–6.2a. use German creatively S–2.3a. use simple productive strategies, with guidance	• Students create collages and other artwork, using electronic graphics and text.
Internet	GC–2.3a. explore similarities between their own culture and other cultures S–1.1a. use simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on the German culture worldwide, then share the information in group presentations.
e-mail	A–4.1a. exchange greetings and farewells; b. address a new acquaintance and introduce themselves; c. exchange some basic personal information	• Students exchange e-mails with students from another German language and culture class in Canada.
multimedia applications	LC–3.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	• Students use a CD–ROM German/English dictionary to look up words.
clip art/media clips	LC–5.2a. experience a variety of oral text forms	• Students examine a variety of German media clips.
audio equipment	LC–4.3a. experience a variety of voices	• Students listen to a variety of audio clips of German speakers from music, movies, television and so on.
video equipment	LC–4.5a. understand the meaning of, and imitate, some common nonverbal behaviours used in the cultures of the German-speaking world S–2.3a. use simple productive strategies, with guidance	• Students view videos in which German speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.

Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
digital cameras	LC–3.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance	• Students create booklets that include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.

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 9_   **Class:** _4-G_

Outcomes

✦ **Applications**
A–1.1a. share basic information

✦ **Language Competence**
LC–2.2a. produce simple written words and phrases in guided situations

✦ **Global Citizenship**

✦ **Strategies**
S–2.3a. use simple productive strategies, with guidance

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photo 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 a book format for students to read.

Differentiation of Instruction

☐ yes ☑ not necessary

If yes, description:

Assessment

Create a checklist with the students that the students 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

Many of the resources at LearnAlberta.ca are available to guest users, but visitors will need a user ID and password to access all of the resources on the Web site. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Alternatively, teachers can contact LearnAlberta.ca via e-mail at LearnAlberta.Contact@edc.gov.ab.ca.

The following Internet site listing is provided as an added source of information to users on an "as is" basis 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://www.hotpot.uvic.ca
- 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 grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level 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)

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, 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, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

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 in grades 4 to 6.

- 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

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, while all students are focusing on a general outcome, specific outcomes may differ for some students. For example, while 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, 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 grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using German to get things done (Applications); however, while most students are managing turn-taking behaviour (Grade 4), some students could work on asking for help or for clarification of what is being said or done in a group (Grade 5), while other students could be encouraging other group members to participate (Grade 6).

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 Instruction

Additional 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 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 …
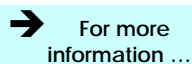
Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level 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

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
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role-play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brainteasers • charades

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 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 reach a conclusion or arrive 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 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 non-distracting 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.

- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

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 in long-term memory. 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, photo and drawing sequences, 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 day-timers 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 paper to make four columns.
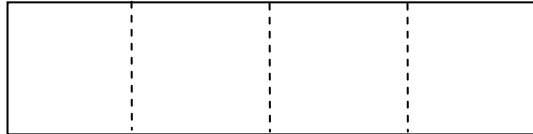
2. They copy target vocabulary words in English in the first column.
3. They write the German words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, 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. Students 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	~~die Schwester~~		
	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 anderserklären?* (What do you mean?)

2. **Present information in a "listener-friendly" way; for example:**

   → **For more information …**

   Appendix C
   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 is 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 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 the strategy 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 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 the task 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
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • 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. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what's real from what's not. • Goes off in own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

Common Affective Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • 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. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices). • May become fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high (often unrealistic) expectations of self and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about own emotions. • Withdraws into self rather than acting aggressively toward others.

Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

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 children 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
• unusual retentiveness	• exposure to quantities of information
• advanced comprehension	• access to challenging learning activities
• varied interests	• exposure to a wide range of topics
• high level of verbal skills	• opportunities for in-depth reflection and discussion
• accelerated pace of thinking	• individually paced learning
• flexibility of thought processes	• challenging and diverse problem-solving tasks
• goal-directed behaviours	• longer time-spans for tasks
• independence in learning	• more independent learning tasks
• analytical thinking	• opportunities for higher-level thinking
• self-motivation	• active involvement in learning
• emotional sensitivity	• opportunities to explore and reflect on affective learning
• interest in adult issues	• exposure to real-world issues
• holistic thinking	• integrated approach to learning
• avid reader	• access to diverse materials

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.

How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 4 program of studies could move to the Grade 5 or Grade 6 class for German.

Enrichment Strategies

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

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 4 • developing reading skills in German	• Class reads grade-level story and discusses.	• Students read story written above grade level and develop graphic organizer to illustrate understanding.
Grade 5 • exchanging basic personal information; e.g., name, age	• 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.	• Students interview community members who speak German, write about what they learned from the interview, and then introduce the community members to the class.
Grade 6 • explore the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in German.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in German.

Alternative Learning Activities/Units

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

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Appendix C
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 instruction time. See the following sample menu.

Alternative Learning Activities Menu

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 approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	PLAN	INTERVIEW
In German, demonstrate the preparation of a nutritious snack for the class and then share the results!	Plan a menu for a class party. Write a grocery list in German for your party supplies.	In German, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH Research traditional German foods enjoyed during major holidays.	**YOUR IDEA**	**SURVEY** In German, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY Design a display board that illustrates favourite foods of the class and that includes the German words and phrases for each food.	**CREATE** 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.	**EVALUATE** In German, create a rubric to evaluate your performance in one of the other activities on this menu.

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 C
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

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.

Category	Definition	Activities	Sample Products
Knowledge	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

lower to higher

Illustrative Examples
- Recite the names of family members (e.g., mother, grandfather, sister) in German.
- Draw a family tree and label the relationships between family members in German.

Caution
Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. Alternative activities may be necessary.

2.

Category	Definition	Activities	Sample Products
Comprehension	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation

Illustrative Examples
- Explain how to play a game in German.
- Demonstrate how something works in German.

3.

Category	Definition	Activities	Sample Products
Application	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples
- Interview a school volunteer who speaks German.
- Listen to a partner describe an object in German and draw what your partner describes.
- Write journal entries from the point-of-view of a new German-speaking person arriving in your city or town.

4.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples
- Develop a simple story in German. Black out key phrases and trade with partners to fill in the missing sections.
- Choose an important vocabulary word in German and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and German.

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples
- Listen to two short stories in German and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a German language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples
- Compose a song in German.
- View a travel film for a German-speaking country and plan activities for a seven-day vacation with your family.

Mentorships

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.

In addition, students who are gifted will often benefit from access to a wide variety of print and media 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

First Nations, Métis and Inuit (FNMI) peoples	• may speak English, French, an FNMI language or a combination of languages in their homes and communities • can differ greatly from community to community • have skill in their first language, which influences further language learning, that ranges from fluent to minimal • may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	• come from within the province and from other areas of Canada • may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or people of other religious groups	• attend school within their communities and learn English to access the outcomes of the program of studies • have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	• have parents who may not speak English, limiting family support in schooling • 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

Foreign-born ESL Students

Recently arrived immigrants	• make up a large group of ESL students in Alberta schools • may arrive at any time in the school year, and could be at any grade level • 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
Refugees	• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation • may not have wanted to leave their home countries • may be worried about family members who have been left behind • may have received little or no formal schooling and have complex needs that go beyond learning English as a second language • may qualify for additional assistance from the federal government on arrival • may require assistance from government, social and community agencies for several years

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 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.

Each ESL student's cultural and life experiences will differ from those of other ESL students and those of their 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 five 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, due to 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 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 interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite.
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 which 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.

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.

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.

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.

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.

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, photos, 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.

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.

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 room 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
Grade 4	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.
Grade 5	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.
Grade 6	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 to 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 Discussion

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 group discussion for ESL students include insufficient listening comprehension skills, misinterpretation of body language and the expression of one's personal opinion, which may not have been encouraged in the ESL student's previous educational setting.

To foster effective group discussions, 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, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:
- 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, providing oral presentation of written text (in some cases) and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for ESL learners than interacting in person.

The challenges of using technology include providing instruction on how to use the technologies 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 E
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.

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.

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 the 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 to reflect the needs of all students and 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.

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 what they 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 so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

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 E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the 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 and bring a photograph or drawing of their family to class. They take turns introducing their family members 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 live in foster or group homes and/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 Family," students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, 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.
  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. An alternative activity may be necessary.

- 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 a German vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
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 administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
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 collaborative and individually 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, Evaluating & Communicating

Planning

What will students learn?

What will be the next steps in learning?
- self/teacher reflection
- goal setting

How will students receive summative feedback?
- qualitative/descriptive
- quantitative/marks
- self/teacher as judge
   assessment OF learning

How will we know learning has occurred?
- criteria/indicators
- exemplars

Program of Studies: Learner Outcomes

How will students receive ongoing formative feedback?
- descriptive
- specific
- self/peer/parent/mentor/ teacher as coach
   assessment FOR learning

What will be the next steps in learning?

How will we collect evidence of learning?
- purpose and context
- demonstrations of learning
   - observations
   - learning logs
   - performance tasks
   - projects
   - tests
   - written language
   - oral language
   - visual communication

How will students demonstrate their learning?

What activities will enable students to learn?

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 to consider as you 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 incorporate a series of learning experiences that:
- 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 assessmentof learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, 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 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 C
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
- assess 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

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 accommodation.

Accommodation in Kind (Task)	Accommodation in Depth (Detail)
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

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, time for goal setting and peer assessment into 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 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 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. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and 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 record anecdotal notes.

Personal Reflection and Self-assessment

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:
- 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 …[1]

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 E
> 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 towards 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.

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[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.

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 E 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 E
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.

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.

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 E
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.

The purpose of anecdotal notes is to:
- 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 E
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 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 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 this demonstrates or promotes 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 grade level samples assessment section 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 and for samples of performance assessment tasks and rubrics in German.

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
Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Two-page, Four-column Format
Grade Level Samples for Grades 4, 5 and 6
- Applications
- Language Competence
- Global Citizenship
- Strategies

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies and are shaded.

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 grade 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.

Two-page, Four-column Format

General Outcome and Specific Outcome Cluster Heading

The general outcome is boxed at the top of each page; e.g.,

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

The specific outcome cluster heading follows the general outcome at the top of each page; e.g.,

A–1 to receive and impart information

Column One – Specific Outcomes

Students will be able to:

Under the cluster heading, specific outcomes in column one are prefaced, as in the program of studies, with:

Students will be able to:

A–1.1
share factual information

Running vertically along the left side of the first page is the strand heading for the specific outcome.

a. share basic information

Running horizontally is the detail of each specific outcome, indicated by the letters a, b, c …

Column Two – Sample Teaching and Learning Activities

These activities illustrate the intent of each specific outcome. German words, phrases, sentences and examples provided in the body of the activities are followed by English translations.

Column Three – Sample Assessment Strategies

➜ For more
information …

Chapter 7
and
Appendix E

Assessment strategy suggestions for the teaching and learning activities are provided in this column. All assessment strategies cited are described in detail in Chapter 7: Classroom Assessment.

Column Four – Materials

This is a listing of the various items needed to implement the suggested teaching and learning activities in the classroom. Everyday items that students are expected to have, such as pens, pencils and paper, are not listed here.

Grade 4 Example of the Two-page, Four-column Format

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

A–1   to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

> Several activities and their corresponding assessment strategies and materials are listed for each specific outcome.

a. share basic information *(continued)*

> Outcomes may be continued over four or more pages.

A–1.1 share factual information

> Read from left to right across the two pages.

➤ **How Are You?**
Prepare sets of six cards each including two happy faces, two sad faces and two faces that are neutral. Shuffle and deal one card to each student. Have the students then walk around the classroom and, using only German, find students who have identical cards to their own. As they go around the classroom, have them ask their classmates, *Hallo. Wie heißt du? Wie geht's?* (Hello. What's your name? How are you?)

➤ **Presenting Personal Collages**
Have the students design personal collages using pictures of themselves, families, extended families, friends, favourite activities, foods, books, likes and dislikes. Ask the students to present their collages orally. Provide the students with model sentences to use in their presentations.

➤ **Family Ties**
Prepare several sets of family cards that include full names, ages and family positions. Distribute a family card to each student. Once the students receive the cards, they "become" the people described on their cards, sharing their new names and ages with others when asked:
– *Wie heißt du?* (What is your name?)
– *Wie alt bist du?* (What is your age?)

Have the students circulate, asking and answering questions until they find their family members. Once the families have been identified, have each member introduce him or herself.

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

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• share basic information?

➤ **Anecdotal Notes**
Observe students as they ask and answer questions. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

> Examples of many of the assessment/evaluation tools listed here are included in Appendix E.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create and present collages. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**
Observe students as they ask and answer questions to find members of the same family. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Prepared sets of six cards.

➤ Magazines, scissors, glue, poster paper, photographs.

➤ Prepared sets of family cards (one card per student).

Column 1

Column 2

Column 3

Column 4

Grade Level Samples for Grade 4

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.

Applications	Language Competence
Students will use German in a variety of **situations** and for a variety of **purposes**.	Students will understand and produce German **effectively** and **competently**.
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	LC–1 interpret and produce oral texts LC–2 interpret and produce written and nonverbal texts LC–3 attend to form LC–4 apply knowledge of the sociocultural context LC–5 apply knowledge of how discourse is organized, structured and sequenced
Global Citizenship	Strategies
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	Students will know and use strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of the cultures of German-speaking peoples GC–2 appreciating diversity GC–3 personal and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–1   to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–1.1 share factual information

a. share basic information *(continued)*

➤ **How Are You?**
Prepare sets of six cards each including two happy faces, two sad faces and two faces that are neutral. Shuffle and deal one card to each student. Have the students then walk around the classroom and, using only German, find students who have identical cards to their own. As they go around the classroom, have them ask their classmates, *Hallo. Wie heißt du? Wie geht's?* (Hello. What's your name? How are you?)

➤ **Presenting Personal Collages**
Have the students design personal collages using pictures of themselves, families, extended families, friends, favourite activities, foods, books, likes and dislikes. Ask the students to present their collages orally. Provide the students with model sentences to use in their presentations.

➤ **Family Ties**
Prepare several sets of family cards that include full names, ages and family positions. Distribute a family card to each student. Once the students receive the cards, they "become" the people described on their cards, sharing their new names and ages with others when asked:
– *Wie heißt du?* (What is your name?)
– *Wie alt bist du?* (What is your age?)

Have the students circulate, asking and answering questions until they find their family members. Once the families have been identified, have each member introduce him or herself.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- share basic information?

➤ **Anecdotal Notes**
Observe students as they ask and answer questions. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Prepared sets of six cards.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create and present collages. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Observation Checklist).

➤ Magazines, scissors, glue, poster paper, photographs.

➤ **Anecdotal Notes**
Observe students as they ask and answer questions to find members of the same family. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Prepared sets of family cards (one card per student).

Grade 4

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

A–1   to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–1.1 share factual information

a. share basic
    information
    (continued)

➤ **Simple Scenarios**
Model some basic questions and answers and review with students common ways to ask for basic information, such as *Wie alt bist du? Wie heißt du?* (How old are you? What is your name?) Provide a list of scenarios such as signing up for a library card or joining a summer reading program that would involve the use of the modelled questions and answers. Have the students, in pairs, dramatize a scenario, using these basic questions and answers.

➤ **Inside–Outside Circle**
Ask the students to form two circles, one inside the other. With music playing, have the inside circle walk in one direction and the outside circle walk in the opposite direction. When the music stops, have the students interview the classmates opposite them using familiar patterns.

➤ **Questionnaires**
Prepare a questionnaire that asks students to share personal information in simple sentences. If appropriate, model the sentences before beginning. Have the students interview one another and record the information on the questionnaires. They then present the students they interviewed to the class or a small group.

➤ **Birthday Calendar**
Have the students ask one another questions to group themselves according to birth months. Within each birth month group, have the students share information on their birth dates and record the dates of birth on the appropriate days of a calendar.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- share basic information?

➤ **Anecdotal Notes**
Observe students as they dramatize various scenarios. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Sample questions and answers, list of appropriate scenarios.

➤ **Anecdotal Notes**
Observe students as they participate in the Inside–Outside Circle interviews. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Music and audio equipment.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they interview each other to find out personal information. Students use the rating scale to assess how well they are able to share basic information (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Prepared questionnaires (one per student).

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they question each other on their birth dates. Use the checklist to assess how well students are able to share basic information (see sample blackline master in Appendix E: Observation Checklist).

➤ Calendar with large squares for each day of the year—one month for each group.

Grade 4

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

A–1	to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. share basic information	➤ **Meet My Family** Read a picture book about families to the class. Review and have the students name the various members of the families in the story. Ask the students to bring family group pictures or family group sketches to the next class. Begin the next class by reviewing and practising the sentence pattern for introducing family members. Invite the students to introduce their family members to the class, referring to their photographs or sketches. ➤ **Speak and Shuffle** Have the students sit on chairs in a circle. One student is "It" and stands in the middle without a chair. That student tells something about himself or herself; e.g., *Ich habe blonde Haare*. (I have blonde hair.) Everyone who has blonde hair then must move to another chair while the student who is "It" tries to find a seat (they are not allowed to move to a chair next to them). The person left without a chair is the new "It." ➤ **Coats of Arms** Ask the students to draw personal coats of arms. The coats of arms might include information or representations of their names, birth dates and places, family members and their favourite things and activities. Invite the students to present their coats of arms to small groups or the whole class.

A–1.1 share factual information

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

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- share basic information?

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they introduce family members from a photograph. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ German picture or storybook about families.

➤ **Anecdotal Notes**
Observe students as the students who are "It" say something about themselves. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Chairs.

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they design personal coats of arms. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Poster paper, markers or pencil crayons, scissors, magazines.

Grade 4

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

A–1   to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–1.1
share factual information

b.   identify familiar people, places and things *(continued)*

➤ **Poster Presentations**
Ask the students to design posters of familiar people, places and/or things using magazine pictures or their own drawings. Have half the class members set up their completed posters at different spots in the classroom while the remaining students visit each poster to hear the student creators do oral presentations. Indicate when the students should switch to the next presenter by ringing a bell. Once the initial round of rotations is complete, the other half of the class sets up their posters and presents them to their peers.

➤ **Six Item ID**
Prepare a picture of a scene that contains items related to family, the body, school areas or seasonal clothing. Select six vocabulary words for objects in the scene and number them one to six. Have the students pair up and have each student roll a die and then name in German the object on the transparency that corresponds to the number on the die.

Extension
Later this game can be changed to a "Remember and Name" game. Show the transparency only briefly and then ask the students to name the objects they saw.

➤ **Classroom Object Bingo**
Fill a basket with classroom supplies. Hold each item up one at a time and name it. Review the various items and have the students repeat the name of each item; e.g., *Dies ist ein Bleistift.* (This is a pencil.) Have the students then draw the item in a square of a blank bingo card. Once all the squares are filled, play bingo. Note that multiple students will likely have a winning line at the same time.

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

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• identify familiar people, places and things?

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they present their posters to peers. Use the rating scale to assess how well students are able to identify familiar people, places and things (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Poster materials.

➤ **Anecdotal Notes**
Observe students as they identify familiar vocabulary from the picture. Record anecdotal notes of the extent to which students are able to identify familiar people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Picture with six objects identified and numbered, a die for each group.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play bingo using classroom objects. Use the checklist to assess if students are able to identify familiar people, places and things (see sample blackline master in Appendix E: Observation Checklist).

➤ Basket filled with classroom objects, blank bingo cards.

Grade 4

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

A–1   to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–1.1
share factual information

b. identify familiar people, places and things

➤ **What's Missing?**
When practising vocabulary related to people, places and things, display appropriate pictures or words for the class. Secretly remove one picture and have the students identify which picture is missing.

➤ **What's in the Bag?**
Place common objects such as classroom objects in a bag that students cannot see through. Ask a student to touch one object in the bag and guess what it is. The student asks, *Ist es _____ (ein Bleistift)?* (Is it _____ [a pencil]?)

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

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• identify familiar people, places and things?

➤ **Anecdotal Notes**
   Observe students as they identify missing vocabulary pictures. Record anecdotal notes of the extent to which students are able to identify familiar people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Vocabulary pictures or words for display on an overhead.

➤ **Self-assessment Checklist**
   Create an outcome-based self-assessment checklist and share it with students before they identify the mystery objects. Students use the checklist to determine if they are able to identify familiar people, places and things (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ A bag and several common objects.

Grade 4

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

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.1
share ideas, thoughts, opinions, preferences

a. express simple
    preferences
    (continued)

➤ **Simple Sentence Starters**
Introduce and practise with the class sentence starters related to expressing preferences; e.g., *Ich mag …* (I like …) and *Ich mag ... nicht.* (I do not like …).

➤ **I Like It – Do You?**
Ask a student to state something he or she likes; e.g., *Ich mag rot.* (I like red.). Have him or her then ask another student if he or she likes that object, activity or colour; e.g., *Magst du rot?* (Do you like red?) This second student replies according to his or her individual preferences and asks a question of a third student; e.g., *Ja, ich mag rot.* (Yes, I like red.) OR *Nein, ich mag blau lieber. Magst du blau?* (No, I like blue better. Do you like blue?). Continue until all the students have answered and asked a question.

➤ **My Favourite Things**
Divide the class into groups of four or five students. Based on the lexical fields being studied, have each group bring to class appropriate items; e.g., *Lieblingsfarbe, Lieblingssport* (favourite colour, favourite sport). Have each group make a brief oral presentation of its items. After the presentations, a survey is conducted to determine the favourite items of the class. Using German, the students circulate around the room asking and noting individual preferences, which are then graphed.

➤ **Venn Diagrams**
Ask the students to use Venn diagrams to identify their own likes, the likes of a fellow student, as well as likes they share. Invite the students to colour in their diagrams or add pictures for emphasis.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–2	to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES   **MATERIALS**

> **Focus for Assessment**
>
> Does the student:
> • express simple preferences?

➤ **Learning Log**   ➤ None required.
   After using *Ich mag …* (I like …) and *Ich mag … nicht.* (I do not
   like …), students reflect on their learning and on how well they
   were able to express simple preferences.

➤ **Anecdotal Notes**   ➤ None required.
   Observe students as they question each other on their likes and
   dislikes. Record anecdotal notes of the extent to which students are
   able to express simple preferences (see sample blackline master in
   Appendix E: Anecdotal Notes).

➤ **Observation Checklist**   ➤ Prepared survey sheets.
   Create an outcome-based checklist and share it with students before
   they conduct a class survey. Use the checklist to assess if students
   are able to express simple preferences (see sample blackline master
   in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**   ➤ None required.
   Observe students as they create Venn diagrams comparing their
   likes and dislikes with those of another student. Record anecdotal
   notes of the extent to which students are able to express simple
   preferences (see sample blackline master in Appendix E: Anecdotal
   Notes).

Grade 4

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

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.1
share ideas, thoughts, opinions, preferences

a. express simple
    preferences

➤ **Activity Preferences**
Display pictures from magazines that depict a variety of activities. Ask the students which activities they like or do not like. Have the students respond using the expressions *Ich mag _____. Ich mag _____ nicht*. (I like _____. I do not like _____.)

Introduce vocabulary such as *mehr, am besten* and *am liebsten* (better, best, most) and have the students use them to describe their activity preferences; e.g., *Ich mag _____ mehr als _____. Aber ich mag _____ am liebsten.* (I like _____ better than _____. But I like _____ best.) Have the students share their opinions and preferences in small groups.

General Outcome for Applications

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• express simple preferences?

➤ **Learning Log**
  After expressing their activity likes and dislikes, students reflect on their learning and on how well they were able to express simple preferences. Have them complete sentence starters such as:
  – When I didn't know a word, I …
  – I will use what I learned to …

➤ Pictures of sport and hobby activities from magazines.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.1 share ideas, thoughts, opinions, preferences

b. express a personal response

➤ **Introduction – Model, Class Practice, Individual Practice**
Prepare two sentence cards, the first with *Ich mag es.* (I like it.) and a happy face ☺ and the second with *Ich mag es nicht.* (I do not like it.) and a sad face ☹. As you hold each sentence up to the class, model saying it aloud to the students. Repeat the sentences and have the class echo you. Now hold up props such as a food or animal flash cards and indicate whether you like or do not like each item and have the students repeat your responses. Finally, have individual students respond to the items.

➤ **I Like/Do Not Like to …**
Compile and mount pictures from magazines depicting a variety of activities your students may engage in; e.g., sports, personal hygiene, house and yard chores, entertainment, school activities, community activities, family activities. Display the pictures across the front of the classroom and as you point to a particular picture, ask the students as a group if they like or do not like to do the activity shown. Next, ask individual students to respond as you hold up a particular picture.

➤ **Do I Like German Music?**
Play three short German songs for the class. After each song, have the students respond by saying *Ich mag das Lied.* (I like the song.) or *Ich mag das Lied nicht.* (I do not like the song.) Ask the students to put their hands together if they respond "I like" and shake their heads if they respond "I do not like."

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express a personal response?	
➤ **Anecdotal Notes** Observe students as they respond by saying they like or do not like the various foods or animals. Record anecdotal notes of the extent to which students are able to express a personal response (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Cards with *Ich mag es.* (I like it.) and *Ich mag es nicht.* (I do not like it.)
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they identify whether they like or dislike the activities. Use the checklist to assess if students are able to express a personal response (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Magazines, pictures or drawings.
➤ **Anecdotal Notes** Observe students as they listen and respond to short German songs. Record anecdotal notes of the extent to which students are able to express a personal response (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Simple German songs, audio equipment.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.2
share emotions, feelings

a. respond to and express basic emotions and feelings
    (continued)

➤ **Sing, See and Do**
    Teach a children's action song about feelings and ask the students to follow the actions; e.g., *Seid nun fröhlich, seid nun froh, klatscht in die Hände*. (Now be happy, be glad, clap your hands.)

➤ **What Did You Think?**
    Read a story to the class. Ask the students to hold their thumbs up if they liked the story, thumbs to the side if they had mixed feelings and thumbs down if they did not enjoy it.

➤ **How Do You Feel?**
    Have the students participate in a game in which they identify and express feelings in German. Prepare a set of cards, each of which has a face indicating a particular feeling; e.g., *glücklich, traurig, aufgeregt, überrascht, müde, es geht so, schlecht, gut* (happy, sad, upset, surprised, tired, so-so/it's okay, bad, good). Review with the class each face and the associated feeling. Shuffle the cards and place them face down on a table. Begin the game by selecting one of the cards and modelling the following dialogue.

Teacher: *Guten Tag, ich bin Frau Schmidt.* (Good morning, I'm Mrs. Smith.)
Class: *Hallo Frau Schmidt. Wie geht es Ihnen?* (Hello, Mrs. Smith. How are you?)

Respond to the class' question by miming the feeling shown on the selected card. The students, in turn, ask you *Sind Sie traurig?* (Are you sad?) Respond with either *Ja, ich bin traurig.* (Yes, I'm sad.) or *Nein, ich bin nicht traurig.* (No, I'm not sad.) Choose a student who guessed the feeling correctly to take your spot and continue the game.

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- respond to and express basic emotions and feelings?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they engage in an action song about feelings. Students use the checklist to determine if they are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ German children's songs, audio equipment.

➤ **Anecdotal Notes**
Observe students as they respond to a story. Record anecdotal notes of the extent to which students are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

➤ German children's story.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they guess and express feelings. Students use the checklist to determine if their peers are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Class set of prepared cards, each with a face indicating a particular feeling: *glücklich, traurig, aufgeregt, überrascht, müde, es geht so, schlecht, gut* (happy, sad, upset, surprised, tired, so-so/ it's okay, bad, good).

Grade 4

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

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.2 share emotions, feelings

a. respond to and express basic emotions and feelings

➤ **Collage Capers**
Have the students prepare collages to express their emotions and feelings, then present them orally. The activity may be further extended by having students write simple sentences to explain the emotions expressed in their collages.

➤ **Emotional Charades**
Provide the students with flash cards or pictures of peoples' faces that demonstrate various emotions or feelings and that are clearly labelled with the appropriate words in German. Organize the students into teams. Have one student pick a card and act out the emotion as a charade. The members of his or her team must guess the emotion portrayed, naming it clearly in German.

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to and express basic emotions and feelings?	
➤ **Anecdotal Notes** Observe students as they prepare collages that express their feelings. Record anecdotal notes of the extent to which students are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Magazines, scissors, glue, markers, poster paper.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they play charades to depict emotions or feelings. Use the checklist to assess if students are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).	➤ Flash cards or pictures of people's faces showing various emotions.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.1 guide actions of others

a. ask for permission and make a variety of simple requests	➤ **Classroom Permission** Model the expressions to use to ask for permission and when it is appropriate to use those expressions. Practise the expressions with the class and post them for future reference. Have the students record the expressions in their learning logs. For example: – *Darf ich die Tür zumachen?* (May I close the door?) – *Darf ich das Fenster zumachen?* (May I close the window?) – *Darf ich zur Toilette gehen?* (May I go to the washroom/ bathroom?) – *Darf ich meinen Bleistift spitzen?* (May I sharpen my pencil?) ➤ **Partner Practice** Have the students pair up and practise asking for permission and making simple requests with their partners. Provide the students with a list of permission expressions and simple items to request and have them work through the list, taking turns asking permission and making requests.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• ask for permission and make a variety of simple requests?

➤ **Learning Log**
After practising and recording the expressions, students reflect on their learning and on how well they were able to ask for permission and make a variety of simple requests. For example:
– I learned how to ask …
– I will use what I learned …

➤ List of common expressions for asking permission for display.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they take turns asking for permission and making the requests. Students use the checklist to determine if they are able to ask for permission and make a variety of simple requests (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Prepared list of permission expressions and items to request for each pair of students.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

A–3.1
guide actions of others

b. give and respond to simple oral instructions or commands

➤ **Simon Says …**
Involve the students in a game of *Simon Sagt* (Simon Says) using simple commands. Once the students are familiar with the commands, have them take turns acting as Simon and giving commands to their classmates.

➤ **Classroom Commands**
Review classroom commands with the students, such as *Schalt das Licht aus. Mach die Tür zu. Öffne das Fenster.* (Turn off the light. Close the door. Open the window.) Call out the commands and have the students follow them. After a few tries, invite a student volunteer to give the commands.

➤ **Draw by Instruction**
Have one player instruct the group to draw parts of a face; e.g., *Mal das rechte Auge, das linke, der Mund lacht* (draw the right eye, the left one, the mouth smiles). Invite the students to then compare their drawings and check them against the instructions.

Extension
Use more specific vocabulary such as colours and numbers and more complex sentence constructions as the year progresses.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- give and respond to simple oral instructions or commands?

➤ **Self-assessment Checklist**
   Create an outcome-based self-assessment checklist and share it with students before they play 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 E: Self-assessment Checklist).

➤ **Anecdotal Notes**
   Observe students as they follow and give classroom commands. Record anecdotal notes of the extent to which students are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**
   Create an outcome-based checklist and share it with the students before they create drawings based on the instructions given. Use the checklist to assess if students are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix E: Observation Checklist).

➤ None required.

➤ None required.

➤ None required.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.2
state personal actions

a. respond to offers, invitations and instructions

➤ **Let's Celebrate!**
Divide the class into two groups. Have each group organize a small party or celebration to which the other group is invited. Have the groups design and create invitations in German, giving relevant information and instructions about their parties. Have them also respond appropriately to the invitations from the other group. On the day of each party, the host group greets the guests as they arrive in the classroom and gives them instructions on where to sit and so on.

➤ **Computer Invitations**
Have each student find or create an e-card invitation and send it to another student, who must respond appropriately. Have the students respond to invitations from school staff (e.g., principal) to a school party, an open house or another special occasion at the school.

Caution
Students should be monitored when they use the Internet.

General Outcome for Applications

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

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- respond to offers, invitations and instructions?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they respond to invitations to a classroom party or celebration. Use the checklist to assess if students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix E: Observation Checklist).

➤ Art supplies.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they respond to electronic invitations. Use the rating scale to assess how well students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Computers with Internet access, e-mail.

Grade 4

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.2
state personal actions

b. ask or offer to do something

➤ **Weekly Chore Chart**
Every week fill in a classroom chore chart by allotting tasks to individual students who have volunteered; e.g., *Darf ich die Blätter verteilen? Darf ich die Tafel wischen?* (May I pass around the papers? May I clean the board?) Ensure that the students rotate through the various chores and that they are aware they will be assessed on their use of German when offering to do the various tasks throughout the year.

➤ **Mother, May I?**
After teaching the verbs for different types of locomotion, e.g., *springen*, *laufen*, *krabbeln* (jump, run, crawl), invite the students to play Mother, May I? For example, *Mutter, darf ich 3 Schritte vorwärts springen?* (Mother, may I step up three steps?)
Nein, du darfst einen Schritt zurück krabbeln. (No, you may crawl back one step.)

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

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask or offer to do something?	
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they volunteer to perform various classroom chores. Use the checklist to assess if students are able to ask or offer to do something (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Classroom chore chart.
➤ **Anecdotal Notes** Observe students as they participate in the Mother, May I game. Record anecdotal notes of the extent to which students are able to ask or offer to do something (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.3
manage group actions

a. express turn taking

➤ **Turn Taking**
Invite the students to play board games related to lexical fields studied in class (e.g., colours, numbers), using German to manage turn taking; e.g., *Wer ist dran? Du bist dran. Du musst würfeln.* (Whose turn is it? It's your turn. You have to throw the dice.)

➤ **Bingo Caller Turn Taking**
Invite the students to play bingo either as a class or in groups. Have each student take a turn drawing a bingo number and calling it in German for the rest of the class; e.g., "It is my turn to draw a number. I have drawn I-20. Now it is George's turn to draw a number."

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- express turn taking?

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they manage turn taking while playing various board games. Use the checklist to assess if students are able to express turn taking (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ Various games adapted to use theme vocabulary; e.g., Snakes and Ladders.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they act as bingo callers. Use the rating scale to assess how well students are able to express turn taking (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Bingo cards and numbers.

Grade 4

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

A–4   to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–4.1
manage personal relationships

a. exchange greetings and farewells

➤ **Finding a Match**
List all of the typical greetings and farewells used in German on the board. Prepare a class set of cards with pairs of typical German names on them. Shuffle and deal one card to each class member. Ask the students to walk around the classroom and, using only German, find the students who have the cards with the same names as they do. Invite the students to choose to use any of the greetings or farewells listed on the board as they interact with each other. With each student they meet, they must use a new greeting and farewell; e.g., *Guten Morgen. Ich bin Hans. Wer bist du? Danke schön, auf Wiedersehen.* (Good morning. I'm Hans. Who are you? Thanks, good-bye.)

Extension
Invite several students to demonstrate how to exchange greetings and farewells. Have the students pair up and role-play greetings and farewells.

➤ **Telephone Conversations**
Introduce telephone call vocabulary; e.g.,
– *Hallo, hier spricht Nicole.* (Hello, this is Nicole.)
– *Sie haben falsch gewählt.* (You dialled the wrong number.)
– *Wiederhören!* (Bye!)

Invite the students to role-play telephone conversations. Have them carry on short conversations with partners that include an exchange of greetings and farewells.

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

A–4   to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- exchange greetings and farewells?

➤ **Anecdotal Notes**
Observe students as they circulate in the classroom, meeting and greeting the other students. Record anecdotal notes of the extent to which students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Anecdotal Notes).

➤ List of typical German greeting and farewell phrases, set of cards with pairs of typical German names (one card per student).

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they role-play telephone conversations. Use the rating scale to assess how well students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ List of greetings and farewells used in phone conversations.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–4   to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships b. address a new acquaintance and introduce themselves	➤ **Meet, Greet and Get Acquainted** Prior to this activity, teach the students how to greet a new acquaintance, how to introduce themselves and how to share basic information. If possible, arrange to pair up with another German class in the school. When the students meet each other, have them greet each other, introduce themselves and share basic information. Once everyone has done so, have each student introduce his or her partner to the rest of the class. ➤ **Pretend to Meet, Greet and Get Acquainted** Ask the students to prepare and present simple skits with greetings and the sharing of basic information. Provide the students with model dialogues that they can modify. Video record the presentations for viewing by the students.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–4   to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
* address a new acquaintance and introduce themselves?

➤ **Rubric**
  Collaboratively create an outcome-based rubric with the students before they greet each other, share basic information and introduce their partners to the class. Use the rubric to evaluate how well students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ None required.

➤ **Observation Checklist**
  Create an outcome-based checklist and share it with students before they engage in meet and greet skits. Use the checklist to assess if students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Observation Checklist).

➤ Model dialogues, video camera, viewing station.

Grade 4

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

A–4   to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–4.1 manage personal relationships

c. exchange some basic personal information

➤ **This Is Me!**
Ask the students to create and share posters about themselves. Have the students label three features of their posters and share those three features with the class.

➤ **Puppets Meet and Greet**
Have the students, in pairs, develop a script for a simple dialogue using greetings (review), an exchange of basic personal information and farewell expressions (review). Two puppet characters can be provided for the presentation of the dialogues. If puppets are not available, students can make hand puppets from small paper bags or socks. Provide the students with model dialogues that can be modified as they prepare their puppet dialogues.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–4   to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- exchange some basic personal information?

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they share their posters about themselves. Use the rubric to evaluate how well students are able to exchange some basic personal information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Poster materials.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they perform meet and great puppet shows. Students use the rating scale to assess how well they are able to exchange some basic personal information (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Two puppet characters per group.

Grade 4

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.1
discover and explore

a. investigate the immediate environment

➤ **Colour Chart**
Teach vocabulary related to the outdoor school environment; e.g., grass, tree, sky, leaves, flower. Review colour vocabulary. Have the students take observation charts outdoors and observe and record the colours of various outdoor objects; e.g.,

Objekt (Item)	*Farbe* (Colour)
die Schule (the school)	
der Baum (the tree)	
die Tür (the door)	
das Blatt (the leaf)	
der Himmel (the sky)	
das Gras (the grass)	

Once the charts are complete, have the students share their findings orally with partners.

Extension
Model simple observation statements based on the collected data; e.g., *Die Schule ist braun. Der Baum ist braun und grün.* (The school is brown. The tree is brown and green.) Record the model sentences on a word wall or in a sentence pocket chart. Have the students complete two more observation statements.

➤ **Classroom Scavenger Hunt**
Have the students organize scavenger hunts for each other around the classroom; e.g., *Finde einen Bleistift.* (Find a pencil.) *Finde zwei rote Bücher*. (Find two red books.)

Specify the number of items to be included in each hunt and the time period allowed for completion of each hunt. Have the students prepare checklists of all the objects they included in their scavenger hunts. The scavenger hunts could also be conducted outdoors in the school playground.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • investigate the immediate environment?	
➤ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they record their observations of the schoolyard in charts. Students use the checklist to determine if their peers are able to investigate the immediate environment (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ Prepared observation charts, vocabulary for outdoor objects and colours, pocket chart.
➤ **Learning Log** After completing the scavenger hunts, students reflect on their learning and on how well they were able to investigate the immediate environment. For example: – When exploring the classroom looking for the items, I … – Vocabulary related to exploring the classroom that I had trouble with included …	➤ None required.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.1
discover and explore

b.   ask simple questions

➤ **Go Fish!**
Play a version of Go Fish, using picture cards of familiar vocabulary; e.g.,
– *Hast du ein Buch?* (Have you got a book?)
– *Nein, ich habe kein Buch.* (No, I do not have a book.)
– *Hast du einen Bleistift?* (Have you got a pencil?)
– *Ja, ich habe einen Bleistift.* (Yes, I have a pencil.)

➤ **Teacher, May I?**
Have the students, in pairs, role-play a teacher–student scenario involving asking simple questions. For example, *Darf ich zur Toilette gehen*? *Ja, du darfst zur Toilette gehen.* (May I go to the washroom? Yes, you may go to the washroom.)

➤ **Q and A Battleship**
Prepare game cards with names across the top and food items down the side. Divide the students into small groups and have them place boats on their game cards and ask each other questions to find the location of one another's boats.

	Hans	*Anna*	*Marion*	*Ingrid*
Schnitzel (steak)				
Hühnchen (chicken)				
Sauerkraut (kraut)				
Pommes (French fries)				
Rotkohl (red cabbage)				

For example:
– *Isst Hans gern Schnitzel?* (Does Hans like steak?)
– *Nein, er isst nicht gern Schnitzel.* (No, he doesn't like steak.)
– When a boat is "sunk," the student says, *Volltreffer!* (Hit!)

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask simple questions?	
➤ **Anecdotal Notes** Observe students as they participate in Go Fish using vocabulary cards. Record anecdotal notes of the extent to which students are able to ask simple questions (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Picture card sets for each group.
➤ **Anecdotal Notes** Observe students as they role-play students asking a teacher permission questions. Record anecdotal notes of the extent to which students are able to ask simple questions (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Learning Log** After playing Q and A Battleship, students reflect on their learning and on how well they were able to ask simple questions. For example: – Other questions I would like to know how to ask are … – I will use what I learned to …	➤ Prepared game cards for each student.

Grade 4

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.2
gather and organize information

Students will be able to:

a. gather simple
    information

➤ **Sports Survey**
Introduce and practise with the class vocabulary associated with sports activities. Review the question *Welchen Sport machst du am liebsten?* (Which sport do you like best?) Provide each student with half of a class list that has three columns to the right of the names. Have each student choose three sports to write as column headings. They then interview classmates on the list, asking which of the three sports they like the most and putting a happy face or a checkmark in the appropriate column. Once finished, have the students write a summary of the information they gathered; e.g.,

– *Zehn Schüler spielen Fußball am liebsten.* (Ten students like soccer best.)
– *Acht Schüler spielen Hockey am liebsten.* (Eight students like hockey best.)
– *Sechs Schüler spielen Basketball am liebsten.* (Six students like basketball best.)

➤ **Class Fact Search**
Ask the students to circulate and question one another using the questions in the squares of a prepared question card (see the sample below). Have them record the names of student(s) in each square of the card, then discuss the information gathered as a class.

Wer hat blaue Augen? (Who has blue eyes?)	*Wer ist zehn Jahre alt?* (Who is ten years old?)	*Wer spielt Fussball?* (Who plays soccer?)	*Wer kocht gern?* (Who likes cooking?)
Wer liest Harry Potter Bücher? (Who reads Harry Potter books?)	*Wer läuft gern?* (Who likes running?)	*Wer hat einen Bruder?* (Who has a brother?)	*Wer mag Milchshakes?* (Who likes milkshakes?)
Wer spielt Klavier? (Who plays the piano?)	*Wer singt gern?* (Who likes singing?)	*Wer hat eine Schwester?* (Who has a sister?)	*Wer hat diesen Monat Geburtstag?* (Whose birthday is this month?)

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• gather simple information?

➤ **Anecdotal Notes**
Observe students as they gather information to compile information on the class's sports preferences. Record anecdotal notes of the extent to which students are able to gather simple information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Class lists with three columns for recording.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they complete the question cards. Use the rating scale to assess how well students are able to gather simple information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Question cards (one per student).

Grade 4

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

A–5   **to extend their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.3
explore opinions and values

a. listen attentively to the opinions expressed

➤ **Listen and Record**
Prepare a checklist with vocabulary related to a lexical field studied across the top and students' names vertically down the left side. Ask individual students to state whether they like or dislike the items listed while the rest of the class places a happy face or sad face as appropriate in the checklist.

➤ **Telephone Line**
Model basic opinion statements in German; e.g., *Ich mag blau.* (I like blue.) Have one student per row whisper his or her opinion to the next student in the line and so on until the last students in the rows have received the message. The final students repeat the messages to the first students who then determine if they are correct or not. Points may be awarded accordingly.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• listen attentively to the opinions expressed?

➤ **Anecdotal Notes**
Observe students as they record classmates' likes or dislikes on a checklist. Record anecdotal notes of the extent to which students are able to listen attentively to the opinions expressed (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Checklists for each student.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they play the Telephone Line game. Students use the rating scale to assess how well they are able to listen attentively to the opinions expressed (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ None required.

Grade 4

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.3
explore opinions and values

b.   respond sensitively to the ideas and products of others *(continued)*

➤ **Proper Positive Responses**
Introduce, review and practise with the class appropriate positive responses to the work of classmates. Post these expressions on a word wall or pocket chart for student reference; e.g.,
 – *Das ist sehr interessant.* (That's very interesting.)
 – *Das hat mir gut gefallen.* (I like that.)
 – *Toll*! (Terrific!)
 – *Gut gemacht*! (Well done!)
 – *Prima*! (Great!)
 – *Ausgezeichnet*! (Fantastic!)
 – *Bravo*! (Bravo!)

Encourage the students to use these expressions when responding to the ideas and products of their classmates.

➤ **How Did I Do?**
When the students present their projects to the rest of the class, have the other students give them positive verbal or written feedback in German. Provide model feedback sentence stems and role-play acceptable feedback to various projects the class has undertaken. Have the students record the various expressions in their personal dictionaries.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond sensitively to the ideas and products of others?	
➤ **Conferencing** Conference with students to reinforce positive responses and to discuss how well they are able to respond positively to the ideas and products of other students. Encourage the students to set goals for future learning.	➤ Expressions for positive feedback to post.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they respond to the projects of others. Use the checklist to assess if students are able to respond sensitively to the ideas and products of others (see sample blackline master in Appendix E: Observation Checklist).	➤ Positive feedback expressions.

Grade 4

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.3
explore opinions and values

b.   respond sensitively to the ideas and products of others

➤ **Discussion Decorum**
Invite the students to brainstorm a list of behaviours for appropriate classroom discussion. Encourage the students to consider the feelings of others when discussing their ideas. Compile the students' responses on a posted chart that is reviewed prior to each classroom discussion and is referred to during discussions.

Sample discussion behaviour chart:

During Discussions I Will…		
SEE	*HEAR*	*FEEL*
• heads nodding • interested people • people leaning forward • people taking turns • people looking at each other	• one person speaking at a time • polite disagreement • questions and answers • different people talking • polite voices	• my ideas are important • what I think matters • I am learning from others • I am considering the feelings of others

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond sensitively to the ideas and products of others?	

➤ **Self-assessment Checklist**
   Create an outcome-based self-assessment checklist and share it with
   students before they use appropriate behaviours during classroom
   discussions. Students use the checklist to determine if they are able
   to respond sensitively to the ideas and products of others (see
   sample blackline master in Appendix E: Self-assessment
   Checklist).

➤ Discussion behaviour
   chart.

Grade 4

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.4
solve problems

a. experience problem-solving situations in the classroom	➤ **Find the Item that Doesn't Fit** Display items of a similar nature (e.g., clothing, food, classroom objects) on a table or overhead. Add one or two items that do not fit with the others. Have the students work together to decide which item(s) do not fit and name that item(s). ➤ **What Would You Do?** Organize the students into partners. Present problem-solving scenarios, such as: – You lost your friend's favourite book. What would you do? – You need help studying for your German test. What would you do? – You are lost and need help finding your way. What would you do? Have the groups work together to discuss solutions to the problems.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience problem-solving situations in the classroom?	
➤ **Anecdotal Notes** Observe students as they determine which item does not belong with the others. Record anecdotal notes of the extent to which students are able to experience problem-solving situations in the classroom (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Variety of items of a similar nature, one or two different items.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they work through problem-solving scenarios. Use the rating scale to assess how well students are able to experience problem-solving situations in the classroom (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Problem-solving scenarios.

Grade 4

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–6   for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–6.1 humour/fun

a.   use German for fun

➤ **Old Song, New German Words**
Have the students use German vocabulary from a theme being studied to create lyrics for familiar tunes. For example, during a classroom object lesson, the song "Head and Shoulders, Knees and Toes" could become *Buch and Bleistift, Radiergummi und Pult.* Ask the students to give their new German songs appropriate titles.

➤ **Traditional Tidbits**
Invite the students to learn simple songs, nursery rhymes, skipping songs, riddles and tongue twisters that are traditional to German culture. For example:
– *Fischers Fritz fischt frische Fische.*
(Fisher's Fritz fishes fresh fish.)
– *Frische Fische fischt Fischers Fritz.*
(Fresh fish fishes Fisher's Fritz.)

➤ **Class Illustrations**
Divide the class into groups of four or five. Have the student groups choose verses from songs, nursery rhymes, skipping songs, tongue twisters or riddles to illustrate and present in a class book, poster or presentation.

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use German for fun?

➤ **Learning Log**
   After creating lyrics for a song, students reflect on their learning and on how well they were able to use German for fun. For example:
   – I enjoyed …
   – I would like to use what I've learned in German to …

➤ Familiar song lyrics.

➤ **Checklist and Comments**
   Create an outcome-based checklist and share it with students before they learn traditional songs, riddles and tongue twisters. Use the checklist to assess if students are able to use German for fun (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ German songs, poems, tongue twisters and nursery rhymes.

➤ **Anecdotal Notes**
   Observe students as they prepare illustrations based on songs, rhymes and tongue twisters. Record anecdotal notes of the extent to which they are able to use German for fun (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Art supplies.

Grade 4

General Outcome for Applications

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

A–6   **for imaginative purposes and personal enjoyment**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use German creatively	➤ **Create Your Own Version (Advanced Activity)** Have the students chant or sing songs, poems, nursery rhymes, tongue twisters or riddles in German. Once they have mastered the piece, have them create their own versions using words related to the theme being studied and a cloze text of the original piece. Students can work independently or in groups to create their own versions. ➤ **Are Animals Multilingual?** Have the students visit Web sites that provide words used in different languages for the sounds that animals make. Ask the students to write out the animal sounds and an animal rhyme they create in German in their learning logs. Encourage the students to review Web sites that provide rhymes, folk tales, skipping songs and simple humour looking for examples of how to use German creatively. **Caution** Students should be monitored when they use the Internet.

A–6.2
creative/aesthetic purposes

General Outcome for Applications

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use German creatively?

➤ **Checklist and Comments**
  Create an outcome-based checklist and share it with students before they create their own versions of songs, riddles or tongue twisters in German. Use the checklist to assess if students are able to use German creatively (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ German songs, poems, nursery rhymes, tongue twisters or riddles as cloze texts.

➤ **Learning Log**
  After reviewing Web sites and creating rhymes in German, students reflect on their learning and on how well they were able to use German creatively. For example:
  – I found it easy to use German creatively because …
  – I found it difficult to use German creatively because …

➤ Web sites, Internet access.

Grade 4

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

A–6   for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–6.3
personal enjoyment

a. use German for
    personal enjoyment
    (continued)

➤ **Share German at Home**
Encourage the students to share simple expressions in German with their families. Have each student develop a plan of what they wish to share; e.g., German vocabulary that they feel confident with and that their family would find interesting.

Offer suggestions to keep the students' oral demonstrations simple, tangible and positive. Encourage the students to develop simple pictures, collages or other props to make their sharing more interesting and fun.

➤ **Game Time!**
Teach the students to play common board games, such as Bingo, Snakes and Ladders or memory games related to a theme being studied in German. Have them form small groups and play the games using proper vocabulary for turn taking, rolling the dice and other game routines as well as the thematic vocabulary being addressed. Ensure relevant vocabulary is posted and available for student reference to optimize their use of German during game playing activities.

➤ **Birthday Song**
Teach the Happy Birthday song in German and invite the students to practise the song in small groups or pairs; e.g.,
Hoch soll er leben,
hoch soll er leben
dreimal hoch.
(The meaning of this song is similar to "For He's a Jolly Good Fellow.")

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use German for personal enjoyment?

➤ **Learning Log**
After sharing German expressions with their families, students reflect on their learning and on how well they were able to use German for personal enjoyment.

➤ None required.

➤ **Anecdotal Notes**
Observe students as they participate in playing board games in German. Record anecdotal notes of the extent to which students are able to use German for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Variety of games adapted with German vocabulary.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they learn the Happy Birthday song in German. Use the checklist to assess how well students are able to use German for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➤ Birthday songs in German and accompanying lyrics, audio equipment.

Grade 4

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

A–6   for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–6.3
personal enjoyment

a. use German for
    personal enjoyment

➤ **A German Jaunt**
Arrange a field trip to a play, restaurant, festival or movie in which German is spoken. Ask the students to write about or illustrate a cartoon describing the field trip. Have the students divide a page into four sections and write or draw the events sequentially; e.g.,

Zuerst (First)	*Dann* (Then)
Danach (After that)	*Zuletzt* (Finally)

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use German for personal enjoyment?

➤ **Rating Scale**
   Create an outcome-based rating scale and share it with students before they write their responses to the field trip. Use the rating scale to assess how well students are able to use German for personal enjoyment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ None required.

Language Competence

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.1
aural interpretation

a. understand simple spoken sentences in guided situations

➤ **Simon Says**
Play *Simon Sagt* (Simon Says) in German. Start with simple actions, making them more complicated as the game progresses.

Extension
Distribute foam shapes and objects of different colours and include them in the game; for example, "Pick up the red circle."

➤ **Picture This!**
Based on a lexical field studied, describe a scene using simple language and have the students (working independently or in groups) draw what they hear. At the end of the activity, show the students a picture of the scene you were describing and have them compare what they drew. *Was fehlt? Was ist gleich?* (What's missing? What's the same?)

➤ **Who Is It?**
Post several pictures of different people, numbering each picture. Describe each person without naming the person being described. Invite the students to guess who you are describing by providing the number on the picture of that person.

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

LC–1   interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand simple spoken sentences in guided situations?	

➤ **Peer-assessment Checklist**
   With the students, collaboratively create an outcome-based
   peer-assessment checklist before they play Simon Says. Students
   use the checklist to determine if their peers are able to understand
   simple spoken sentences in guided situations (see sample blackline
   master in Appendix E: Peer-assessment Checklist).

➤ Foam shapes (optional).

➤ **Rubric**
   Collaboratively create an outcome-based rubric with the students
   before they draw a picture based on an oral description. Use the
   rubric to evaluate how well students are able to understand simple
   spoken sentences in guided situations (see sample blackline master
   in Appendix E: Rubric or Rubric and Checklist).

➤ None required.

➤ **Anecdotal Notes**
   Observe students as they guess the person being described. Record
   anecdotal notes of the extent to which students are able to
   understand simple spoken sentences in guided situations (see
   sample blackline master in Appendix E: Anecdotal Notes).

➤ Numbered pictures of
   different people.

Grade 4

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.2
oral production

a. produce simple words, phrases and sentences, orally, in guided situations
(continued)

➤ **What Time Is It?**
Play *Wie spät ist es, Herr Wolf?* (What time is it, Mr. Wolf?) in German. Take the students to a large play area (gymnasium or outside). Act as the "wolf" and stand at the end of the play area. Have the students stand at the other end and begin by asking you, *Wie spät ist es, Herr Wolf?* (What time is it, Mr. Wolf?) Reply: *Es ist _____ Uhr.* (It is _____ o'clock.) Have the students count aloud as they take that number of steps. As students come increasingly closer to you, instead of giving a time, call out *Mittagessen* (lunch time) and chase after the students. The students you tag become wolves as well. Play continues until there is one student left.

➤ **Role-play**
Provide various scenarios such as eating at a restaurant, a holiday dinner, grocery shopping or an outing to a park. Provide props, as available, and have the students act out the scenes using set phrases and improvisation. The students could also put on puppet shows based on the scenarios.

➤ **Vocabulary Circle**
Review eight to ten recently learned words with the class. Have the students sit in a circle and take turns reading aloud from this list of words. Encourage the students to help out if someone has difficulty reading.

➤ **Flash Cards**
Divide the class into two groups. Hold up a card with a word or expression written on it and have one student from each group read it. Give one point to each team who reads the card correctly.

Extension
Show a picture, object or action and have the students properly pronounce the associated word or phrase.

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

LC–1   interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce simple words, phrases and sentences, orally, in guided situations?	
➤ **Anecdotal Notes** Observe students as they participate in What Time Is It, Mr. Wolf? Record anecdotal notes of the extent to which students are able to produce simple words, phrases and sentences, orally, in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Rating Scale** Create an outcome-based checklist and share it with students before they role-play various scenarios. Use the rating scale to assess how well students are able to produce simple words, phrases and sentences, orally, in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Plastic food set, plastic plates, utensils and other props.
➤ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they read new vocabulary aloud. Students use the checklist to determine if their peers are able to produce simple words, phrases and sentences, orally, in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ None required.
➤ **Learning Log** After reading the flash cards, students reflect on their learning and on how well they were able to produce simple words, phrases and sentences, orally, in guided situations. For example: – I was able to … – I would like to be able to …	➤ Flash cards.

Grade 4

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

LC–1   interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.2
oral production

a. produce simple words, phrases and sentences, orally, in guided situations

➤ **Show and Tell**
Model a simple show and tell of a common object; e.g., an apple, a book, a classroom object. For example, *Dies ist ein/eine _____. Er/Sie/Es ist _____ (Farbe). Man verwendet ihn/sie/es zum _____.* (This is a(an) _____. It is _____ (colour). You use it to/for _____.) Then allow the students to prepare their own show and tell presentations for the class. When the students present the objects, ensure they pronounce their names properly.

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

LC–1   interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- produce simple words, phrases and sentences, orally, in guided situations?

➤ **Observation Checklist**
   Create an outcome-based checklist and share it with students before they present their show and tell items. Use the checklist to assess if students are able to produce simple words, phrases and sentences, orally, in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ Various objects.

Grade 4

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

LC–1   interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.3
interactive fluency

a. interact, using a combination of words and phrases, in guided situations

➤ **Role-play**
Describe various scenarios in which students meet each other for the first time; e.g., summer camp. Have the students role-play the scenarios in pairs, using common phrases and questions appropriate for introductory conversations.

➤ **Origami Finger Game**
Have the students create origami finger games (see Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, have the students spell out eight numbers. On the inside sections, have them write eight common questions related to a theme being studied. Working in pairs or groups of three, have the students play their origami finger games with each other. Encourage the students to use German as much as possible.

➤ **Thirteen Questions**
Prepare a list of 13 common questions. Display the list on an overhead transparency or the board. Divide the students into partners or small groups, and have them take turns drawing from a deck of cards. Depending on the number of the card drawn (1 to 13; Ace = 1), have the students ask their partners or group members the corresponding question. A point is awarded for each correct response.

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

LC–1 interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• interact, using a combination of words and phrases, in guided situations?

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they role-play various scenarios. Use the checklist to assess if students are able to interact, using a combination of words and phrases, in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ Various props.

➤ **Anecdotal Notes**
Observe students as they play the Origami Finger Game. Record anecdotal notes of the extent to which they are able to interact, using a combination of words and phrases, in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Sample origami finger games, coloured paper.

➤ **Learning Log**
After responding to the Thirteen Questions, students reflect on their learning and on how well they were able to interact, using a combination of words and phrases, in guided situations. For example:
− I was able to …
− I wish I were able to …

➤ List of 13 questions, decks of cards.

Grade 4

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.1
interpretation of written texts

a.   understand simple written sentences in guided situations

➤ **Mixed Up Comics**
White-out the speech bubbles of short, simple comic strips. Write the speech from the comics on sentence strips and mix them up. Have the students write or match the appropriate phrases to each empty speech bubble.

➤ **Treasure Hunt**
Prepare a treasure hunt around the classroom or school. Have the students follow written directions to get to each station. Students can be started at different points in the treasure hunt so that only small numbers of students are at each station. This activity could also be played outside in the schoolyard. Leave letters at each station and have the students collect them to make a word; e.g.,

A U S G E Z E I C H N E T ! (F A N T A S T I C !)

➤ **Drawing by Instruction**
Have the students follow simple written instructions to create a simple drawing; e.g., Draw a circle. Next to the circle, draw a triangle. Invite the students to compare their finished drawings.

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

LC–2   **interpret and produce written and nonverbal texts**

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• understand simple written sentences in guided situations?

➤ **Anecdotal Notes**
Observe the students as they match or write the speech from a comic. Record anecdotal notes of the extent to which students are able to understand simple written sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they follow the instructions in the treasure hunt. Students use the checklist to determine if they are able to understand simple written sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Learning Log**
After creating their drawings, students reflect on their learning and on how well they were able to understand simple written sentences in guided situations. For example:
− When I didn't understand a word, I …
− The hardest part of the activity was …

MATERIALS

➤ Various simple German comics.

➤ Letters in envelopes for each station, a set of written clues.

➤ Simple written instructions to create a simple drawing.

Grade 4

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.2
written production

a. produce simple written words and phrases in guided situations

➤ **Sentence Flip Books**
Ask the students to prepare a set of *Zeitangaben*, *Verben* and *Nomen* (adverbial phrases of time, verbs and nouns). The *Zeitangabe* is written on the top section of a piece of paper that has been cut in three. The verb is written on the middle section and the noun on the bottom section of the page. Photocopy the students' pages to make booklets. Each booklet is bound so that the students can flip the pages to make silly sentences. For example:

(in the morning)	*Morgens*	*Abends*	(in the evening)
(jumps)	*springt*	*malt*	(paints/draws)
(the cow)	*die Kuh*	*das Kind*	(the child)
	–1–	–2–	
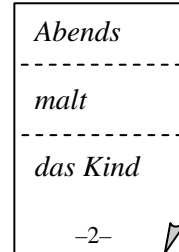
➤ **Question and Guess**
Have each student prepare five or more questions designed to determine what noun is posted on their back; e.g., "Am I a banana?" Ask each student to tape a noun (e.g., a fruit) to the back of a classmate. Invite the students to then ask one another questions to see if they can guess what is written on their own backs.

➤ **Game Directions (Advanced Activity)**
Give the students blank game boards (e.g., Snakes and Ladders) and have them write simple directions on the different squares; e.g., "Move two spaces." "Go down one space."

➤ **Cloze Sentences**
Prepare cloze sentences based on recently studied vocabulary to be completed independently, in partners or in small groups.

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

LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- produce simple written words and phrases in guided situations?

➤ **Learning Log**
   After creating a flip book of "silly sentences," students reflect on their learning and on how well they were able to produce simple written words and phrases in guided situations.

➤ Paper (card stock), coil bindings.

➤ **Anecdotal Notes**
   Observe students as they participate in the Question and Guess activity. Record anecdotal notes of the extent to which students are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Tape.

➤ **Rubric**
   Collaboratively create an outcome-based rubric with the students before they create simple directions for a board game. Use the rubric to evaluate how well students are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Blank game boards.

➤ **Peer-assessment Checklist**
   With the students, collaboratively create an outcome-based peer-assessment checklist before they complete cloze sentences. Students use the checklist to determine if their peers were able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Cloze sentences.

Grade 4

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.3
viewing

a. derive meaning from visuals and other forms of nonverbal communication in guided situations

➤ **Picture Collage**
Have the students cut out pictures related to the lexical field being taught and prepare collages. Working in small groups, ask the students to take turns describing one of the pictures in their collages. The other group members must try to guess which picture in the collage is being described.

Alternative Activity
Have the students use clip art and collect graphics from the Internet to create a collage.

Caution
Students should be monitored when they use the Internet.

➤ **Fashion Statements**
Provide the students with a variety of clothing advertisements from catalogues or magazines. Have the students describe the situations in which the clothing would be worn.

Alternative Activity
Organize a fashion show in which the students dress up for the day and orally present their outfits to the class; e.g., *Heute trage ich …* (Today I wear …).

➤ **Charades**
Divide the class into two groups and lead them in a game of charades. Encourage the students to use nonverbal behaviours common to the cultures of German-speaking peoples.

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

LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• derive meaning from visuals and other forms of nonverbal communication in guided situations?

➤ **Anecdotal Notes**
Observe students as they describe pictures from their own collages. Record anecdotal notes of the extent to which students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Magazines, newspapers and other sources of relevant graphics, scissors, glue, computers with Internet access (optional).

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they describe the situations in which the clothing would be worn. Students use the checklist to determine if they are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Pictures and advertisements of clothing, clothing items for a fashion show.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play charades. Use the checklist to assess how well students are able to derive meaning from visuals and other forms of nonverbal communication (see sample blackline master in Appendix E: Observation Checklist).
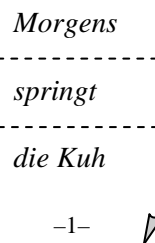
➤ None required.

Grade 4

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use visuals and other forms of nonverbal communication to express meaning in guided situations	➤ **Electronic Presentation** Book the computer lab and have the students prepare and share digital slide show presentations related to a particular theme or an area of personal interest. Invite the students to use clip art and take pictures with a digital camera. ➤ **Picture Story** Prepare a set of pictures that tells a simple story. Scramble the pictures. As you read a story in German, ask the students to order the pictures based on when the events occur. Have the students cut and glue the pictures into their learning logs or notebooks. ➤ **Pictionary/Charades** Have the students play Pictionary or charades with vocabulary related to lexical fields studied.

LC–2.4
representing

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

LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use visuals and other forms of nonverbal communication to express meaning in guided situations?

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create digital slide show presentations. Use the rating scale to assess how well students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Anecdotal Notes**
Observe students as they sequence pictures from a story. Record anecdotal notes of the extent to which students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Anecdotal Notes**
Observe students as they participate in Pictionary or charades. Record anecdotal notes of the extent to which students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Computers with Internet access, digital slide show software, digital camera.

➤ Short story, series of pictures from scenes in the story, glue.

➤ List of relevant vocabulary and/or phrases, white boards with markers.

Grade 4

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

L–3.1
phonology

a. relate all letters to the sounds they represent, including ä, ö, ü, ß

➤ **Identifying Umlaut Sounds**
Read a word with one of the umlaut sounds. Have the students hold up the card with the correct vowel and umlaut; e.g., read *Blätter* (leaves/paper) and the students hold up the card with "ä."

➤ **The German ABCs**
Teach the German letters to the melody of the ABC song and sing the song as a class. Add actions to the song.

➤ **Alphabet Review**
Prepare a set of flash cards of the German alphabet. Pass out the letters, one to each student. Say one letter and the student who has that card stands up, says it aloud, turns around to show the letter and then sits down.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• relate all letters to the sounds they represent, including ä, ö, ü, ß?

➤ **Anecdotal Notes**
Observe students as they identify the correct vowel with an umlaut. Record anecdotal notes of the extent to which students are able to relate all letters to the sounds they represent, including *ä, ö, ü, ß* (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Flash cards of vowels with umlauts.

➤ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they learn the ABC song in German. Students use the checklist to determine if they are able to relate all letters to the sounds they represent, including ä, ö, ü, ß. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ None required.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in the Alphabet Review. Use the checklist to assess how well students are able to relate all letters to the sounds they represent, including ä, ö, ü, ß (see sample blackline master in Appendix E: Observation Checklist).

➤ Flash cards of the German alphabet.

Grade 4

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. pronounce learned words and phrases intelligibly	➤ **Songs and Poems** Present various traditional or contemporary German songs and/or poems to the class. Have the students choose one, memorize it and sing or recite it to the class. This can also be done in pairs or groups.
	➤ **Reading Aloud** Present a short passage to the class and then have the students take turns reading parts of the same passage aloud to the class.
	➤ **Pronounce for Points** Divide the class into two groups. Provide each group with a set of word or expression cards. Alternating from group to group, have the students read the word or expression cards. When a student pronounces the word or expression correctly, the group gains one point.
	➤ **Let Me Introduce Myself** After the students have learned and practised personal introductions, have them introduce themselves individually to their partners. Ask the students to then introduce their partners to the class.
	➤ **Who Am I?** Have the students write five words describing themselves on an index card. When the cards are completed, collect them and randomly distribute a card to each class member. Have each student then read aloud the five clues written on his or her card. The rest of the class guesses who is being described.

LC–3.1
phonology

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• pronounce learned words and phrases intelligibly?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they learn a song or poem and present it to the rest of the class. Use the checklist to assess if students are able to pronounce learned words and phrases intelligibly (see sample blackline master in Appendix E: Observation Checklist).

➤ Various songs and poems in German, audio recordings.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they read aloud a passage. Students use the rating scale to assess how well they are able to pronounce learned words and phrases intelligibly (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Short passage in German.

➤ **Anecdotal Notes**
Observe students as they pronounce words for points. Record anecdotal notes of the extent to which students are able to pronounce learned words and phrases intelligibly (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Vocabulary and expression cards.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they introduce themselves to one another. Students use the checklist to determine if their peers are able to pronounce learned words and phrases intelligibly (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ None required.

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they read the clues and guess who is being described. Use the rubric to evaluate how well students are able to pronounce learned words and phrases intelligibly (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Index cards.

Grade 4

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.2
orthography

a. recognize some elements of the writing system; e.g., capitals

➤ **Alphabet Review**
Prepare a set of flash cards of the German alphabet. Pass out a letter to each student. Say one letter and the student who has that card stands up, says it aloud, turns around to show the letter and then sits down.

➤ **Alphabet Dice**
Prepare a die with letters on each side instead of numbers. Divide the students into teams. Have the teams take turns rolling the die. A team member must name a word for the letter rolled. Each word used is listed on the board and cannot be used twice. Give a point for each correct word (the first team to 15 wins).

➤ **Memory Game**
Prior to this activity, prepare sets of cards for each letter of the German alphabet and pictures of items beginning with each of these letters. Have the students play the Memory Game in small groups. All of the cards are turned face down on the table. Ask the students to turn over two cards, attempting to match the letter cards with pictures of objects beginning with the letters. If a student makes a match, he or she keeps the cards. If the student does not make a match, the cards are turned face down once again in the same spot. The student who collects the most pairs wins.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some elements of the writing system; e.g., capitals?	
➤ **Anecdotal Notes** Observe students as they participate in the alphabet review game. Record anecdotal notes of the extent to which students are able to recognize some elements of the writing system; e.g., letters (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Flash cards of the German alphabet.
➤ **Self-assessment Checklist and Goal Setting** Create an outcome-based self-assessment checklist and share it with students before they play the alphabet dice game. Students use the checklist to determine if they are able to recognize some elements of the writing system; e.g., letters. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➤ Blank die that can be written on, markers, whiteboard.
➤ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they play the Memory Game. Students use the checklist to determine if their peers are able to recognize some elements of the writing system; e.g., letters (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ Set of picture cards and corresponding letter cards.

Grade 4

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. spell learned words correctly	➤ **Happy Face** Lead the class in a game of Happy Face in which teams take turns guessing the letters of the secret word. For each incorrect guess, a piece of the happy face is drawn. Secret words should be familiar, but challenging. ➤ **Spelling Bee** Have the students spell German vocabulary words in a spelling bee. Each person must spell five words correctly to continue to the next round. ➤ **Spelling Lists** Have the students regularly copy spelling and vocabulary lists in their learning logs. Once a week, have the students practise spelling words from these lists with a partner.

LC–3.2
orthography

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • spell learned words correctly?	

➤ **Anecdotal Notes**
  Observe students as they spell secret words in the Happy Face
  game. Record anecdotal notes of the extent to which students are
  able to spell learned words correctly (see sample blackline master in
  Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**
  Create an outcome-based checklist and share it with students before
  they participate in a spelling bee competition. Use the checklist to
  assess if students are able to spell learned words correctly (see
  sample blackline master in Appendix E: Checklist and Comments 1
  or 2).

➤ **Conferencing/Learning Log**
  Conference with students to discuss various spelling strategies.
  During the conferences, ask the following questions:
  – What do you do when you do not know how to spell a word?
  – How do you know when you have spelled a word correctly?
  – What do you do when you have not spelled a word correctly?

  Students then record their answers to the questions in their learning
  logs.

MATERIALS

➤ None required.

➤ Spelling lists of various
  vocabulary words.

➤ Spelling lists of various
  vocabulary words.

Grade 4

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

LC-3.3
lexicon

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
  – self
  – school
  – family
  – clothing
  – any other lexical fields that meet their needs and interests

➤ **Weather Calendar**
Review the various words and phrases used to describe the weather. As a class, fill in a calendar with weather information for each day.

➤ **Charades**
Review frequently used expressions related to sports, hobbies, entertainment, school activities, food, clothing, weather and so on. Divide the class into two groups and play charades using these expressions.

➤ **Picture Quick Draw**
Divide the students into groups of three or four. Provide each group with pictures of a variety of vocabulary words studied in class. Say a particular vocabulary word aloud and have the students show the picture of the word to the class as soon as they find it. This activity could be done as a game, with a point given to the team that shows the picture first.

➤ **I See More and More**
Form a circle as a class and have the first player state what he or she sees; e.g.,

Player 1 starts: *Ich sehe einen Stuhl.* (I see a chair.)
Player 2 adds: *Ich sehe einen Stuhl und einen Tisch.* (I see a chair and a table.)
Player 3 adds: *Ich sehe einen Stuhl, einen Tisch und ein Fenster.* (I see a chair, a table and a window.)

And so on.

➤ **Family Trees**
Review vocabulary related to the family and have the students create family trees in German on the computer or on posters.

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields?

➤ **Anecdotal Notes**
Observe students as they describe the daily weather conditions. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Chart paper, poster board or cardboard, markers, weather information.

➤ **Anecdotal Notes**
Observe students as they participate in charades using known vocabulary on familiar topics. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

➤ A collection of frequently used expressions on various topics.

➤ **Anecdotal Notes**
Observe students as they participate in the Picture Quick Draw game. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Pictures related to various vocabulary words.

➤ **Learning Log**
After describing what they and others in the class see, students reflect on their learning and on how well they were able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields. For example:
– I would like to know how to say …

➤ None required.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create family trees. Use the rating scale to assess how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Computer (optional), poster materials.

Grade 4

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.4 grammatical elements

a. in modelled situations,★ the following grammatical elements:
   – gender of familiar nouns
   – plural of familiar nouns
   – definite and indefinite articles of familiar nouns in nominative and accusative
   – personal pronouns (singular) in nominative
   – possessive adjectives (*mein/dein/sein/ihr*)
   – verbs (infinitive, first person singular and plural, present tense)
   – selected modal verbs in present tense (e.g., *kann, darf*) and placement of infinitive (e.g., *Ich möchte Wasser trinken.*)
   – imperative mood (singular)
   – yes/no questions (e.g., *Hast du eine Katze?*)
   – position of adverbs of preference (e.g., *gern*)

➤ **Gender Game**
Introduce vocabulary nouns colour-coded by gender; e.g.,
red—feminine
blue—masculine
green—neutral

Give the students three coloured cards (or other coloured objects). Read a noun and have the students hold up the correct colour.

➤ **Instruction Construction**
Review vocabulary and verb forms (imperative) used when giving instructions. Have the students write instructions for various simple activities such as *die Tür schließen, zur Toilette gehen, ein Buch lesen* (closing the door, how to get to the washroom, reading a book).

➤ **Class Survey**
With the class, create a list of yes/no questions for a class survey that covers various topics; for example, food preferences, sports preferences, favourite actors/singers/bands and hobbies. Have the class answer the questions and examine the responses to the survey. What percentage likes broccoli? What percentage can skate? Ask the students to summarize the results in a spreadsheet or chart on the computer.

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

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• recognize and use, in modelled situations, the [given] grammatical elements?

➤ **Anecdotal Notes**
Observe students as they identify the gender of nouns using the colour-coding system. Record anecdotal notes of the extent to which students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., the gender of familiar nouns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Coloured cards or objects, list of vocabulary.

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they write instructions. Use the rubric to evaluate how well students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., imperatives (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Sample instructions in German.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create a class survey. Use the checklist to assess if students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., yes/no questions (see sample blackline master in Appendix E: Observation Checklist).

➤ Whiteboard or chart paper, computer (optional).

Grade 4

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.1
register

a. speak at a volume appropriate to specific classroom situations

➤ **Drama**
Lead a discussion of when and why people speak at different volumes. Brainstorm why people may speak loudly, why they may speak softly and discuss what is appropriate. Have the students then act out simple plays in German based on various scenarios (formal and informal) and contexts. Encourage the students to use appropriate expression, tone and volume as they perform their parts.

➤ **Speaking Aloud**
Review the appropriate use of tone and volume. Describe a scenario and ask the students what volume they should use; e.g., what is appropriate. Ask the students to then demonstrate the appropriate volume.

➤ **Video Recordings**
Video record the students doing various classroom activities, such as acting out simple plays, reading aloud, doing group work or presentations. Have the students view the videos and discuss successes and challenges in adapting volume for various classroom situations.

Alternative Activity
Audio record your class and review the sound level together—is it appropriate?

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- speak at a volume appropriate to specific classroom situations?

➤ **Checklist and Comments**
   Create an outcome-based checklist and share it with students before they act out simple plays. Use the checklist to assess if students are able to speak at a volume appropriate to specific classroom situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ Brainstorming web (see Appendix D: Graphic Organizers), short, simple German plays.

➤ **Self-assessment Rating Scale**
   Create an outcome-based self-assessment rating scale and share it with students before they demonstrate appropriate speech based on specific scenarios. Students use the rating scale to assess how well they are able to speak at a volume appropriate to specific classroom situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ None required.

➤ **Goal Setting**
   After viewing the video recording or listening to the audio recording, the class works together to set goals for using appropriate volume in class (see sample blackline master in Appendix E: Long-term Goal Setting).

➤ Video/audio equipment.

Grade 4

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.1
register

b. respond to tone of voice

➤ **What's the Tone?**
Prepare a worksheet with different statements on it. Beside each statement are four faces: one is happy, the other sad, the third angry and the fourth indifferent. Use different expressions to read the phrases. Based on your tone of voice, have the students colour in the matching faces.

➤ **Voice Recognition**
Make or find a recording containing sentences spoken in German by a variety of people; e.g., senior male, teenage girl, middle-aged woman, small child. Give the students worksheets with pictures of the different people who speak on the recording. As they listen to the speech, ask the students to identify the speakers and whether they are joking, asking a question, arguing, being sarcastic and so on.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• respond to tone of voice?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they indicate your mood based on your tone of voice. Students use the checklist to determine if they are able to respond to tone of voice (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they listen to recordings of a variety of people. Use the rating scale to assess how well students are able to respond to tone of voice (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Worksheets.

➤ Recordings of various voices.

Grade 4

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–4.2** idiomatic expressions a. imitate age-appropriate idiomatic expressions	➤ **Idioms for Fun** Whenever new idiomatic expressions come up in class, note them on chart paper posted in the classroom. Have the students practise simple idiomatic expressions they have learned in class; e.g., *Schade, du hast Pech gehabt, blöd, du hast Schwein gehabt*, *gut gemacht, prima*, *wer ist dran?* (too bad, bad luck, foolish, you are fortunate, well done, fantastic, whose turn is it?). ➤ **Illustrated Idioms** Introduce the students to various simple and common idiomatic expressions in German. Explain them and how they are used and have the class practise saying them. Have the students then draw pictures that illustrate the different expressions or show when they would be used.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• imitate age-appropriate idiomatic expressions?

➤ **Learning Log**
   After recording learned idiomatic expressions in their learning logs, students reflect on their learning and how well they were able to imitate age-appropriate idiomatic expressions. For example:
   – I learned …
   – I would like to know more …

➤ **Peer-assessment Checklist**
   With the students, collaboratively create an outcome-based peer-assessment checklist before they practise and illustrate the idiomatic expressions. Students use the checklist to assess how well their peers are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Edmonton Public School Board *Rechtschreibung* workbooks for grades 1–6, chart paper.

➤ Art supplies.

Grade 4

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

LC–4   apply knowledge of the sociocultural context

LC–4.3
variations in language

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience a variety of voices	➤ **Many Different Voices** Play video or audio recordings of speakers of German who come from different areas or countries of the world. As a class, discuss differences between the voices; e.g., pitch, tone, volume and accents.
	➤ **Guest Speakers** Invite guest speakers to speak to the students in German. Have the students prepare questions for the guest speakers in advance. When appropriate, invite the students to take turns asking their questions, such as *Wie lang sprichst du schon Deutsch? Woher bist du? Wann bist du nach Kanada gezogen?* (How long have you spoken German? Where are you from? When did you move to Canada?).
	➤ **Spoken Directions (Advanced Activity)** Record various German speakers giving simple directions for drawing a picture. For example: 1. *Male einen großen Kreis in die Mitte der Seite.* (Draw a large circle in the middle of the page.) 2. *Male ein Dreieck oben auf den Kreis.* (Draw a triangle on top of the circle.). Have the students listen to the recordings and follow the instructions to draw pictures.

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

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- experience a variety of voices?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they listen to various recordings of German speakers from around the world. Students use the checklist to determine if they are able to experience a variety of voices (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Video or audio recordings of speakers of German from different parts of the world, viewing or listening stations.

➤ **Anecdotal Notes**
Observe students as they listen to guest speakers. Record anecdotal notes of the extent to which students are able to experience a variety of voices (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Guest speakers who speak German.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they follow specific instructions to create drawings. Students use the checklist to determine if they are able to experience a variety of voices (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Recordings of various people giving directions in German.

Grade 4

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.4
social conventions

a. imitate simple, routine social interactions

➤ **Role-play**
Prepare picture cards depicting different social situations. Ask the students to act out the different scenarios with partners or in small groups, using the appropriate social conventions. Sample scenarios include asking a stranger directions, meeting a new teacher or meeting a friend after school.

➤ **Complete and Perform a Dialogue**
Prepare short, open-ended dialogues that depict different types of social encounters. Ask the students to act out and complete the dialogues with partners.

➤ **Write a Dialogue**
Have the students, with partners, write dialogues that show social interactions at:
– home
– school
– a movie theatre
– a party
– the playground.

Have the students read their conversations with their partners, record them and play them for the class.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- imitate simple, routine social interactions?

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they role-play situations using appropriate social conventions. Use the rubric to evaluate how well students are able to imitate simple, routine social interactions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they complete and perform dialogues. Students use the checklist to determine if their peers are able to imitate simple, routine social interactions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create dialogues demonstrating social interactions. Use the rubric to evaluate how well students are able to imitate simple, routine social interactions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Picture cards that show different social situations.

➤ Short open-ended dialogues that depict various social interactions.

➤ Audio recording equipment.

Grade 4

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

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.4
social conventions

b. use basic social expressions appropriate to the classroom

➤ **Expression Posters**
At the beginning of the year, have the students make posters that list common classroom phrases and questions; e.g., *Darf ich meinen Bleistift spitzen? Wie sagt man _____? Was bedeutet ___? Darf ich bitte zur Toilette gehen?* (May I sharpen my pencil? What do you call ___? What does _____ mean? May I go to the washroom, please?) Display these posters on the classroom walls. On a daily basis, encourage the students to use these expressions in German to meet their needs.

➤ **Expression Game**
Designate three different areas for three different common expressions; e.g., by using different coloured mats. Divide the class into teams and have a member from each team respond to a scenario by going to the area designated to the appropriate expression.

➤ **Expression Lists**
Have the students write the common expressions that they learn throughout the year in their personal dictionaries. Refer regularly to these lists and encourage the students to use expressions in German. Continue throughout the year to add new expressions to the students' common expressions lists.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use basic social expressions appropriate to the classroom?

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they use routine classroom phrases in German. Use the checklist to assess if students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ Chart paper or poster board and markers.

➤ **Anecdotal Notes**
Observe students as they match scenarios with common expressions. Record anecdotal notes of the extent to which students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Coloured mats (optional).

➤ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they list common expressions in their personal dictionaries. Students use the checklist to determine if they are able to use basic social expressions appropriate to the classroom. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ Personal dictionaries.

Grade 4

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.5
nonverbal communication

a. understand the meaning of, and imitate, some common nonverbal behaviours used in the cultures of the German-speaking world

➤ **Acting Without Words**
Show the class a video that includes German speakers using nonverbal communication; e.g., pointing, hand gestures, facial expressions. Prepare cards that describe simple scenarios for the students to act out based on the nonverbal communication observed in the video. Ask the students to act out the scenarios using the nonverbal behaviours appropriate to German culture.

➤ **Gestures and Expressions**
With the class, brainstorm common expressions that are accompanied by gestures. Create a list to display in the classroom and periodically point to an item on the list and have the class say the expression and do the accompanying gesture.

➤ **Modelling Nonverbal Behaviours**
Demonstrate various nonverbal behaviours specific to German culture and have the students copy you; e.g., during eating, the knife is kept in the right hand and the fork stays in the left hand and both hands are kept above the table.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
•   understand the meaning of, and imitate, some common nonverbal behaviours used in the cultures of the German-speaking world?

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they act out scenarios to demonstrate appropriate nonverbal behaviours. Use the rating scale to assess how well students are able to understand the meaning of, and imitate, some common nonverbal behaviours used in the cultures of the German-speaking world (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Video of German speakers using nonverbal communication, cards with scenario descriptions.

➤ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they use gestures that accompany common expressions. Students use the checklist to determine if they are able to understand the meaning of, and imitate, some common nonverbal behaviours used in the cultures of the German-speaking world. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ List of German expressions and accompanying gestures.

➤ **Anecdotal Notes**
Observe students as they copy your nonverbal behaviours. Record anecdotal notes of the extent to which students are able to understand the meaning of, and imitate, some common nonverbal behaviours used in the cultures of the German-speaking world (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Examples of various nonverbal behaviours specific to German culture.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

LC–5.1
cohesion/coherence

a.   imitate speech that uses simple link words

➤ **Choral Reading**
Select a passage that contains examples of link words and read it to the students. Have the students choral read the passage as a class.

➤ **Circle Story**
Review various link words and introduce new ones. Arrange the students in a circle. Begin the activity by stating something appropriate to the theme being studied; e.g., for clothing, *In meinen Koffer lege ich ...* (In my suitcase, I put …). Have the first student repeat what you said and use a simple link word (conjunction) to continue the sentence. As students have their turns, they must repeat what all the previous students have said before adding their own ideas. Encourage the students to vary the link words; e.g., *Ich habe <u>auch</u> ein/eine/einen ..., <u>aber</u> mein/meine/meiner ist kleiner.* (I <u>also</u> have a …, <u>but</u> mine is smaller.)

➤ **Connected Text**
Have the students list the various activities they will do during an upcoming holiday or school break, using link words appropriately to connect their ideas; e.g., *Morgens werde ich …; Dann werde ich …; Danach …* (In the morning, I will …; Then, I will …; After that, …). Have the students read their passages aloud to their groups or the class.

Extension
Have the students send e-mails containing their passage to you or another student.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- imitate speech that uses simple link words?

➤ **Anecdotal Notes**
Observe students as they choral read the passage. Record anecdotal notes of the extent to which students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Passage in German containing link words.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they add to the conversation by linking ideas of their own. Use the rating scale to assess how well students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ None required.

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they describe activities they plan to do during a break. Use the rubric to evaluate how well students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ None required.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience a variety of oral text forms	➤ **Multiple Media** Collect a variety of oral media; for example, television or radio news programs, interviews, movies, speeches, poetry and songs. Introduce and present the various examples to the class. Discuss as a class differences in oral text forms and the students' preferences.
	➤ **Music and Song** Ask the students to listen to a recorded German song. Play the song a second time and have the students listen for and note familiar vocabulary. Discuss as a class the different words they recognized.
	➤ **Listen and Sing** Listen to a variety of popular German songs. Give the students print copies of the lyrics and have them learn to sing the chorus.
	➤ **Commercial Clips** Invite the students to watch age-appropriate clips of German television commercials, cartoons or other children's shows. Ask the students to list all the words and phrases they recognized and discuss the clips as a class.

LC–5.2
text forms

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- experience a variety of oral text forms?

➤ **Anecdotal Notes** Observe students as they discuss the differences between the oral media samples. Record anecdotal notes of the extent to which students are able to experience a variety of oral text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➤ German children's poems, videos, television shows, radio interviews, speeches and so on.
➤ **Self-assessment Checklist and Goal-setting** Create an outcome-based self-assessment checklist and share it with students before they listen to a German song. Students use the checklist to determine if they are able to experience a variety of oral text forms. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➤ Recordings of children's songs, audio equipment.
➤ **Learning Log** After listening to a variety of popular German songs, students reflect on their learning and on how well they were able to experience a variety of oral text forms.	➤ German songs, handout of lyrics.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they watch video clips in German. Use the checklist to assess how well the students are able to experience a variety of oral text forms (see sample of blackline master in Appendix E: Observation Checklist).	➤ German television, commercials, cartoons or other children's shows, video equipment.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–5.3
patterns of social interaction

a.   respond using very simple social interaction patterns

➤ **Dialogues to Post**
With the students, create simple question–answer and greeting–response dialogues and record and post them for student reference. Encourage the students to refer to these dialogues when interacting with others in the class.

➤ **Improv Theatre**
Review sample dialogues with the students. Divide the class into different improv groups. Have each group take the stage and take requests from the audience that relate to various social scenarios; e.g., meeting someone on a bus, first day of school, lost in Munich, looking for tomatoes at the grocery store, a night out. Have the groups then improvise a scene using simple interaction patterns covered in class. Students may refer to posted dialogues for help.

➤ **Word and Expression Strips**
Create word and expression strips using a variety of vocabulary related to simple social interaction patterns. Have the students use the strips to create various simple dialogues. Ask the students to work with partners to present their dialogues to the class.

➤ **E-mail a Pen Pal (Advanced Activity)**
Invite the students to write simple e-mails in German to pen pals from another school or country. If this is not possible, students can write to each other. Have the students ask simple questions and give simple information about themselves in several e-mails back and forth. Monitor and review these e-mails.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- respond using very simple social interaction patterns?

➤ **Anecdotal Notes**
Observe students as they create simple dialogues for posting. Record anecdotal notes of the extent to which students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Chart paper, markers.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they present simple improvised scenarios. Students use the checklist to determine how well their peers are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ None required.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they create simple dialogues from word strips. Students use the rating scale to assess how well they are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Word strips.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they e-mail messages to other students. Use the checklist to assess if students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Observation Checklist).

➤ Computers, e-mail, printer.

Global Citizenship

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. ask questions, using their first language, about elements of the culture experienced in class *(continued)*	➤ **Cultural Event** Organize a class or school-wide cultural event related to the German language and culture; e.g., invite a singer or have a dramatic performance, traditional meal or cultural celebrations such as *Nikolaustag* or *Fasching* (St. Nicholas Day [December 6] or Mardi Gras). After the event, encourage the students to ask questions about elements of the culture experienced. Invite the students to illustrate the cultural event in their learning logs. ➤ **Peruse the Print** Invite the students to examine brochures, maps, posters and Web sites on German culture and ask questions about the cultural elements depicted. Encourage the students to share their questions and findings with their classmates. **Caution** Students should be monitored when they use the Internet. ➤ **Dance Time** Teach the class a German folk dance. Have the students explore the traditional roots associated with the dance and/or music and where the dance is performed today. Encourage the students to use KWL charts to organize their inquiries.

GC–1.1
accessing/analyzing cultural knowledge

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask questions, using their first language, about elements of the culture experienced in class?	
➤ **Learning Log** After participating in German cultural activities, students reflect on their learning and on how well they were able to ask questions, using their first language, about elements of the culture experienced in class.	➤ None required.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they examine various cultural print texts. Use the checklist to assess how well students are able to ask questions, using their first language, about elements of the culture experienced in class (see sample blackline master in Appendix E: Observation checklist).	➤ Brochures, maps, posters and Web sites on German culture.
➤ **Anecdotal Notes** Observe students as they learn and explore a German folkdance. Record anecdotal notes of the extent to which students are able to ask questions, using their first language, about elements of the culture experienced in class (see sample blackline master in Appendix E: Anecdotal Notes).	➤ German traditional dance, music, KWL chart template.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–1.1
accessing/analyzing cultural knowledge

a. ask questions, using their first language, about elements of the culture experienced in class

➤ **Interviews**
Have the students interview native speakers of German in English to grasp a deeper understanding of cultural elements. In preparation for these interviews, brainstorm various general and specific questions that could be asked. With reference to this list, collaboratively develop with the students an interview form they could use for their interviews. Help find native German speakers who are willing to be interviewed – either by individual students or small groups of students. Organize the interview times and places and coach the students on proper interview etiquette.

➤ **Reflect, Discuss and Write**
After completing several culturally linked activities, have the students discuss and write about their impressions and experiences and ask any questions they have in regard to German cultural elements.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask questions, using their first language, about elements of the culture experienced in class?	
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they prepare questions for interviews with native German speakers. Use the checklist to assess if students are able to ask questions, using their first language, about elements of the culture experienced in class (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Native German speaker(s) for students to interview, interview forms.
➤ **Anecdotal Notes** Observe students as they reflect on a cultural activity. Record anecdotal note on the extent to which students are able to ask questions, using their first language, about elements of the culture experienced in class (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–1.2
knowledge of the culture

a. participate in activities and experiences that reflect elements of the culture *(continued)*

➤ **Cultural Field Trips**
Take the class to a German restaurant or German cultural event in the community. Introduce, post and practise trip-related vocabulary. Encourage the students to perform library or Internet research on foods or cultural event components prior to the field trip.

Caution
Students should be monitored when they use the Internet.

➤ **Recollections of German Connections**
Lead the students to discuss their own personal experiences with German culture; e.g., cultural events they have attended, trips they have taken, relatives who come to visit, pen pals, German foods they have eaten, experiences with German art, music, fashion, German products (electronics, automobiles). List the students' experiences on the board and use this list as a springboard for further exploration of cultural elements.

➤ **Pen Pals/E-mail Pals (Advanced Activity)**
Arrange Grade 4-aged pen pals or e-mail pals for students from a community in which German is spoken. Provide guideline questions students can ask their pals to explore and learn about German cultural elements. Provide a model of introductory communication and encourage the students to consult with you and various references when communicating with their pals. Set up a conferencing schedule and regularly discuss the communications with students. Consider exchanging photographs and having each student prepare an introduction with a photograph for his or her pal. Invite the students to introduce their pals to the class and share what they have found out about them and their culture.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of the culture?	
➤ **Learning Log** After attending a field trip to a German restaurant or German cultural event, students reflect on their learning and on how well they were able to participate in activities and experiences that reflect elements of the culture. For example: – This experience reminded me of … – In the future, I would like to take a trip to …	➤ Vocabulary or expressions for posting, library or Internet access for background research.
➤ **Anecdotal Notes** Observe students as they discuss their personal experiences with German culture. Record anecdotal notes of the extent to which students are able to participate in activities and experiences that reflect elements of the culture (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they communicate with their German-speaking pen pals or e-mail pals. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of the culture (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ E-mail, photographs.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.2 knowledge of the culture a. participate in activities and experiences that reflect elements of the culture	➤ **Cultural Cooking** Show pictures of traditional German dishes and discuss their cultural significance in Germany. Display the pictures with accompanying names. Have ingredients available (either supplied or brought from students' homes) for some of the food items that are simple to prepare in the classroom. Demonstrate and discuss techniques with which students may have difficulty. Group students and have each group prepare one dish. Invite the students to share the prepared dishes using appropriate cultural conventions.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of the culture?	
➤ **Anecdotal Notes** Observe students as they discuss and prepare traditional German dishes. Record anecdotal notes of the extent to which students are able to participate in activities and experiences that reflect elements of the culture (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Pictures of traditional German dishes, recipes and ingredients to make traditional German dishes.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

a. recognize elements of the culture in the classroom	➤ **Culture in the Classroom**
	Guide a discussion with the students of the cultural elements found within the classroom; e.g.,
	  – *Adventskalender* (Advent calendar)
	  – *Adventskranz* (Advent wreath)
	  – Poster of a *Weihnachtsmarkt* (Christmas Fair).
	
	➤ **Cultural Elements Related to Celebrations**
	In their learning logs, have the students record and illustrate cultural elements found in the classroom that pertain to a certain celebration or cultural event. The cultural elements can be presented in the form of a list of items that the student feels are most significant to the event; for example,
	  – *Weihnachten ist …* (Christmas is …).
	
	➤ **Pictures of Culture**
	Display posters of typical German street scenes, events or traditions. Alternatively, have the students find pictures of cultural events or scenes on Web sites. Discuss the posters or pictures and determine what is happening in each scene. Have groups of students create challenges in which students identify images from traditional German culture.
	
	Caution
	Students should be monitored when they use the Internet.

GC–1.3
applying cultural knowledge

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize elements of the culture in the classroom?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss cultural elements found in the classroom. Use the checklist to assess if students are able to recognize elements of the culture in the classroom (see sample blackline master in Appendix E: Observation Checklist).	➤ Cultural items on display in the classroom.
➤ **Learning Log** After identifying German cultural elements related to celebrations, students reflect on their learning and on how well they were able to recognize elements of the culture in the classroom. For example: – In my opinion, the two most important elements are … – I would like to learn more about …	➤ Cultural items on display in the classroom.
➤ **Anecdotal Notes** Observe students as they identify elements of German culture in photographs. Record anecdotal notes of the extent to which students are able to recognize elements of the culture in the classroom (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Photographs of German events or traditions.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. experience diverse elements of the culture	➤ **Culture in the Community** Have the students attend cultural activities within the community and school-wide cultural celebrations, e.g., *Oktoberfest*, or view videos, films, Web sites and other media related to German cultural events. After participating, have the students illustrate their experiences related to the event. Short simple sentences or labelling can be used to enhance the illustrations and highlight the students' recognition and understanding of various elements of German culture. ➤ **Visit a German-speaking Country!** Ask the students to create travel brochures that promote diverse elements of the cultures of the German-speaking world. Research will be required through the library or Internet. Provide an information gathering organizer to focus the students on diverse elements of the culture. Invite the students to then present their travel brochures to their classmates. ➤ **Digital Slide Show Presentation** Have the students use the Internet, library, background knowledge and previous experience to create digital slide show presentations showing diverse aspects of German culture. **Caution** Students should be monitored when they use the Internet.

GC–1.4 diversity within the culture

General Outcome for Global Citizenship

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience diverse elements of the culture?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they illustrate their experiences related to the cultural event. Use the checklist to assess if students are able to experience diverse elements of the culture (see sample blackline master in Appendix E: Observation Checklist).	➤ Videos, films and Web sites about Germany, local German festivals, celebrations, art or music shows, bakeries, restaurants, cultural groups.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create travel brochures to promote elements of the cultures of the German-speaking world. Use the rubric to evaluate how well students are able to experience diverse elements of the culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Travel brochure materials, references from the library or Internet, graphic organizer.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create and present digital slide shows. Use the rubric to evaluate how well students are able to experience diverse elements of the culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Digital slide show software, computer, Internet.

Grade 4

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in cultural activities and experiences	➤ **Move to the Beat** Bring in samples of current German music that students are likely to enjoy. Play short selections, encouraging the students to move to the rhythm of the music. Have the students improvise steps that match the mood of the music. Discuss with them what they enjoy about the music. Explore with them the connections between dance steps we do now and older, more traditional German dances. Provide a selection of segments from German dance videos that reflect the diversity of traditional German dances and the influences those dances have had. Demonstrate and provide opportunities for the students to learn and practise a modern German dance. ➤ **Advent Calendar** At Christmas, display and discuss the *Adventskalender* (Advent calendar) and *Adventskranz* (Advent wreath). ➤ **German Easter Eggs** Invite the students to decorate eggs to hang from an *Osterstrauch* (Easter decoration) in the classroom. ➤ **Cultural Circuit Training** Set up several culturally linked activity centres for the students to try; e.g., make a *Zuckertüte* (paper cone of candies) and read about its origins; listen to a simple piece of German music and learn the lyrics, clap and sing along; watch a short video on how to make *Plätzchen* (cookies) and sample them; read a typical simple German story; display a variety of ingredients identified in German and English (e.g., *Mehl, Zucker, Butter, Schokolade*); view the works of famous German artists and read their biographies.

GC–1.5
valuing the culture

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in cultural activities and experiences?	
➤ **Anecdotal Notes** Observe students as they participate in a modern German dance. Record anecdotal notes of the extent to which students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➤ German music, German dance video clips, information on German dance history and modern German dance.
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they discuss the Advent Calendar. Use the checklist to assess if students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ *Adventskalender* and *Adventskranz* for display.
➤ **Anecdotal Notes** Observe students as they decorate German Easter eggs. Record anecdotal notes of the extent to which students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➤ *Osterstrauch* (Easter decoration) for display in the classroom.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they visit activity centres in the classroom related to German culture. Use the rating scale to assess how well students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Materials as required for several German cultural activity stations.

Grade 4

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

GC–2   **appreciating diversity**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.1 awareness of first language a. distinguish between their first language and German	➤ **Umlaut Summary Poster** Divide the students into pairs or small groups and have them create posters to show the umlaut sounds with example words. Review, discuss and practise umlaut sounds with reference to these posters. Discuss the absence of accents in English and the use of different accents in other languages. ➤ **Spot the English** Have the students examine German texts to see if they can find any English words (English words are quite prevalent in German newspaper or magazine articles). Have them highlight the English words and compare their texts with partners.

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• distinguish between their first language and German?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they make observations on the use of the umlaut in German. Students use the checklist to determine if they are able to distinguish between their first language and German (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Poster materials.

➤ **Anecdotal Notes**
Observe students as they highlight English words in a German text. Record anecdotal notes of the extent to which students are able to distinguish between their first language and German (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Highlighters, German texts.

Grade 4

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore the variety of languages spoken by those around them	➤ **Personal Heritage Exploration** Guide the students in a classroom discussion in which they share information on the languages they speak and their cultural backgrounds. Parents or relatives may be invited in to give brief presentations on their linguistic backgrounds.
	➤ **Classroom Mini-cultural Fair** Have small groups of students prepare presentations on different languages spoken in their community. As an extension, have the students include languages spoken across the province. Invite the students to teach simple vocabulary from each of the languages.
	➤ **School-wide Multicultural Day** Invite speakers of different languages and from different cultures to share their backgrounds with the class or school. Provide the students with information gathering organizers to complete during these presentations.
	➤ **Community Multicultural Events** Encourage the students to participate in multicultural activities within their community. Develop and post a calendar of events appropriate for student participation. Discuss upcoming events and encourage the students to attend with parents or organize a class trip, if possible.

GC–2.2
general language knowledge

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore the variety of languages spoken by those around them?	

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they share information on their linguistic backgrounds. Students use the checklist to determine if they are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ None required.

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they present information on different languages spoken in the community. Use the rubric to evaluate how well students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Various presentation materials.

➤ **Anecdotal Notes**
Observe students as they complete the organizer based on information provided by guest speakers. Record anecdotal notes of the extent to which students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Guest speakers, organizers.

➤ **Learning Log**
After developing a calendar of cultural events in the community, students reflect on their learning and on how well they were able to explore the variety of languages spoken by those around them. For example:
– I learned …
– I would like to know more about …

➤ Community event calendar.

Grade 4

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge b. identify similarities among words from different languages within their personal experience	➤ **International Origins of Cognates** As cognates from different languages are encountered during classroom activities, specifically identify each word and its linguistic root. Post these cognates on a word wall or pocket chart for ongoing student reference. For example: – night (English) – *Nacht* (German) – *noc* (Czech) – *nox* (Latin) – *nuit* (French) – *noche* (Spanish). ➤ **Language Imports** Discuss commonly used English words that are taken from many different languages as an introduction to discussing those used in German; e.g., – dim sum (Chinese) – taco (Spanish) – baguette (French) – kabob (Turkey) – turban (Indian) – bagel (Yiddish).

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities among words from different languages within their personal experience?	
➤ **Learning Log** After discussing cognates from different languages, students reflect on their learning and on how well they were able to identify similarities among words from different languages within their personal experience. For example: – I understand that _____ is similar to _____ because … – Understanding these similarities helps me learn how to speak languages because …	➤ Cognates posted on word wall or in a pocket chart.
➤ **Learning Log** After brainstorming words imported from other languages, students reflect on their learning and on how well they were able to identify similarities among words from different languages within their personal experience.	➤ None required.

Grade 4

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–2.3
awareness of own culture

a.   explore similarities between their own culture and other cultures

➤ **Diagram Comparison**
Have the students create Venn diagrams to compare and contrast their own culture and German culture (see Appendix D: Graphic Organizers for blackline master).

➤ **Classroom Celebrations**
For important cultural events such as Christmas, New Year's or birthdays, organize a classroom celebration that reflects the different traditions of individual students. Have the students whose heritage is being featured bring in food items and/or objects representative of their cultural backgrounds. Have the students explain how this event is celebrated in their culture. As these presentations are made throughout the year, discuss the similarities between them as a class.

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

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• explore similarities between their own culture and other cultures?

➤ **Rating Scale**
Create an outcome-based checklist and share it with students before they create Venn diagrams. Use the rating scale to assess how well students explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Learning Log**
After discussing the presentations, students reflect on their learning and on how well they were able to explore similarities between their own culture and other cultures. For example:
– Today I learned about the _____ culture.
– Three similarities I noticed between this culture and my own are
_____, _____, _____.

➤ Venn diagram template (see Appendix D: Graphic Organizers).

➤ Culturally significant foods or articles associated with students' cultural heritage celebrations.

Grade 4

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–2.4
general cultural knowledge

a. participate in activities and experiences that reflect elements of different cultures

➤ **Let's Celebrate Culture!**
Have the students help plan and implement school-wide cultural celebrations; e.g., *Neujahr* (New Year's Day), Three Kings and Epiphany, *Karneval*. Encourage the students to include similar celebrations from a few cultures, such as Ukrainian, Jewish, Chinese.

➤ **Culture Backgrounders**
Have the students investigate cultural events around the world using Web sites, videos, CDs, filmstrips, books, cultural association newspapers, cultural association magazines and other media. Assign particular cultural events to student groups. Have the students focus their research to develop an information product for sharing with the class; e.g., poster, oral presentation, written or illustrated work.

➤ **Community Cultural Events**
Encourage the students to attend cultural activities within the community. Keep a community event calendar in the classroom. Organize class trips and provide the students with focus questions to answer and refer to during follow-up class discussions.

➤ **Come Visit!**
Have the students, individually or in pairs, create travel brochures for a country of a different culture. Direct the students on what information to include in their brochures.

➤ **Cultural Digital Slide Shows**
Have the students use the Internet and any other references at hand, including their own background knowledge, to create individual digital slide show presentations demonstrating different aspects of other cultures. The presentations can be shared with parents and other visitors during a school open house or other school activities.

Caution
Students should be monitored when they use the Internet.

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of different cultures?	
➤ **Anecdotal Notes** Observe students as they plan and participate in a cultural event at school. Record anecdotal notes of the extent to which students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Materials for planning a school-wide event.
➤ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they research cultural events around the world. Students use the checklist to determine if their peers are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ Internet, videos, CDs, filmstrips, books, cultural association publications and other resources.
➤ **Learning Log** After tracking their attendance at these events, students reflect on their learning and on how well they were able to participate in activities and experiences that reflect elements of different cultures. For example: – The event reminded me of … – I learned …	➤ Community events calendar.
➤ **Rating Scale** Collaboratively create an outcome-based rating scale with the students before they create travel brochures for a country of a different culture. Use the rating scale to assess how well students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Brochure materials.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create digital presentations on different aspects of other cultures. Use the rubric to evaluate how well students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Digital slide show software.

Grade 4

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–2.5 valuing diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. work and play with others who are different	➤ **Inter-school Visit** Arrange for students from another school to visit and spend time with your students; e.g., students from a neighbourhood junior high, students from a school with a different ethnic make up than their own. ➤ **Buddy System** Encourage the students to involve everyone in the classroom in their daily play and free time. Pair students who are new to the school with "buddies" in the classroom who will assist and include the new students in school activities. Provide and discuss guidelines for being a good buddy. ➤ **Cooperate and Learn** Organize a cooperative learning activity or game for the students and assign roles in German. For example: – *Vorleser* (student who reads) – *Schreiber* (student who writes) – *Vorsteller* (student who presents) – *Zeitwächter* (student who checks the time).

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

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • work and play with others who are different?	
➤ **Anecdotal Notes** Observe the students as they interact with students from other schools or programs. Record anecdotal notes of the extent to which the students are able to work and play with others who are different (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they are paired with buddies. Use the checklist to assess if students are able to work and play with others who are different (see sample blackline master in Appendix E: Observation Checklist).	➤ Buddy list and guidelines for being a good buddy.
➤ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they are assigned roles and participate in a cooperative learning activity. Students use the rating scale to assess how well they are able to work and play with others who are different (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➤ Cooperative learning activity or game.

Grade 4

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.6 intercultural skills	
a. adapt to new situations	➤ **Inter-class or School Visits** Invite the students to visit another classroom or school and participate in the activities that have been planned for them. ➤ **Travel Machine** Prepare large pictures of typical scenes from three German-speaking countries. Identify Web sites where students can hear simple greetings used in those countries. Assist the students in writing out these greetings and any other greetings that would be useful on paper strips. Review and practise the greetings with the class. Have the students form groups of three. Invite one group at a time to go to a "Travel Machine." Once they are in the machine, one student spins a spinner that has been marked with the three countries shown in the scenes. The country the needle stops on is the country the group will "visit." A welcoming or host group of three students then plays music of that country as the travellers arrive. The host group greets the travellers. These two groups communicate in German using the greetings and responses previously learned. Repeat the activity until everyone has a chance to be a traveller or a host.

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

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• adapt to new situations?

➤ **Learning Log**
After visiting another classroom or school, students reflect on their learning and on how well they were able to adapt to new situations. For example:
  – When I didn't know what to do, I …
  – I didn't expect …

➤ None required.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they engage in the Travel Machine activity. Use the rating scale to assess how well students are able to adapt to new situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Typical scenes/pictures of three different German-speaking countries, music, artifacts and so on from German-speaking countries.

Grade 4

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

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–3.1
German language and culture

a. identify reasons for learning German

➤ **Internet Job Search**
Invite the students to research on the Internet possible job opportunities requiring proficiency in German in either their own country or other countries.

Caution
Students should be monitored when they use the Internet.

➤ **Travel Talk**
Discuss with the students places they have visited or would like to visit on holidays. Identify countries where German is spoken and locate them on a world map. Have the students brainstorm words and phrases they would say in German if they were visiting a German-speaking country. Record and post the words and phrases. Reinforce the value of understanding a second language when travelling.

➤ **Be Safe**
Post a list of warning words students would encounter in buildings, on the street or on highways in a German-speaking country. Show cards with these words and any sign that might be associated with them. Introduce and practise these terms and invite the students to add to the list. Have the students record the new words in their learning logs. Typical German traffic/road signs could be included. For example:
– *Halt*   (stop)
– *Achtung*   (careful/caution)
– *Gefahr*   (danger)
– *Rutschiger Fußboden* (slippery floor)
– *Hilfe*   (help)

Invite the students to create posters and post these warning words around the classroom or school.

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

GC–3   personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify reasons for learning German?	
➤ **Learning Log** After researching jobs on the Internet, students reflect on their learning and on how well they were able to identify reasons for learning German. For example: – I learned … – I would like to know more about …	➤ Internet access.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they prepare useful language needed when travelling to a German-speaking country. Use the checklist to assess how well students are able to identify reasons for learning German (see sample blackline master in Appendix E: Observation Checklist).	➤ World map, chart paper, travel resources.
➤ **Anecdotal Notes** Observe students as they practise warning words in German. Record anecdotal notes of the extent to which students are able to identify reasons for learning German (see sample blackline master in Appendix E: Anecdotal Notes).	➤ List of warning words in German, poster materials.

Grade 4

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

GC–3   personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–3.2 cultural and linguistic diversity

a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures

➤ **Why Take Part?**
Prior to participating in any cultural event, have the students discuss the reasons for and importance of participating in the cultural activities. Brainstorm a list of reasons and post them in the classroom.

➤ **Cultural Experience Commercials (Advanced Activity)**
In groups of three, have the students prepare and present television commercials that encourage people from their community to attend particular cultural events. Assign a different event to each group. Video record the commercials, if possible.

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

GC–3   personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • suggest some reasons for participating in activities and experiences that reflect elements of different cultures?	
➤ **Anecdotal Notes** Observe students as they give reasons for taking part in cultural activities. Record anecdotal notes of the extent to which students are able to suggest some reasons for participating in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create television commercials that encourage people to attend cultural events. Students use the checklist to determine if the other groups are able to suggest some reasons for participating in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ Video recording equipment, access to information about various community cultural events.

Strategies

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

S–1   language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies, with guidance, to enhance language learning	➤ **Language Play** Introduce songs, poems, nursery rhymes or chants in German that include new vocabulary. Have the students sing or recite the new material. Introduce German tongue twisters and have the students learn and practise saying them. ➤ **Understanding Difficult Texts** Discuss strategies for dealing with passages in German that are difficult or at a high level; for example, use the words they know to decipher words they do not know, looking up words they do not know in the dictionary, using context to decipher meaning. Have the students work in groups to decipher a passage in German. ➤ **Using Multimedia** Introduce various multimedia resources that help students learn new German vocabulary or pronunciation; for example, interactive Web sites that include language practice and software programs with activities or games designed in German. **Caution** Students should be monitored when they use the Internet. ➤ **Dictionary Work** Review how to use an English/German and German/English dictionary. Have the students race to look up words in English and German. Invite the students to record five new words they have found and create mnemonics to help remember them. **Alternative Activity** Ask each student to create and maintain a personal dictionary. As new German words are learned, encourage the students to add and illustrate new words.

S–1.1 cognitive

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple cognitive strategies, with guidance, to enhance language learning?	

➤ **Learning Log**
   After learning the new songs, students reflect on their learning and on how well they were able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs to practise new vocabulary.

➤ Sample German songs, tongue twisters, poems, nursery rhymes or chants.

➤ **Anecdotal Notes**
   Observe students as they decipher a text in German. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., look up in the dictionary words they do not know (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Sample German passages that contain new or challenging vocabulary.

➤ **Self-assessment Checklist**
   Create an outcome-based self-assessment checklist and share it with students before they explore multimedia resources. Students use the checklist to determine if they are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., use available technological aids to support language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Computers with Internet access, German Web sites, German software for language practice or games.

➤ **Learning Log**
   After creating mnemonics to remember new words, students reflect on their learning and on how well they were able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., create mnemonics, use mental images to remember new information, make a personal dictionary.

➤ German/English and English/German dictionaries.

Grade 4

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–1.2 metacognitive

a. use simple metacognitive strategies, with guidance, to enhance language learning

➤ **Learning Log**
Have the students maintain a reflection section in their learning logs where they reflect in English on their learning and experiences in German. In their logs, students note strategies they used to find the answers to questions, to remember vocabulary and so on.

➤ **Think and Share**
Invite the students to form groups of four and discuss useful strategies for learning German. Have the students then take turns sharing one method they prefer and provide reasons.

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

S–1   language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use simple metacognitive strategies, with guidance, to enhance language learning?

➤ **Anecdotal Notes**
Observe students as they reflect on their learning. Record anecdotal notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

➤ **Anecdotal Notes**
Observe students as they share their useful strategies for learning German. Record anecdotal notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., experience various methods of language acquisition, and identify one or more considered to be particularly useful personally (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Chart paper and pens.

Grade 4

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

S–1   language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–1.3
social/affective

a. use simple social and affective strategies, with guidance, to enhance language learning

➤ **Cooperative Learning**
Choose a topic based on a book read, videos watched, a guest speaker or a field trip. Invite the students to participate in cooperative learning projects in German; e.g., group posters, Web pages or collages.

Have the students work in groups or with partners as much as possible so they are able to share strategies and learn from one another.

➤ **Shared Reading**
Read a short book or story in German as a class. Divide the students into groups and share their reactions and thoughts on the story with one another or with students from another class. Encourage the students to experiment with German without correction.

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

S–1   language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple social and affective strategies, with guidance, to enhance language learning?	
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they participate in cooperative learning activities. Use the checklist to assess if students are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Poster materials, computer with Internet access (optional).
➤ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they share their reactions and thoughts on a story. Students use the checklist to determine if their peers are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ Short story in German.

Grade 4

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

S–2   language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.1 interactive	
a. use simple interactive strategies, with guidance	➤ **Using Nonverbal Cues** Brainstorm with the students a variety of gestures used to aid comprehension in German. Use gestures to help the students understand simple instructions in German; e.g., *Öffne das Buch.* (Open your book.) and open your hands as if they are a book. Encourage the students to use appropriate gestures and nonverbal cues when speaking with you and their peers, or when doing role-plays or dramatic presentations. ➤ **Phrases and Actions** Teach set phrases for asking for clarification during classroom interactions; e.g., − *Wie heißt das auf Deutsch?* (What is this in German?) − *Wie bitte?* (Excuse me?) − *Können Sie das bitte wiederholen?* (Could you repeat that, please?) Have the students form groups of three or four to role-play classroom interactions using these phrases.

General Outcome for Strategies

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

S–2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple interactive strategies, with guidance?	
➤ **Anecdotal Notes** Observe students as they brainstorm and use nonverbal cues to aid comprehension. Record anecdotal notes of the extent to which students are able to use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal cues to communicate (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they role-play classroom interactions in which they ask for clarification. Use the rating scale to assess how well students are able to use simple interactive strategies, with guidance; e.g., indicate lack of understanding verbally or nonverbally, ask for clarification or repetition when they do not understand (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ None required.

Grade 4

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

S–2   language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–2.2 interpretive

a. use simple interpretive strategies, with guidance

➤ **Pictionary or Charades**
Choose simple German words or phrases related to previously learned expressions and write them on slips of paper. Have the students play a game similar to Pictionary or charades and communicate vocabulary using gestures or graphics.

➤ **Using Gestures and Visuals**
Use gestures and miming to reinforce the meanings of classroom instructions and commands, such as *die Tür zumachen, die Hand heben, leise sein* (close the door, lift your arm, be quiet). Use visuals as much as possible to help the students remember new vocabulary. Use illustrated posters with new vocabulary to help students remember classroom instructions, greetings and so on.

➤ **Prediction**
Present a picture depicting a scene from a story you will be reading. Have the students make predictions about what they will hear or read based on the picture, title of the story, characters and so on. After reading, discuss what they predicted correctly and incorrectly.

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

S–2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use simple interpretive strategies, with guidance?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play Pictionary or charades. Use the checklist to assess if students are able to use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension (see sample blackline master in Appendix E: Observation Checklist).

➤ Simple German words or phrases related to learned expressions, slips of paper.

➤ **Anecdotal Notes**
Observe students as they follow classroom instructions and commands. Record anecdotal notes of the extent to which students are able to use simple interpretive strategies, with guidance; e.g., use gestures and visual supports to aid comprehension (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Illustrated posters of vocabulary.

➤ **Anecdotal Notes**
Observe students as they make predictions on a story. Record anecdotal notes of the extent to which students are able to use simple interpretive strategies, with guidance; e.g., make predictions about what you expect to hear or read based on prior knowledge and personal experience (see sample blackline master in Appendix E: Anecdotal Notes).

➤ German story with accompanying picture.

Grade 4

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

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.3 productive a. use simple productive strategies, with guidance	➤ **Creating a Language-rich Environment** Create a language-rich environment in the classroom by posting important words and expressions in a highly visual manner. Encourage the students to refer to these words during their daily work. Create and maintain a word wall that lists important vocabulary, cognates and so on. ➤ **Classroom Projects** Have the students design flash cards or small posters reflecting the vocabulary or expressions of the theme being covered. Post these flash cards and posters around the classroom. **Alternative Activity** Have the students design mobiles to hang in the classroom. Ensure each mobile contains elements (e.g., vocabulary/grammatical structures) related to the theme being studied.

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

S–2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple productive strategies, with guidance?	
➤ **Anecdotal Notes** Observe students as they use vocabulary words during their daily work. Record anecdotal notes of the extent to which students are able to use simple productive strategies, with guidance; e.g., use words that are visible in the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Posters, word walls, language displays.
➤ **Self-assessment Checklist and Goal Setting** Create an outcome-based self-assessment checklist and share it with students before they create flash cards, posters or mobiles. Students use the checklist to determine if they are able to use simple productive strategies, with guidance; e.g., copy what others say or write. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➤ Flash cards, poster materials, string and cardboard for mobiles.

Grade 4

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

S–3   general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies, with guidance, to enhance general learning	➤ **Playing Games** Invite the students to play *heiße kartoffel* (hot potato). Play music as the students pass around a hot potato object. Stop the music and whoever is holding the object has to say something they already know about a new topic related to German culture.
	➤ **Webs** Ask the students to create a *Wortigel* (web) to review vocabulary from a previously studied lexical field (see blackline master in Appendix D: Graphic Organizers). Have the students display and share the vocabulary web with the class.

S–3.1
cognitive

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

S–3   general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use simple cognitive strategies, with guidance, to enhance general learning?

➤ **Anecdotal Notes**
Observe students as they play hot potato. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., connect what is already known with what is being learned (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Object to be passed around as the hot potato.

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create a web of words previously studied. Use the checklist to assess if students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ Web template (see Appendix D: Graphic Organizers).

Grade 4

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

S–3   general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–3.2 metacognitive

a. use simple metacognitive strategies, with guidance, to enhance general learning

➤ **Brainstorming**
At the end of the class or after covering a particular topic, brainstorm with the class different strategies they used to learn and remember what they covered. Have the students write their favourite strategies and strategies they would like to try in their learning logs.

➤ **Learning Log**
Have the students complete sentence starters such as "What I learned today reminded me of …," "Learning strategies that work for me are …," "I have been successful with …," "I have trouble with …"

➤ **Letter Writing**
Review what has been covered in a recent topic and have the students write letters (in English) to their parents regarding their learning in German class. Encourage the students' parents to respond to their children's letters.

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

S–3   general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use simple metacognitive strategies, with guidance, to enhance general learning?

➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they identify strategies that help them learn. Use the rating scale to assess how well students are able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., keep a learning log (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Brainstorming web graphic organizer (see Appendix D: Graphic Organizers).
➤ **Conferencing** Using their learning logs, guide the students to reflect on the extent to which they were able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., identify their needs and interests. Encourage the students to set goals for future learning.	➤ None required.
➤ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they write letters to their parents regarding their learning. Students use the rating scale to assess how well they are able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➤ None required.

Grade 4

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

S–3   general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple social and affective strategies, with guidance, to enhance general learning	➤ **Role-play** Set up various role-play scenarios in which students practise a variety of strategies to enhance their learning; e.g., how to ask for help, how to ask for directions, how to ask for needed items, how to state one does not understand, agree or like something. Teach students to use phrases that encourage others; e.g., – *Gut gemacht!* (Well done!) – *Prima!* (Great!) ➤ **Twenty Questions** Select a secret place, object or person and have the students guess its identity using simple questions in German. The class must come up with the questions themselves without your help and will need to work together to be successful. ➤ **Value of a Second Language** At the beginning of the year, discuss with the students the benefits of learning German (or any second language). Brainstorm places where they might use the language other than in the classroom. Have the students identify goals each month related to their use of the German language.

S–3.3
social/affective

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

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple social and affective strategies, with guidance, to enhance general learning?	
➤ **Anecdotal Notes** Observe students as they participate in role-play scenarios. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they work together to develop questions in a game of Twenty Questions. Students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., take part in group decision-making processes (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ None required.
➤ **Conferencing/Goal Setting** Meet with students in small groups and discuss their goals for language use. Make mental notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., be willing to take risks and to try unfamiliar tasks and approaches. Encourage the students to revise or set new goals for future learning.	➤ Brainstorming web graphic organizer (see Appendix D: Graphic Organizers).

Grade Level Samples for Grade 5

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.

Applications	Language Competence
Students will use German in a variety of **situations** and for a variety of **purposes**.	Students will understand and produce German **effectively** and **competently**.
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	LC–1 interpret and produce oral texts LC–2 interpret and produce written and nonverbal texts LC–3 attend to form LC–4 apply knowledge of the sociocultural context LC–5 apply knowledge of how discourse is organized, structured and sequenced
Global Citizenship	**Strategies**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	Students will know and use strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of the cultures of German-speaking peoples GC–2 appreciating diversity GC–3 personal and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

| A–1 | to receive and impart information |

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. ask for and provide familiar information	➤ **Birthdays** Organize the students into pairs. Have one student ask his or her partner, *Wann hast du Geburtstag?* (When is your birthday?) and record the response in German in his or her notebook. Once all students have had a chance to ask and respond, a class graph of birthdays could be created.

A–1.1
share factual information

➤ **Body Parts**
Give each student five blank cards. Then call out a body part such as *das Auge* (the eye). Have the students draw that body part on a card. Repeat the process for other body parts, then divide the students into pairs. Have one student hold up his or her cards and the partner picks a card without showing it and asks, *Was ist das?* (What is that?) The partner tries to guess the body part by saying, *Es ist eine _____.* (It is a _____.) If the partner is correct, he or she receives that card. Ask the students to then switch roles and continue playing.

➤ **Interviews**
Ask the students to prepare interviews of five to ten simple questions on a topic covered in class; e.g., favourite pastimes, weather, colours, food, animals. Have the students interview classmates, students from another class or others. Ask the students to record the answers in written form, publish their interviews and display them in the class.

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

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask for and provide familiar information?	

➤ **Anecdotal Notes**
   Observe students as they ask for and provide information related to their birthdays. Record anecdotal notes of the extent to which students are able to ask for and provide familiar information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Graph paper.

➤ **Peer-assessment Checklist**
   With the students, collaboratively create an outcome-based peer-assessment checklist before they try to guess what body part is on the card. Using the checklist, students determine if their partners are able to ask for and provide familiar information (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Blank cards.

➤ **Rating Scale**
   Create an outcome-based rating scale and share it with students before they interview others. Use the rating scale to assess if students are able to ask for and provide familiar information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ None required.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–1   to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–1.1
share factual information

b. respond to simple, predictable questions

➤ **Who Are You?**
Divide the students into pairs and have them role-play questions and responses to elicit information regarding name, age, birthday, location and family members. Have them ask and answer questions; e.g.,
– *Wie heißt du?* (What is your name?)
– *Wie alt bist du?* (What is your age?)
– *Wann hast du Geburtstag?* (When is your birthday?)
– *Wo wohnst du?* (Where do you live?)
– *Wie viele Geschwister hast du?* (How many siblings do you have?)

Consider video or audio recording the role-plays for review by the students.

After the role-plays, have the students complete a written cloze activity; e.g.,

– _____ *heißt du?* (_____ is your name?)
– *Wie alt bist* _____*?* (How old are_____?)
– _____ *hast du Geburtstag?* (_____ is your birthday?)
– *Wie viele Geschwister* _____ *du?* (How many siblings do you _____?)
– _____ *wohnst du?* (_____ do you live?)

General Outcome for Applications

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

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- respond to simple, predictable questions?

➤ **Observation Checklist**
  Observe students as they role-play an interview activity. Use the checklist to assess if students are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Observation Checklist).

➤ Video or audio equipment, Uwe Kind, *Deutschvergnügen,* Langenscheidt, 2004. *"Wie heiβt du?"*

Grade 5

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

| A–1 | to receive and impart information |

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. describe people, places and things	➤ **Describe It!** Review adjectives such as *groß, klein* (big, small)*, heiß, kalt* (hot, cold)*, neu, alt* (new, old)*, schwer, leicht* (heavy, light)*, lang, kurz,* (long, short)*, schwarz, weiß* (black, white). Show various pictures, posters and magazine photographs and ask the students to describe one or two of the pictures. Then arrange the students into small groups and give each group a picture. Have each group list as many descriptive words as they can for each picture. If time permits, share the results as a class.
	➤ **Descriptive Sentences** Ask the students to work in pairs and use the adjectives reviewed in the previous game to write simple sentences describing objects, people or places; e.g., *Nathan ist groß.* (Nathan is big.)*, Das Pult ist schwer.* (The desk is heavy.)*, Die Tafel ist weiß.* (The board is white.)*, Nunavut ist kalt.* (Nanavut is cold.). Sentence strips, pictures or flash cards of clothing, food or animals could be used as prompts. Have the students illustrate the sentences and include them in their personal dictionaries.
	➤ **Poster** Ask the students to create collages or posters with pictures of themselves, family members and magazine pictures. Have the students label each picture with an appropriate description. Invite the students to share their posters and post them in the classroom.

A–1.1 share factual information

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

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES   MATERIALS

Focus for Assessment

Does the student:
• describe people, places and things?

➤ **Observation Checklist**   ➤ Clothing, food, animal and
   Create an outcome-based checklist and share it with students before   object pictures.
   they describe picture cards. Use the checklist to assess if students
   are able to describe people, places and things (see sample blackline
   master in Appendix E: Observation Checklist).

➤ **Checklist and Comments**   ➤ Various prompts
   Create an outcome-based checklist and share it with students before   (optional).
   they write and illustrate descriptive sentences. Use the checklist to
   assess if students are able to describe people, places and things (see
   sample blackline master in Appendix E: Checklist and Comments 1
   or 2).

➤ **Rubric**   ➤ Magazines, poster
   Collaboratively create an outcome-based rubric with the students   materials, glue, scissors.
   before they create collages or posters. Use the rubric to evaluate
   how well students are able to describe people, places and things (see
   sample blackline master in Appendix E: Rubric or Rubric and
   Checklist).

Grade 5

General Outcome for Applications

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

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.1 — share ideas, thoughts, opinions, preferences

a. identify favourite people, places, things or activities

➤ **Favourites**
Play a simple cartoon movie for the students. Discuss with students their favourite characters. Ask the students to draw the pictures and prepare brief presentations on their favourite characters. They might identify the character by saying:
 − *Hier ist _____.* (Here is _____.)
 − *Er/Sie ist _____.* (He/she is _____.)
 − *Er wohnt in _____.* (He lives in _____.)
 − *Er hat gern _____.* (He likes _____.)

This activity could be repeated for the settings, objects or events in the cartoon.

➤ **I Like to Eat …**
Ask the students about foods they like and dislike. Then have the students draw their favourite foods and write sentences about them; e.g., *Ich esse gern _____.* (I like to eat _____.) Have them also draw foods they dislike accompanied by the sentence: *Ich esse nicht gern _____.* (I do not like to eat _____.) Create a display of the illustrations. Ask the students to write five sentences based on the display that express the likes and dislikes of other students. For example, *Michael isst nicht gern Pommes.* (Michael does not like to eat fries.), *Gabi isst gern Käse.* (Gabi likes cheese.) The same activity could be done with films or pop stars, holiday destinations or sports.

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify favourite people, places, things or activities?	
➤ **Learning Log** After the students create presentations on their favourite characters, have them reflect on their learning and on how well they were able to identify favourite people, places, things or activities. For example: – I can tell someone I like something by … – My favourite part of the cartoon was …	➤ German cartoon, viewing station.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they indicate foods they like and dislike. Use the checklist to assess if students are able to identify favourite people, places, things or activities (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.1
share ideas, thoughts, opinions, preferences

b. express a personal response to a variety of situations

➤ **I Like This!**
Post on the four walls of the classroom the expressions *Gefällt mir überhaupt nicht.* (I do not like it at all.)*, Gefällt mir nicht.* (I do not like it.)*, Gefällt mir.* (I like it.) and *Gefällt mir sehr.* (I like it very much.). Instruct the students to move to a given wall based on their own personal responses to vocabulary words from a variety of topics. For example, if *Eis* (ice cream) were called out, most students would probably move to the wall labelled *Gefällt mir sehr.* If *Schlangen* (snakes) were called out, some students might move toward the wall labelled *Gefällt mir überhaupt nicht.* Once the students are familiar with the game, have student volunteers take turns calling out other vocabulary words. Then call on individual students to express their personal responses; e.g., *Ich mag Eis. Ich mag keine Schlangen.* (I like ice cream. I do not like snakes.)

➤ **Choose Your Own Story**
Create a simple story in German that contains choices for the reader at various intervals; e.g., *Es war ein wunderschöner Sommertag. Hans ging einkaufen. Wen traf er? Seine Freundin Gina oder Herrn Schultz, den Postboten?* (It was a beautiful summer day. Hans went to the store. Who did he meet—his friend Gina or Mr. Schultz, the postal worker?) The class then discusses and decides which choice to make and you continue reading or telling the story based on their choice.

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
•   express a personal response to a variety of situations?

➤   **Anecdotal Notes**
Observe students as they express themselves by standing by one of the four signs. Record anecdotal notes of the extent to which students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤   Signs to post on the four walls of the classroom.

➤   **Learning Log**
After responding to the story and making choices as a class, students reflect on their learning and on how well they were able to express a personal response to a variety of situations.

➤   Simple story in German.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.2
share emotions, feelings

a. identify emotions and feelings

➤ **Feelings**
After introducing the students to vocabulary related to emotions, have them make signs for each emotion with illustrations and the following words: *froh* (glad)*, traurig* (sad)*, ängstlich* (worried)*, ärgerlich* (angry). Show pictures depicting the above mentioned emotions and have the students identify the emotions by holding up the applicable sign and saying the word together.

➤ **Feelings Booklet**
Ask the students to recall a time when they felt happy. Have the students then draw pictures of the situation and write in German the feeling words that correspond to their drawings. Repeat the activity by asking the students to recall a time when they felt sad. Continue with other emotions until the students have completed a Feelings Booklet – *Gefühleheft*. The booklet can be used for further activities, such as sharing, conferencing or as a prompt for more in-depth writing activities.

➤ **Is He or She Happy?**
Divide the students into partners. Give partner A a picture of a family or group of people with various facial expressions. Give partner B the same picture with the faces covered. Have partner B ask questions to find out the emotions of the family members; e.g., *Ist der Vater froh?* (Is the father happy?), *Ist die Schwester traurig?* (Is the sister sad?). He or she then draws in the appropriate facial expressions for each family member. Repeat the activity with the roles reversed.

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify emotions and feelings?	
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they create and display emotion signs. Use the rating scale to assess how well students are able to identify emotions and feelings (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Pictures depicting emotions.
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they draw and label pictures related to their feelings. Students use the checklist to determine if they are able to identify emotions and feelings (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ Uwe Kind, *Deutschvergnügen,* Langenscheidt, 2004. *"Wie heißt du?" "Bin heut gut drauf!"*
➤ **Observation Checklist** Observe students as they interact and discuss the emotions of family members. Use the checklist to assess if students are able to identify emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).	➤ Two identical pictures of a family (one with facial expressions and one without).

Grade 5

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

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.2
share emotions, feelings

b. express and respond to a variety of emotions and feelings

➤ **Role-play**
Divide the students into groups and have them present role-plays based on an assigned emotion; e.g., *Glück* (happiness), *Ärger* (anger), *Traurigkeit* (sadness), *Überraschung* (surprise), *Angst* (fear). Encourage the students to include at least one expression of an emotion and one response to the emotion. Consider video recording the presentations for review by the students.

➤ **Emotions Charades**
Ask the students to write a variety of emotions or feelings on pieces of paper. Check to ensure that there is equal representation of all of the emotions studied. Divide the class into two teams. Have one student from Team A draw an emotion out of a hat and act it out for his or her teammates. If Team A guesses correctly, they receive a point. If they do not guess correctly, Team B may make one guess to steal the point. Continue in this pattern, alternating turns between the teams.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• express and respond to a variety of emotions and feelings?

➤ **Peer-assessment Checklist**
   With the students, collaboratively create an outcome-based peer-assessment checklist before they role-play emotions. Students use the checklist to determine if their peers are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Video recording and viewing equipment (optional).

➤ **Anecdotal Notes**
   Observe students as they participate in playing emotions charades. Record anecdotal notes of the extent to which students are able to express and respond to a variety of emotions and feeling (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.1 guide actions of others

a. suggest a course of action and respond to a suggestion

➤ *Pumpernickel sagt* (**Simon Says**)
Have the students follow your commands only if they hear *Pumpernickel sagt* at the beginning. If they do not hear *Pumpernickel sagt*, students should not follow the command. Commands to use include:
  – *Setz dich.* (Sit down.)
  – *Mach die Tür zu.* (Please close the door.)
  – *Schlag das Buch auf Seite 8 auf.* (Open the book to page 8.)
  – *Schreib bitte deinen Namen.* (Please write your name.)
  – *Hol mir bitte einen Bleistift.* (Please fetch me a pencil.)

Once students are familiar with the game, have student volunteers take turns acting as the leader for the class.

➤ **Blind Obstacle Course**
Divide the students into teams and set up a classroom or schoolyard obstacle course. Have teams line up at the beginning of the course. The first students in line are blindfolded. Have each team choose a caller who then goes to the finish of the obstacle course and guides the blindfolded student through the course. If the blindfolded student does not understand the directions, he or she can ask for clarification. Once the first student gets to the finish line, he or she becomes the next caller. The first caller goes to the end of the line and waits to be guided through the obstacle course.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • suggest a course of action and respond to a suggestion?	

➤ **Observation Checklist**
Observe students as they follow and give action commands. Use the checklist to assess if students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Observation Checklist).

➤ None required.

➤ **Rating Scale**
Create an outcome-based rating scale and share with it students before they are guided through the obstacle course. Use the rating scale to assess how well students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Obstacle course, start and finish markers, blindfolds.

Grade 5

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.1
guide actions of others

b. make and respond to a variety of simple requests

➤ **Classroom Routine**
As part of the classroom routine, have the students respond to requests such as *Setzt euch!* (Sit down.) or *Macht eine Reihe!* (Line up.). Encourage the students to make simple requests of their classmates and you: e.g., *Komm her!* (Come here.), *Können Sie mir helfen?* (Can you help me?).

Post the vocabulary and phrases in the classroom and refer to them periodically. Encourage the students to use these requests during group work.

Extension
Divide the students into two teams and have them line up. Give the two students at the front a vocabulary word. Have one student make a simple request using the vocabulary word. The student from the opposing team must respond correctly using a complete sentence. Alternate which team makes the request and which team responds.

➤ **Stealing from Students**
Go around the classroom and take various objects from several students. Then place these objects at the front of the classroom. Have the students ask for their own objects back by saying: *Mein Heft bitte!* (My notebook, please!).

Extension
Arrange the students into small groups. Have the students sit in circles, each with a different object in hand. Have the students take turns taking an object from a student and responding to their requests to return it. For example, Student A takes Student B's ruler. Student B says, *Darf ich bitte mein Lineal haben?* (May I have my ruler, please?) Student A returns the ruler and says, *Ja. Hier ist dein Lineal.* (Yes. Here is your ruler.) Student B then takes something from Student C and the pattern continues.

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

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• make and respond to a variety of simple requests?

➤ **Anecdotal Notes**
Observe students' interactions in the classroom using classroom expressions related to making requests. Record anecdotal notes of the extent to which they are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Vocabulary posters.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they ask to have objects returned to them. Use the rating scale to assess how well students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Various objects.

Grade 5

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.1
guide actions of others

c. seek, grant and withhold permission

➤ **Classroom Questions**
As a part of the classroom routine, have the students ask questions such as:
− *Darf ich bitte zur Toilette gehen?* (May I go to the washroom?)
− *Darf ich bitte Wasser trinken?* (May I drink some water?)
− *Darf ich meinen Bleistift spitzen?* (May I sharpen my pencil?)
− *Können Sie mir helfen?* (Can you help me?)
− *Was bedeutet das?* (What is that?)

Post these questions and encourage the students to refer to them throughout the year. Have the students record common classroom vocabulary for seeking, granting and withholding permission in their notebooks; e.g.,
− *Darf ich deine Schere haben?* (May I have your scissors?)
− *Ja, kein problem.* (Yes, no problem.)
− *Nein.* (No.)

➤ **Can I Come?**
Model the game *Ich Gehe zu einem Picknick* (I'm Going on a Picnic) and have the students ask permission to come along based on secret criteria.

For example: (secret criteria: things that are red)
Teacher: *Ich gehe zu einem Picknick und ich bringe Erdbeeren mit.* (I'm going on a picnic and I'm going to bring some strawberries.)
Student A: *Ich bringe eine Banane mit. Kann ich kommen?* (I'm going to bring a banana. Can I come?)
Teacher: *Nein, es tut mir leid. Du kannst nicht mitkommen.* (No, I'm sorry. You cannot come.)
Student B: *Ich bringe einige Himbeeren mit. Kann ich zum Picknick kommen?* (I'm going to bring some raspberries. Can I come on the picnic?)
Teacher: *Ja, du kannst mitkommen.* (Yes, you can come with me.)

Once the students are familiar with this pattern, organize them into small groups to play.

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

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• seek, grant and withhold permission?

➤ **Self-assessment Checklist**
   Create an outcome-based self-assessment checklist and share it with students before they use common classroom questions. Students use the checklist to determine if they are able to seek, grant and withhold permission (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Uwe Kind, *Deutschvergnügen,* Langenscheidt, 2004 *"Das Fahrrad,"* posters of common classroom permission questions.

➤ **Learning Log**
   After playing the game, students reflect on their learning and on how well they were able to seek, grant and withhold permission. For example:
   – I learned how to …
   – I would like to know how to …

➤ None required.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

A–3.2
state personal actions

a.   indicate choice from among several options

➤ **Class Survey**
Put picture cards of selected vocabulary items related to a lexical field on the board and ask the students to choose one that they like. Hand out a survey sheet with a grid that contains all the students' names. Have the students then ask each other what they like best.

For example:
Student A says, *Was magst du am liebsten?* (Which do you like the best?)
Student B responds, *Ich mag Bratwurst am liebsten.* (I like sausage the best.)
Student A then checks off sausage under Student B's name on the grid. The process continues until all students have been interviewed.

Together with the class, prepare a graph to show the results of the survey. Discuss the results; e.g., *Wie viele Studenten mögen Bratwürste?* (How many students like sausages?)

Extension
Invite the students to select vocabulary and prepare a new survey for the class.

➤ **At the Restaurant**
Have the students work in groups to create a menu that will be used in a restaurant role-play situation. After reviewing a model dialogue for a restaurant scenario, have the students act out a role-play in which they indicate their choices from the menu.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- indicate choice from among several options?

➤ **Anecdotal Notes**
   Observe students as they interview one another. Record anecdotal notes of the extent to which students are able to indicate choice from among several options (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Picture cards of food items.

➤ **Self-assessment Rating Scale**
   Create an outcome-based self-assessment rating scale and share it with students before they role-play a restaurant scenario. Students use the rating scale to assess how well they are able to indicate choice from among several options (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Food models and/or cards, sample restaurant menus.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.2
state personal actions

b. express a wish or a desire to do something	➤ **I Would Like to …** Have the students use the forms *ich möchte* or *ich will* (I want) to write what they want to do during the upcoming weekend or holiday. Organize the students into pairs and have them take turns asking and responding to questions about what they would like to do during the weekend or holiday. ➤ **Lottery** Divide the students into groups and have them discuss what things they would buy and do if they won the lottery. Have the students say what they would like to buy, using *Ich möchte _____ kaufen.* (I would like to buy _____.) and where they would like to go, using *Ich möchte nach _____ reisen.* (I would like to travel to _____.) Invite the groups to then share their top five responses with the rest of the class. **Extension** Ask the students to make posters that show what they would like to do or where they would like to go if they won the lottery. Ask the students if they have ideas for using the money other than buying something for themselves or going on a trip.

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

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- express a wish or a desire to do something?

➤ **Peer-assessment Checklist**
   With the students, collaboratively create an outcome-based peer-assessment checklist before they share what they want to do during the upcoming weekend or holiday. Students use the checklist to determine if their peers are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ None required.

➤ **Learning Log**
   After sharing what they would do if they won the lottery, students reflect on their learning and on how well they were able to express a wish or a desire to do something. For example:
   – I learned …
   – I would like to know …

➤ Poster materials.

Grade 5

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.3
manage group actions

a.   manage turn taking

➤ **Game Language**
Before playing games, model appropriate turn-taking expressions, such as:
  – *Du bist dran/nicht dran.* (It's your turn. It's not your turn.)
  – *Ich bin dran/nicht dran.* (It's my turn. It's not my turn.)
  – *Du musst aussetzen.* (You miss a turn.)
  – *Du musst jetzt würfeln.* (You must throw the dice.)
  – *Ich fange an.* (I start/begin.)
  – *Du mogelst.* (You are cheating.)
  – *Du hast gewonnen.* (You win.)
  – *Du hast verloren.* (You lose.)
  – *Komm, wir spielen nochmal.* (Come, let's play again.)
  – *Ich will nicht mehr spielen.* (I do not want to play anymore.)
  – *Lasst uns etwas anderes spielen.* (Let's play something else.)
  – *Das macht Spaß!* (This is fun!)

Display these expressions for future reference and encourage the students to use them when playing games.

➤ **Game Time**
Prepare several centres with various games; e.g., Bingo, Snakes and Ladders, quick draw games. Encourage the students to practise turn-taking vocabulary and expressions while playing the games.

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

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- manage turn taking?

➤ **Anecdotal Notes**
Observe students as they play games after reviewing the expressions. Record anecdotal notes of the extent to which students are able to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Poster of turn-taking expressions, various games.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they play games. Students use the rating scale to assess how well they are able to manage turn taking (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Various games (e.g., Bingo, Snakes and Ladders, quick draw games).

Grade 5

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.3
manage group actions

b.   ask for help

➤ **Help!**
As part of the classroom routine, review common phrases related to asking for help; e.g.,
  – *Ich verstehe das nicht.* (I do not understand.)
  – *Kannst du mir helfen?* (Can you help me?)
  – *Kannst du mir das zeigen?* (Can you show me?)
  – *Wie macht man das?* (How do you do that?)
  – *Wie geht das?* (How does it work?)
  – *Ich verstehe es jetzt.* (I understand now!)

Divide the students into pairs and have them role-play classroom situations in which they require help from their peers. Display these phrases for reference throughout the year.

➤ **Helpful Role-plays**
Hand out a list of scenarios related to asking for help; e.g., lost in a strange city, looking for an item in a store, carrying a heavy box. Divide the students into pairs and have them choose scenarios from the list to act out. Have the pairs present their role-plays for other students. Consider video recording the role-plays for review by the class.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• ask for help?

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they role-play classroom situations in which they require help from their peers. Use the checklist to assess if students are able to ask for help (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ Poster of common classroom expressions related to asking for help.

➤ **Learning Log**
After role-playing scenarios in which they ask for help, students reflect on their learning and on how well they were able to ask for help. For example:
– This reminds me …
– I would like to know how to …

➤ Video recording and viewing equipment (optional).

Grade 5

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

A–4   to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A-4.1 manage personal relationships

a. initiate relationships;
    e.g., invite others to
    play

➤ **Come Play With Me!**
As part of the classroom routine, review common phrases related
to inviting others to play; e.g.,
– *Komm her.* (Come here.)
– *Komm zu uns.* (Come join us.)
– *Mach mit.* (Come play.)
– *Willst du mitspielen?* (Do you want to play with us?)
– *Ja, ich spiele mit.* (Yes, I will play.)
– *Nein danke, ich möchte allein spielen.* (No thanks, I would like
  to play on my own.)
– *Vielleicht später.* (Maybe later.)
– *Wer möchte der Spielleiter sein?* (Who wants to be the game
  leader?)

Display these phrases for future reference and encourage the
students to use them throughout the year.

➤ **Mini Dialogues**
Review culturally appropriate ways to greet people in German
(e.g., friends, clergy, elders, teachers) in a variety of situations by
learning and dramatizing mini dialogues. Have the students use
these mini dialogues as models for producing their own dialogues
that demonstrate socially appropriate ways of initiating
relationships.

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

A–4   to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate relationships?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before reviewing the phrases. Use the checklist to assess if students are able to initiate relationships (see sample blackline master in Appendix E: Observation Checklist).	➤ Uwe Kind, *Deutschvergnügen,* Langenscheidt, 2004, *"Die Party," "Die Verabredung,"* poster of expressions.
➤ **Checklist and Comments** Observe students as they dramatize mini dialogues and create their own mini dialogues. Use the checklist to assess if students are able to initiate relationships (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Mini dialogues based on greeting people.

Grade 5

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

A–4   to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A-4.1
manage personal relationships

b. apologize and refuse politely

➤ **Review and Role-play**
Introduce and practise appropriate ways to apologize and refuse an invitation politely. For example:
– *Nein danke.* (No thanks.)
– *Ich kann leider nicht.* (Sorry, I can't.)
– *Ich darf nicht.* (I am not allowed.)
– *Im Moment kann ich leider nicht.* (At the moment I can't.)
– *Ich habe leider keine Erlaubnis.* (I am sorry, but I do not have permission.)

Divide the students into pairs and have them role-play inviting each other to a party and declining politely. The students may use puppets to role-play.

Ask the students to come up with scenarios in which one person is apologizing to another person; e.g., while hurrying to catch a train, you bump into someone; in a restaurant, a waiter offers you food you do not want. Have the pairs role-play the scenarios and then perform them for the class. After each role-play, discuss the scenario as a class.

➤ **Classroom Apologies**
Introduce phrases such as *Es tut mir leid, dass ich zu spät Komme.* (I'm very sorry I'm late.) and *Entschuldige, ich habe mich verspätet."*(Excuse me, I'm late.) Encourage the students to say these phrases when they are late arriving to class. Introduce phrases such as *entschuldigung* (excuse me, please) and *verzeihung* (pardon me). Encourage the students to say these phrases when they bump into each other or get in another person's way. Display these expressions for future reference.

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

A–4   to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • apologize and refuse politely?	
➤ **Anecdotal Notes** Observe students as they role-play ways to decline an invitation. Record anecdotal notes of the extent to which students are able to apologize and refuse politely (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Uwe Kind, *Deutschvergnügen,* Langenscheidt, 2004, *"Verzeihung,"* poster of expressions of apology and polite refusal.
➤ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they use common phrases of apology during class time. Students use the rating scale to assess how well they are able to apologize and refuse politely (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➤ Poster of expressions of apology and polite refusal.

Grade 5

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.1
discover and explore

a. investigate the immediate environment

➤ **Investigation**
Invite the students to investigate the school. For example:
– *Wie viele Menschen arbeiten im Sekretariat?* (How many people work in the office?)
– *Wie viele Schaukeln gibt es auf dem Spielplatz?* (How many swings are in the playground?)
– *Wie viele Farben hat _____?* (How many colours does _____ have?)

Have the students work in pairs or groups to find the answers. Go through the answers to the questions as a class.

➤ **Secret Object**
Place a secret object in a paper bag. Blindfold a student and ask him or her to describe what he or she sees, smells or feels using learned vocabulary. Have the rest of the class try to guess what is in the bag based on the descriptions given by the blindfolded student.

Extension
Divide the students into partners and give each student an object. The students are not to show each other their objects. Ask them to guess their partners' objects by using touch and smell. Taste could also be used to guess food items such as raw vegetables and fruits.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • investigate the immediate environment?	
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they investigate the school. Use the checklist to assess if students are able to investigate the immediate environment (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Questionnaire based on the school environment.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they identify the secret objects. Use the checklist to assess if students are able to investigate the immediate environment (see sample blackline master in Appendix E: Observation Checklist).	➤ Blindfold, paper bags, secret objects.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.1 discover and explore

b. make and talk about personal observations

➤ **How Interesting!**
Present the students with an interesting object or visual. Invite them to make five simple oral observations about the object. Have them share their observations with partners and discuss any similarities and differences between their observations.

➤ **Gallery Walk**
Ask the students to create paintings and post them around the classroom in a gallery format. Give each student a commentary sheet and instruct the students to travel around the classroom viewing the paintings. As the students circulate throughout the room, have them complete the commentary sheet to record their personal observations. Invite the students to share their commentary sheets with each other.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• make and talk about personal observations?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they talk about their observations. Students use the checklist to determine if they are able to make and talk about personal observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Interesting objects or visuals.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they complete a gallery walk. Students use the checklist to determine if their peers are able to make and talk about personal observations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Paper, paints or pastels, markers, tape, commentary sheets.

Grade 5

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.1
discover and explore

c. ask questions

➤ **Family**
Ask the students to interview each other to find out information about each other's family life. For example:
  – *Wie viele Geschwister hast du?* (How many siblings do you have?)
  – *Hast du ein Haustier?* (Do you have a pet?)
  – *Hast du ein eigenes Zimmer?* (Do you have your own room?)

At the end of the interview, have the students present their partners to the rest of the class and describe what they learned about their family life.

➤ **I Spy**
Divide the students into groups and have them play a game of I Spy in which one person is the observer and the others ask questions to find out what he or she sees. Ensure the students take turns being the observer.

➤ **Twenty Questions**
Divide the students into groups and have them play a game of Twenty Questions in which one person takes on the identity of a famous person or someone familiar to the class. Invite the other students in the group to take turns asking him or her questions to find out his or her secret identity.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- ask questions?

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they find out information about each others' family life. Students use the checklist to determine if their peers are able to ask questions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ None required.

➤ **Anecdotal Notes**
Observe students as they play I Spy. Record anecdotal notes of the extent to which they are able to ask questions (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they play Twenty Questions. Use the rating scale to assess how well students are able to ask questions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ None required.

Grade 5

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information a. organize items in different ways	➤ **Class Line Ups** Have the students sort themselves into line ups according to height (shortest to tallest), hair colour (darkest to lightest), colour of clothing (darkest to lightest), length of hair (shortest to longest) and so on. **Alternative Activity** Provide the students with various objects and have them order them based on different criteria; e.g., heaviest to lightest, smallest to biggest, darkest to lightest.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- organize items in different ways?

➤ **Anecdotal Notes**
  Observe students as they order themselves and the objects. Record anecdotal notes of the extent to which students are able to organize items in different ways (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Various objects.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.2 gather and organize information

b. record and share personal knowledge of a topic

➤ **Hobbies**
Divide the students into groups and have them discuss and record basic information on their favourite hobbies or leisure activities. For example:
– *Ich spiele Fußball.* (I play soccer.)
– *Ich habe am Dienstag Training.* (I train on Tuesdays.)
– *Ich habe am Samstag ein Spiel.* (I have a game on Saturday.)
– *Fußball macht Spaß.* (Soccer is fun.)

➤ **The Special Person**
As part of a weekly routine, give the students an opportunity to be *die spezielle Person* (the special person). Before class, have the special person prepare a poster with various photographs and information describing a favourite activity. Each photograph should be labelled with a sentence in German. Encourage the students to include pictures or photographs of activities they like and do not like to do; e.g., *Ich spiele gern Hockey. Ich schwimme nicht gern.* (I like to play hockey. I do not like to swim.) Invite the students to present their posters to the class and display them around the room.

➤ **Show What You Know**
Ask the students to prepare posters or short children's books on a topic with which they are familiar; e.g., hockey, soccer, music. Invite the students to then prepare brief presentations in which they share their knowledge on the topic.

General Outcome for Applications

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record and share personal knowledge of a topic?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss and record basic information on their favourite hobbies or leisure activities. Use the checklist to assess if students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they present their posters. Use the rubric to evaluate how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Poster materials.
➤ **Rating Scale** Create an outcome-based rating scale and share it with the students before they create posters or short books on familiar topics. Use the rating scale to assess how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Poster materials.

Grade 5

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.3
explore opinions and values

a. make connections between behaviour and values

➤ **Free Time**
Invite the students to discuss their leisure activities and the amount of time and effort they spend on them. For example:
  − *In meiner Freizeit spiele ich …* (During my free time I play …)
  − *Ich spiele jeden Tag/zweimal die Woche _____.* (I play _____ every day/twice per week.)
  − *Ich spiele jeden Tag am Computer.* (Every day I play on the computer.)
  − *Ich sehe jeden Tag zwei Stunden fern.* (I watch two hours of television every day.)

As a class, discuss the connection between the time and effort spent on an activity and how much you value it.

➤ **Character Sketches**
After reading a short story with German characters, divide the students into groups and have them list some of the key actions of the main characters. Then have the groups discuss the following question: What do the actions of the characters tell you about them? Ask the groups to create character sketches in which they describe the characters based on what they did and how they behaved in the story. Have the groups share their character sketches with one another.

➤ **What Do You Value?**
Give the students a list of values; e.g., love of nature and keeping our environment clean; the importance of money, power and status; and the importance of sportsmanship and fair play. Divide the students into groups and have them create simple role-plays based on these values. Encourage them to express these values through the actions of the characters in their role-plays.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
* make connections between behaviour and values?

➤ **Anecdotal Notes**
Observe students as they discuss their value of the leisure activities in which they are involved. Record anecdotal notes of the extent to which students are able to make connections between behaviours and values (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they read a short story and create character sketches. Students use the checklist to determine if they are able to make connections between behaviour and values (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Story with German characters.

➤ **Anecdotal Notes**
Observe students as they perform their role plays based on the list of values. Record anecdotal notes of the extent to which the students are able to make connections between behaviours and values (see sample blackline master in Appendix E: Anecdotal Notes).

➤ List of values.

Grade 5

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.3
explore opinions and values

b. recognize differences of opinion

➤ **Music**
Divide the students into groups and have them discuss their favourite types of music; e.g.,
– *Hörst du gern klassische Musik?* (Do you like listening to classical music?)
– *Hörst du gern Rap?* (Do you like listening to rap music?)
– *Hörst du gern Popmusik?* (Do you like listening to pop music?)

Encourage the students to recognize and respect the different opinions in the groups.

➤ **Different Customs**
Play a video depicting a family in a German-speaking country. Have the students observe the differences between the family life shown and their own. Divide the students into groups and have them express their opinions on the differences they noted. Encourage the students to respect the opinions of others and understand that everyone does not have to have the same opinion.

➤ **What Do You Think?**
Present the class with a unique piece of sculpture or a painting. Invite the students to express their own opinions, accept the opinions of others and realize there are no right or wrong responses.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize differences of opinion?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss their favourite types of music. Use the checklist to assess if students are able to recognize differences of opinion (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.
➤ **Anecdotal Notes** Observe students as they discuss the video depicting family life in a German-speaking country. Record anecdotal notes of the extent to which students are able to recognize differences of opinion (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Video depicting a German-speaking family, viewing station.
➤ **Anecdotal Notes** Observe students as they discuss a unique sculpture or painting. Record anecdotal notes of the extent to which the students are able to recognize differences of opinion (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Unique sculpture or painting.

Grade 5

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.4
solve problems

a.   define a problem and search for solutions

➤ **Solving Problems**
Prepare a recorded dialogue about a problematic situation; for example, a patron is given the wrong food in a restaurant or a visitor to Germany cannot find his or her way back to the hotel. Ask the students to listen to the recording (several times, if necessary) and identify the problem, then discuss possible solutions in groups. Have each group then share its solutions with the rest of the class.

➤ **What Is the Best Solution?**
Organize the students into small groups and assign each group a problematic situation. Have the groups prepare short skits based on the situations. Have each group then come to the front of the class and present its skit. Invite the students in the audience to brainstorm solutions for solving the problem and vote on the best solution. The group then finishes the skit by acting out the chosen solution.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • define a problem and search for solutions?	
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they identify and solve a problem. Use the rating scale to assess how well students are able to define a problem and search for solutions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Audio recording of dialogues, listening station.
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they perform their skits. Students use the checklist to determine if they are able to define a problem and search for solutions (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ Various props (optional).

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.4 solve problems

b. choose between alternative solutions

➤ **Choosing an Alternative**
Provide the students with scenarios in which they must make choices; e.g., after choosing an item from a menu, you are told that it is not available; after choosing a movie, you are told it is sold out; choosing between television shows. Have the students use learned vocabulary and phrases to choose an alternative. Students may draw their scenarios and use learned vocabulary to label their illustrations.

Divide the students into partners and have them make up their own problems and possible solutions; e.g., you do not like the food you receive at a restaurant; your friend wants you to go to a sporting match, but you will miss your favourite television show. Have them play games using the problems and possible solutions (e.g., guessing what solution the other student will choose) while practising correct vocabulary and grammatical structures related to making choices.

➤ **Classroom Activity Options**
As part of the classroom routine, e.g., on Game-Day Fridays, allow the students to choose between various activities. Encourage the students to use learned vocabulary and phrases when choosing and agreeing upon the activity.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• choose between alternative solutions?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they solve problematic scenarios. Students use the checklist to assess how well they are able to choose between alternative solutions (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Various props such as restaurant menus, movie guides, television guides.

➤ **Anecdotal Notes**
Observe students as they participate in choosing an activity. Record anecdotal notes of the extent to which students are able to choose between alternative solutions (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–6	for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A-6.1 humour/fun

a. use German for fun

➤ **Singing Songs**
Have the students sing simple, fun songs using actions where appropriate; e.g., "Head and Shoulders, Knees and Toes" and *Brüderchen, komm tanz mit mir* (Little Brother, Come Dance with Me).

Prepare a cloze text of a song, rhyme or tongue twister for the students to complete by substituting the correct words with humourous ones.

➤ **What Time Is It, Mr. Wolf?**
Engage the students in a game of *Wie spät ist es, Herr Wolf?* (What time is it, Mr. Wolf?) Review time and number vocabulary, then take the students to the gymnasium. Stand at one end of the gym with your back to the students. Have the students line up shoulder-to-shoulder at the opposite end of the room. The students, in unison, ask, *Wie spät ist es, Herr Wolf?* You reply with a time; e.g., *Es ist um vier.* (It's four o'clock.) Together, the students take four steps and count aloud in German as they step forward; e.g., *eins, zwei, drei, vier* (one, two, three, four). Once the students are close, respond by saying *Mittagessen* (lunchtime) and chase the students. The tagged students also become *Wölfe* (wolves). The game continues until there is only one student left.

➤ **What Do You Think Is Fun?**
Allow the students to choose and play German language activities that they think are fun. This may be done in small groups or as a whole class.

General Outcome for Applications

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use German for fun?

➤ **Anecdotal Notes**
  Observe students as they sing songs and change the words of songs, rhymes or tongue twisters. Record anecdotal notes of the extent to which students are able to use German for fun (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Cloze texts.

➤ **Rating Scale**
  Create an outcome-based rating scale and share it with students before they play What Time Is It, Mr. Wolf? Use the rating scale to assess how well students are able to use German for fun (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ None required.

➤ **Learning Log**
  After playing German language activities, students reflect on their learning and on how well they were able to use German for fun.

➤ Variety of activities, games and materials.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–6   for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

*(Left margin: **A–6.2** creative/aesthetic purposes)*

a.   use German creatively

➤ **Food Court**
If possible, take the students to visit and dine at a restaurant serving German food. Collect samples of the menu. Later, have the students create a *Schnellimbiss-Ecke* (food court) in class. Invite the students to work in groups to prepare menus (with pictures and text) for the mini restaurants, as well as food samples or pictures of food.

➤ **Comic Strip**
Copy pages from a comic book and white out the dialogue. Have the students fill in the dialogue that is missing with German vocabulary and expressions. Post the comics around the classroom and discuss how various students used language creatively to create humour. Alternatively, the students could create their own comics to share with their classmates or publish in a class book.

➤ **Acting**
Review basic vocabulary related to a previously studied lexical field. Write these words on small flash cards. Divide the students into teams of three or four and give each team a chalkboard or a piece of paper on which to write. Have a student from the first team come to the front of the classroom, draw a card from the pile of flash cards and act out the vocabulary for the entire group.

He or she says:
– *Ich bin_____.* (I am a_____.)
– *Ich kann_____.* (I can _____.)
– *Ich mag_____.* (I like _____.)

Have the teams write their answers on their paper or chalkboards. After 10 seconds, have the teams share their answers at the same time. Teams with the correct answer will be rewarded a point. Continue the game until all students have had an opportunity to mime a vocabulary word.

General Outcome for Applications

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use German creatively?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create a classroom food court. Use the checklist to assess if students are able to use German creatively (see sample blackline master in Appendix E: Observation Checklist).

➤ Restaurant menus.

➤ **Anecdotal Notes**
Observe students as they create German comic strips. Record anecdotal notes of the extent to which students are able to use German creatively (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Comic book.

➤ **Anecdotal Notes**
Observe students as they participate in the acting game. Record anecdotal notes of the extent to which students are able to use German creatively (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

Grade 5

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–6   for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–6.3
personal enjoyment

a. use German for personal enjoyment

➤ **My Personal Dictionary**
Ask the students to create personal dictionaries of German vocabulary they find particularly interesting or fun to say. Have the students illustrate the words and present them in an inventive way. Encourage the students to add to their dictionaries throughout the year.

➤ **Let's Sing!**
Teach the students the lyrics to a contemporary German pop song. Consider presenting the song to other classes in the school or during a school-wide assembly.

➤ **Picture Books**
Ask the students to create picture books to share with younger students. These picture books might revolve around a theme such as *Essen, Familie, Tiere* (food, family, animals) and should include simple sentences.

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use German for personal enjoyment?	
➤ **Conferencing** Conference with students and encourage them to share their dictionaries. Make mental notes of the extent to which students are able to use German for personal enjoyment.	➤ None required.
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they learn a popular German song. Use the checklist to assess if students are able to use German for personal enjoyment (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Music and lyrics to a German pop song.
➤ **Learning Log** After creating picture books to share with younger children, students reflect on their learning and on how well they were able to use German for personal enjoyment.	➤ Markers, magazines, scissors, glue.

Language Competence

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

LC–1   interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.1
aural interpretation

a. understand short, simple oral texts in guided situations	➤ **Who Is It?** Post several pictures of different people, numbering each picture. Describe each person without naming the person being described. Invite the students to guess who you are describing by providing the name or number of that person. ➤ **Listening** Read a short, simple text to the students (two or three paragraphs) on a previously studied lexical field; e.g., friends, weather, home, food. Have the students answer simple questions about the text individually or in groups. Alternatively, have the students write a short summary of the text or draw a picture. ➤ **Listen Well** Create a list of several simple instructions for creating a drawing or picture. Read these instructions one at a time to students and have them follow the directions to create the simple drawing or picture. For example: – *Zeichne einen großen Kreis in der Mitte deiner Seite.* (Draw a large circle in the centre of your page.) – *Zeichne ein kleines Quadrat in der oberen rechten Ecke deiner Seite.* (Draw a small square in the upper right-hand corner of your page.) – *Mal das Quadrat blau.* (Colour the square blue.) **Extension** Challenge the students by incorporating mathematical concepts.

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

LC–1   interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- understand short, simple oral texts in guided situations?

➤ **Anecdotal Notes**
Observe students as they listen to your description of the mystery person. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Pictures of different people.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with the students before they answer questions on a text or write short summaries. Use the checklist to assess if students are able to understand short, simple texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ Short, simple text.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they follow instructions to create a simple drawing. Use the rating scale to assess how well students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Simple instructions for creating a picture.

Grade 5

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

LC–1   interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

LC–1.2
oral production

a. produce simple words, phrases and sentences, orally, in guided situations

➤ **Greetings**
As part of a daily routine, encourage the students to use appropriate greetings, requests and farewells. For example:
– *Guten Tag. Guten Morgen.* (Good day. Good morning.)
– *Darf ich zur Toilette gehen?* (May I go to the washroom?)
– *Darf ich Wasser trinken?* (May I drink some water?)
– *Darf ich meinen Bleistift spitzen?* (May I sharpen my pencil?)
– *Auf Wiedersehen. Bis morgen. Tschüss.* (Goodbye. Until tomorrow. Bye.)

➤ **Origami Finger Game**
Ask the students to create an Origami Finger Game (see Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, have them spell out eight numbers. On the inside sections, have them write eight common questions related to a theme being studied. Working in pairs or groups of three, invite the students to play the origami finger game with each other. Encourage the students to use German as much as possible during their play time.

➤ **Thematic Collages**
Ask the students to cut out pictures from magazines and prepare collages related to the theme being taught. Divide the students into small groups and have them take turns describing one of the pictures in their collages. The other group members must try to guess which picture is being described.

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce simple words, phrases and sentences, orally, in guided situations?	
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they use daily routine greetings, requests and farewells. Use the rating scale to assess how well students are able to produce simple words, phrases and sentences, orally, in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ None required.
➤ **Anecdotal Notes** Observe students as they play the Origami Finger Game. Record anecdotal notes of the extent to which students are able to produce simple words, phrases and sentences, orally, in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Scissors, coloured pencils or markers.
➤ **Anecdotal Notes** Observe students as they describe the pictures and guess which collage is being described. Record anecdotal notes of the extent to which students are able to produce simple words, phrases and sentences, orally, in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Magazines, scissors, glue.

Grade 5

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

LC–1   interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.3
interactive fluency

a. interact, using a combination of phrases and simple sentences, in guided situations

➤ **Weekend Interviews**
Divide the students into pairs and provide time for the students to prepare brief dialogues using German vocabulary and expressions related to their weekend plans; e.g., *Was machst du am Wochenende?* (What are you doing this weekend?). Have the students use a simple question and answer format and present their dialogues to the class.

After the students have completed the above activity, mix up the groups and invite them to discuss their weekend plans.

➤ **Thirteen Questions**
Prepare a list of thirteen common questions and display it for the class. Have the students work with partners or in small groups, and take turns drawing from a deck of cards. Depending on the number of the card drawn (1 to 13; Ace = 1), students ask their partners or group members the corresponding question. A point is awarded for each correct response.

➤ **Who Am I?**
Have each student tape a paper with a noun (e.g., a fruit) to the back of a classmate. Invite the students to then ask one another questions to see if they can guess what words they have on their own backs. Play continues until all students have guessed the words posted on their backs.

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

LC–1   interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • interact, using a combination of phrases and simple sentences, in guided situations?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they present their dialogues on their weekend plans. Use the checklist to assess if how well students are able to interact, using a combination of phrases and simple sentences, in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.
➤ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they participate in the Thirteen Questions game. Students use the rating scale to assess how well they are able to interact, using a combination of phrases and simple sentences, in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➤ List of 13 questions, one deck of cards per group.
➤ **Learning Log** After guessing what words are taped to their backs, students reflect on their learning and on how well they were able to interact, using a combination of phrases and simple sentences, in guided situations. For example: − I had trouble thinking of … − I remembered to …	➤ One card per student with a German noun written on it.

Grade 5

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

LC–2 interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.1
interpretation of written texts

a. understand short, simple written texts in guided situations

➤ **Question Wheel**
Have the students create question wheels to guide their exploration of authentic German advertisements. Divide the students into pairs or small groups and give each group one to two authentic German advertisements. Encourage the students to take turns spinning the wheel and asking questions; e.g., who, what, where, when, why and how).

Wer?/Who?

Was?/What?   *Wo?*/Where?

Wann?/When?   *Warum?*/Why?

Wie?/How?
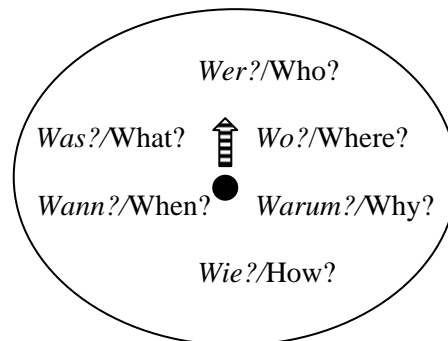
Caution
Students should be monitored when they use the Internet.

➤ **Collaborative Reading**
Introduce a short text on a previously studied lexical field; e.g., home, community, clothing. Allow the students to read the passage individually, highlighting words and/or phrases they know and understand. Arrange the students into small groups and have them work together to make meaning from the text. Once all groups have finished, discuss the text as a class.

➤ **Following Instructions**
Prepare a list of eight to ten simple written instructions. Have the students follow these instructions to create an object or a simple drawing. Allow the students to compare their drawings with partners. Discuss the results as a whole group.

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

LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• understand short, simple written texts in guided situations?

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they explore a German advertisement. Students use the checklist to determine if their peers are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Peer assessment Checklist).

➤ German advertisement (e.g., *Albertaner*), Internet, catalogue Web sites (e.g., www.quelle.de), spinner.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read a short text together. Use the checklist to assess how well students are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ Simple German texts.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they create an object or a simple drawing by following instructions. Students use the rating scale to assess how well they are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Simple, written instructions.

Grade 5

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. produce simple written sentences in guided situations	➤ **Invitations** Review the vocabulary and grammatical structures used in written invitations. Based on a model, have the students write invitations to an event or activity (in an e-mail or handwritten note) and send the invitations to others in the class. ➤ **Secret Pal** Arrange for each student to have a secret pal. Ask the students to write short letters to their secret pals using three to five simple sentences based on learned German vocabulary and expressions. For example: – *Es gibt vier Personen in meiner Familie.* (I have four people in my family.) – *Ich habe zwei Schwestern und einen Bruder.* (I have two sisters and one brother.) – *Meine Großeltern leben in Bolivien.* (My grandparents live in Bolivia.) ➤ **Budding German Authors** Ask the students to create simple children's storybooks with illustrations for each sentence. The stories may be fiction or nonfiction, depending on student interest. Once the storybooks are completed, have the students share their books with each other. If possible, have the students share their books with younger students.

LC–2.2
written production

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

LC–2 interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• produce simple written sentences in guided situations?

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create invitations. Students use the checklist to determine if their peers are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ E-mail, printer, markers.

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they write notes to their secret pals. Use the checklist to assess if students are able to produce simple sentences in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ None required.

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create simple children's storybooks. Use the rubric to evaluate how well students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Art supplies.

Grade 5

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

LC–2   interpret and produce written and nonverbal texts

| SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.3
viewing

a.   derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

➤ **Printed Material**
Give the students an opportunity to view a variety of German language newspapers, magazines, children's books, calendars, greeting cards, promotional flyers, movies, television guides, book jackets and CD covers. Ask the students to group the items based on various categories; e.g., sports, music, fashion. Discuss the groupings as a class and discuss strategies used by the students to derive meaning from the content of the material.

➤ **German Artists and Designers**
Bring in samples of the work of German artists and designers; for example, Caspar David Friedrich, Paul Klee, Bauhaus. Discuss the artists and their works and have the students record their thoughts and impressions in their notebooks. Facilitate a class discussion and encourage the students to derive meaning from the visuals shown.

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

LC–2 interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they review the visual texts and group them according to specific categories. Use the checklist to assess if students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**
After discussing German artists and designers as a class, students reflect on their learning and on how well they were able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations. For example:
– This is similar to …
– This is different from …

➤ German language newspapers, children's books, magazines, Internet, promotional flyers, newspapers, greeting cards, movies, television guides, book jackets, CD covers.

➤ Pictures of German art and design (e.g., Caspar David Friedrich, Paul Klee, Bauhaus).

Grade 5

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.4 representing

a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

➤ **Poster Presentations**
Ask the students to prepare posters on a topic such as weather, clothing, sports, food or cultural traditions in an assigned German-speaking country. Encourage the students to use German vocabulary as well as illustrations, photographs or clippings. When the posters are complete, have the students present them to the rest of the class. Encourage the students to use various props or costumes during their presentations.

➤ **Digital Slide Show Presentation**
Divide the students into groups and assign each group a topic or theme that they are to research; e.g., cultural traditions in the German-speaking world. Ask the groups to prepare several digital slides with information on the topic, being sure to include graphics such as pictures, graphs, diagrams, maps and charts.

➤ **Picture Wall**
Have the students take pictures or draw pictures of classroom events and field trips. Ask the students to write simple captions to accompany the pictures and display them on a wall to tell a story of the event.

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LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
* use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

➤ **Self-assessment Checklist**
Work with the students to create an outcome-based checklist before they prepare posters. Students use the checklist to determine if they are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Poster materials.

➤ **Rubric**
Collaboratively create an outcome-based rubric and share it with the students before they create their slide shows. Use the rubric to evaluate how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Digital slide show software, computer access.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create representations of classroom events or field trips. Use the rating scale to assess how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Camera, printer, art supplies.

Grade 5

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.1 phonology

a. distinguish particular sounds of German represented by letters such as j, s, v, w, z, ie and ei

➤ **Sounds**
Ask the students to search for common words beginning with *j, v, w, s, z* or containing *ie* and *ei* in dictionaries, books and magazines. Have the students create lists of these words on chart paper, post them in the classroom and practise reading them regularly.

Assign a particular sound for students to search for around the classroom; for example, words with *ei*. Give the students one minute to write down all the words they can find containing the sound.

➤ **Letter/Sound Hoop Ball**
Create a list of words that contain *j, s, v, w, z* or *ie* and *ei*. Line up a row of hoops, buckets or baskets and label them with these letters. Divide the students into teams and have them line up their first players at the throw line. Say a word from the list and have the students throw a small ball or beanbag through the correct hoop. The first student to get his or her ball or beanbag through the correct hoop gets three points, the second gets two and the third gets one.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • distinguish particular sounds of German represented by letters such as j, s, v, w, z, ie and ei?	
➤ **Anecdotal Notes** Observe students as they create and identify words containing specific sounds. Record anecdotal notes of the extent to which they are able to distinguish particular sounds of German represented by letters such as *j, s, v, w, z, ie* and *ei* (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Dictionaries, books, magazines, chart paper, markers.
➤ **Learning Log** After participating in the game of hoop ball, students reflect on their learning and on how well they were able to distinguish particular sounds of German represented by letters such as *j, s, v, w, z, ie* and *ei*. For example: – The sound(s) I find easiest is/are … – The sound(s) I find most difficult is/are … – To improve I will need to …	➤ Hoops/baskets/buckets, balls/beanbags, labels, list of words.

Grade 5

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.1 phonology

b. use intelligible pronunciation, stress and intonation when producing simple, familiar words or phrases

➤ **Perfect Pronunciation**
Divide the class into two groups. Provide each group with a set of word or expression cards. Alternating from group to group, have one student read a word or an expression card. When the student pronounces the word or expression correctly, the group earns one point.

Extension
Using simple phrases in German, have the students modify their intonation to make the phrase a question, imperative or a simple statement.

➤ **Telephone Game**
Divide the students into teams. Whisper a word or phrase to the first players of each team. That word is whispered down the line of players for each team. The last members of the teams say the word spoken to them. If the last player's word is correct, the team gets a point. Rotate the order of the players so that there is a new first player and continue with another word or phrase to whisper down the line.

➤ **Ticket Out the Door**
As an exit activity, ask the students to say something to you before they leave the room; e.g., greetings, farewells, classroom words, a body part, a food item.

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use intelligible pronunciation, stress and intonation when producing simple, familiar words or phrases?	
➤ **Anecdotal Notes** Listen to and observe students as they practise their pronunciation and intonation. Record anecdotal notes of the extent to which students are able to use intelligible pronunciation, stress and intonation when producing simple, familiar words or phrases (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Set of word or expression cards.
➤ **Anecdotal Notes** Observe students as they participate in the telephone game and look for indications that the students understand and are able to repeat the word or phrase to the next player. Record anecdotal notes of the extent to which they are able to use intelligible pronunciation, stress and intonation when producing simple, familiar words or phrases (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they request their ticket out the door. Use the checklist to assess how well students use intelligible pronunciation, stress and intonation when producing simple, familiar words or phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ None required.

Grade 5

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.2
orthography

a. recognize and use some elements of the writing system

➤ **Spelling Game**
Divide the students into teams and have one representative from each team go to the board. Say a vocabulary word and have the students spell the word on the board without looking at the person next to them. All correct spellings receive one point.

Extension
Divide the students into teams and have them designate a team writer. Say aloud a sentence and have the students work together to write the sentence correctly. Have the teams change writers every round.

➤ **Capitalizing Nouns**
Provide the students with a list of current vocabulary words written in lower case. Have the students identify nouns and write them in uppercase. Encourage the students to provide the correct article for each noun.

➤ **Word Puzzle**
Ask the students to create crossword puzzles or word searches with a grid template or on the computer using current vocabulary words and words from their personal dictionaries. Invite the students to exchange their puzzles and searches with partners.

➤ **Capitalization**
Provide the students with a simple German text and have them circle all of the capital letters in it. Discuss the differences between capitalization in English and German. Provide the students with a simple German text that is missing its capital letters and have the students circle the letters that should be capitalized.

➤ **Accents**
Provide the students with German magazines and have them identify all of the accents used on one page. Discuss the accents used in German and how they affect pronunciation and meaning.

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- recognize and use some elements of the writing system?

➤ **Anecdotal Notes**
Observe students as they play the Spelling Game. Record anecdotal notes of the extent to which students are able to recognize and use some elements of the writing system (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Whiteboard, markers.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they identify nouns to capitalize. Use the rating scale to assess how well students are able to recognize and use some elements of the writing system (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Vocabulary lists.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they complete the crossword puzzles or word searches. Students use the checklist to determine if they are able to recognize and use some elements of the writing system (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ www.puzzlemaker.com, computer, printer, Internet.

➤ **Informal Observation**
Observe students as they participate in the activity. Make mental notes of the extent to which students are able to recognize and use some elements of the writing system.

➤ Simple German texts.

➤ **Learning Log**
After identifying accents on a page of German magazines, students reflect on their learning and on how well they were able to recognize and use some elements of the writing system.

➤ Children's magazines in German.

Grade 5

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.3
lexicon

a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
 – home
 – weather
 – food
 – friends
 – any other lexical fields that meet their needs and interests

➤ **All Birds Fly Up**
Play the vocabulary game *Alle Vögel fliegen hoch* (All birds fly up). The leader of the game says *Alle Vögel fliegen hoch* and lifts up his or her hands. The students do the same. When the leader announces something false like *Alle Elefanten fliegen hoch* (all elephants fly up) and puts up his or her hands, the students leave their hands down. If students raise their hands, they must sit down. Use a variety of vocabulary in this game.

➤ **Out of Bounds**
If there are empty desks in the room, remove them or mark them *verboten* (out of bounds). The students may not use these desks during the game. Start by stating, for example, *Alle, die im Herbst Geburtstag haben, Plätze wechseln!* (All those whose birthday is during autumn, change places!) or *Alle, die etwas Blaues anhaben/tragen, Plätze wechseln!* (All those wearing blue, change places!) All the students who meet the criteria must change places. They may not stay at their own desks or use one that has been marked *verboten* (out of bounds).

The student without a desk becomes "it" and, with your help, gives a new command that will allow him or her to find a seat. Vary the commands to include clothing items, colour of clothing, hair colour or favourite foods.

➤ **Word Relay**
Divide the board so that each team gets its own space. The first team member is given a piece of chalk or marker. Set the topic; e.g., colour, verbs, weather words. When you say *Los!* (Go!), the first person from each team runs to the board, writes a word on topic and then goes back and passes the chalk or marker to the next person.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a repertoire of words and phrases in familiar contexts, within a variety of [given] lexical fields?	
➤ **Anecdotal Notes** Observe students as they play the vocabulary game. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Learning Log** After playing the Out of Bounds game, students reflect on their learning and on how well they were able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields. For example, what vocabulary did they have trouble with? What vocabulary do they find easy? Ask the students to describe situations in which they would use the vocabulary from the activity.	➤ "Out of bounds" label.
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they play the word relay. 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 (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ Board, chalk or markers.

Grade 5

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

LC–3 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

LC–3.4
grammatical elements

SPECIFIC OUTCOMES

Students will be able to:

a. use, in modelled situations,★ the following grammatical elements:
   – personal pronouns (plural) in nominative
   – possessive adjectives (*mein/ dein/sein/ihr*)
   – verbs (present tense)
   – selected reflexive verbs (first person singular) (e.g., *sich erinnern, sich interessieren, sich freuen*)
   – simple past of *sein* and *haben* (first person singular) (*ich war, ich hatte*)
   – asking questions using interrogatives (e.g., *wer? wie?*)
   – sentence structure: inversion following expressions of time or place (e.g., *Heute gehe ich …*)
   – compound sentences using coordinating conjunctions (e.g., *und*)
   – negation (*nicht/kein*)
   – selected accusative prepositions (*durch, für, ohne, gegen, um*)
   (continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **What Does the Baker Do?**
On the board, write two lists, one of careers and the other of corresponding actions (verbs); e.g.,
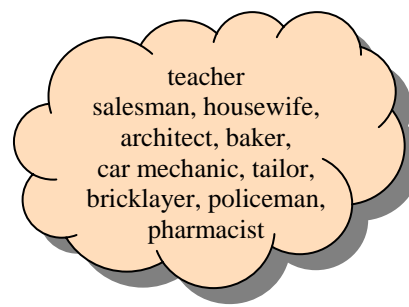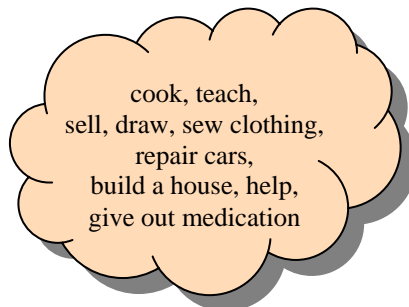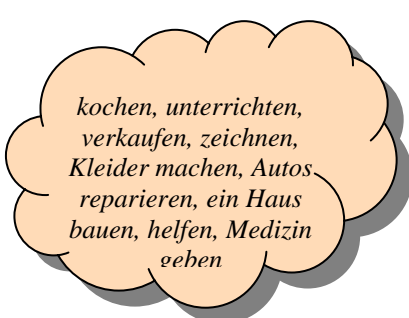
kochen, unterrichten, verkaufen, zeichnen, Kleider machen, Autos reparieren, ein Haus bauen, helfen, Medizin geben

Der Lehrer, der Verkäufer, die Hausfrau, der Architekt, der Bäcker, der Automechaniker, der Schneider, der Maurer, der Polizist, der Apotheker

cook, teach, sell, draw, sew clothing, repair cars, build a house, help, give out medication

teacher salesman, housewife, architect, baker, car mechanic, tailor, bricklayer, policeman, pharmacist

Divide the students into pairs and have them take turns asking and responding to questions; e.g.,
Student A: *Was macht der Bäcker?* (What does the baker do?)
Student B: *Er backt.* (He bakes.)
Student A: *Wer backt?* (Who bakes?)
Student B: *Der Bäcker.* (The baker.)

★ 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 limited situations. Limited fluency and confidence characterize student language.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	**MATERIALS**

Focus for Assessment

Does the student:
- use, in modelled situations, the [given] grammatical elements?

➤ **Anecdotal Notes**
   Observe students as they match the careers to the list of duties.
   Record anecdotal notes of the extent to which the students are able
   to use, in modelled situations, the given grammatical elements; e.g.,
   asking questions using interrogatives (see sample blackline master
   in Appendix E: Anecdotal Notes).

➤ Whiteboard, markers.

Grade 5

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.4
grammatical elements

a. use, in modelled situations, the following grammatical elements:
    – personal pronouns (plural) in nominative
    – possessive adjectives (*mein/ dein/sein/ihr*)
    – verbs (present tense)
    – selected reflexive verbs (first person singular) (e.g., *sich erinnern, sich interessieren, sich freuen*)
    – simple past of *sein* and *haben* (first person singular) (*ich war, ich hatte*)
    – asking questions using interrogatives (e.g., *wer? wie?*)
    – sentence structure: inversion following expressions of time or place (e.g., *Heute gehe ich …*)
    – compound sentences using coordinating conjunctions (e.g., *und*)
    – negation (*nicht/kein*)
    – selected accusative prepositions (*durch, für, ohne, gegen, um*)
    (continued)

➤ **Souvenir**
Ask the students to imagine they have returned from a holiday and have brought *Andenken* (souvenirs) for their friends and family members. Have them write sentences to describe what they brought and for whom; e.g.,
    – *Das Buch ist für meine Tante.* (This book is for my aunt.)
    – *Das Stofftier ist für meinen Bruder.* (This soft toy is for my brother.)
    – *Der Ball ist für meinen Hund.* (This ball is for my dog.)
    – *Die Schokolade ist für meine Freundin Jessica.* (The chocolate is for my friend Jessica.)

Have the students create a card or booklet of the *Andenken* (souvenirs) for their friends and family members. This activity could also be done at Christmas time and the students list Christmas gifts for friends and family.

➤ **Relatives**
Ask the students to bring pictures of their family members to class. Have the students pair up and ask each other about people in the pictures; e.g.,
Student A: *Ist das dein Vater?* (Is this your father?)
Student B: *Nein, das ist mein Onkel.* (No, this is my uncle.)

Have the students continue until all family members in the photographs have been identified.

Extension
Have the students introduce each other's families. For example, *Das ist Marks Vater.* (This is Mark's father.) or *Das ist sein/ihr Vater.* (This is his/her father.)

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use, in modelled situations, the [given] grammatical elements?

➤ **Anecdotal Notes**
Observe students as they write about souvenirs they brought back from a holiday. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., possessive adjectives (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they discuss their family members. Use the rating scale to assess how well students are able to use, in modelled situations, the given grammatical elements; e.g., interrogatives and possessive adjectives (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Family photographs.

Grade 5

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

LC–3.4
grammatical elements

a. use, in modelled situations, the following grammatical elements:
  – personal pronouns (plural) in nominative
  – possessive adjectives (*mein/ dein/sein/ihr*)
  – verbs (present tense)
  – selected reflexive verbs (first person singular) (e.g., *sich erinnern, sich interessieren, sich freuen*)
  – simple past of *sein* and *haben* (first person singular) (*ich war, ich hatte*)
  – asking questions using interrogatives (e.g., *wer? wie?*)
  – sentence structure: inversion following expressions of time or place (e.g., *Heute gehe ich …*)
  – compound sentences using coordinating conjunctions (e.g., *und*)
  – negation (*nicht/kein*)
  – selected accusative prepositions (*durch, für, ohne, gegen, um*)

➤ **Suitcase Game**
Ask the students to form a circle. Have one student begin a story chain by saying in German, *Ich fliege nach Deutschland und ich bringe meinen Hund mit.* (I am going to Germany and I am taking my dog.) The next student repeats what the first student said and adds an item to the sentence; for example, *Ich fliege nach Deutschland und ich bringe seinen Hund und meine Katze mit.* (I am going to Germany and I am taking his dog and my cat.)

➤ **Front Page Challenge**
Ask a panel of three students to leave the room. Have one student volunteer to be *der mysteriöse Gast* (mystery guest) and then sit behind a partition. The panel returns and takes turns asking questions to determine the mystery guest's identity; e.g.,
  – *Hast du einen Hund?* (Do you have a dog?)
  – *Hast du Pizza gern?* (Do you like pizza?)
  – *Spielst du gern Hockey?* (Do you like playing hockey?)

Der mysteriöse Gast answers using complete sentences. Once the identity of *der mysteriöse Gast* has been determined, choose three new students to be the panel and pick a new *mysteriöse Gast.*

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use, in modelled situations, the [given] grammatical elements?

➤ **Anecdotal Notes**
Observe students as they play the suitcase game. Record anecdotal notes of the extent to which students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., possessive pronouns, compound sentences using coordinating conjunctions (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask and answer questions to determine the identity of the mystery guest. Use the checklist to assess if students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., asking questions using interrogatives, negation (see sample blackline master in Appendix E: Observation Checklist).

➤ None required.

Grade 5

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.4
grammatical elements

b. use, in structured situations,★ the following grammatical elements:
  − gender of familiar nouns
  − plural of familiar nouns
  − definite and indefinite articles of familiar nouns in nominative and accusative
  − personal pronouns (singular) in nominative
  − verbs (infinitive, first person singular and plural, present tense)
  − selected modal verbs in present tense (e.g., *kann, darf*) and placement of infinitive (e.g., *Ich möchte Wasser trinken.*)
  − imperative mood (singular)
  − yes/no questions (e.g., *Hast du eine Katze?*)
  − position of adverbs of preference (e.g., *gern*)
(continued)

➤ **Picture and Word**
Have each student prepare a set of picture cards on a particular theme; e.g., *das Obst, das Klassenzimmer, die Kleidung, Lebensmittel* (fruit, the classroom, the clothing, groceries). Matching word cards are also prepared (perhaps also with the plural form). Arrange the students into small groups and give one group the picture cards and the other the word cards. Have the students with the word cards take turns asking questions of the other group; e.g., *Wer hat den Apfel?* (Who has the apple?), *Wer hat die Birne?* (Who has the pear?) When the students find the appropriate picture, they hold it up and answer, *Ich habe den Apfel.* (I have the apple.)

➤ **Pack My Backpack**
Invite the students to play a chain game in which they add to a list; e.g., *Ich packe meinen Rucksack. Was packe ich ein?* (I pack my backpack. What do I pack?) Have one student start by saying, *Ich packe Hosen ein.* (I pack a pair of pants.) The next student continues by saying, *Ich packe Hosen und einen Hut ein.* (I pack a pair of pants and a hat.) The game continues with each student adding one item to the previous items listed.

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

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use, in structured situations, the [given] grammatical elements?

➤ **Anecdotal Notes**
Observe students as they play the picture and word game. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., gender and plural of familiar nouns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Picture and word cards.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play the chain game. Use the checklist to assess if students are able to use, in structured situations, the given grammatical elements; e.g., definite and indefinite articles of familiar nouns in nominative and accusative cases (see sample blackline master in Appendix E: Observation Checklist).

➤ None required.

Grade 5

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

LC–3   attend to form

SPECIFIC OUTCOMES *Students will be able to:*	**SAMPLE TEACHING AND LEARNING ACTIVITIES**

LC–3.4
grammatical elements

b. use, in structured situations, the following grammatical elements:
– gender of familiar nouns
– plural of familiar nouns
– definite and indefinite articles of familiar nouns in nominative and accusative
– personal pronouns (singular) in nominative
– verbs (infinitive, first person singular and plural, present tense)
– selected modal verbs in present tense (e.g., *kann, darf*) and placement of infinitive (e.g., *Ich möchte Wasser trinken.*)
– imperative mood (singular)
– yes/no questions (e.g., *Hast du eine Katze?*)
– position of adverbs of preference (e.g., *gern*)

➤ **Delicious and Healthy**
When the students are familiar with food vocabulary and have discussed healthy snacks, have them give each other advice as to which foods to eat and which to avoid; e.g.,
– *Iss mehr Äpfel.* (Eat more apples.)
– *Iss mehr Jogurt.* (Eat more yogurt.)
– *Trink mehr Wasser.* (Drink more water.)
– *Iss weniger Chips.* (Eat less chips.)
– *Iss weniger Kuchen.* (Eat less cake.)
– *Trink weniger Cola.* (Drink less cola.)
– *Äpfel sind gesund.* (Apples are healthy.)
– *Kuchen ist nicht gesund.* (Cake is not healthy.)

Ask the students to create *Lecker und gesund* (Delicious and Healthy) booklets with illustrations and sentences.

➤ **Verbs in Action**
Prepare cards with pictures depicting action verbs. Arrange the students into small groups and give each group several of the verb cards. Have the students take turns selecting a card and showing it to the group. Group members attempt to guess the action verb depicted in the picture.

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use, in structured situations, the [given] grammatical elements?

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they discuss healthy food choices. Use the rubric to evaluate how well students are able to use, in structured situations, the given grammatical elements; e.g., imperative mood and the plural form of familiar nouns (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Art supplies.

➤ **Anecdotal Notes**
Observe students as they play the verbs in action game. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., infinitive verbs (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Picture cards depicting verbs.

Grade 5

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.1
register

a.   distinguish between formal and informal situations

➤ **Role-plays**
Have the students rehearse conversations in German involving formal and informal expressions; e.g.,

Informal	Formal
Hallo Peter, wie geht's? (Hello Peter, how are you?)	*Guten Tag, Frau Schubert. Wie geht es Ihnen?* (Good day, Mrs. Schubert. How are you?)
Tschüss! (See you later!)	*Auf Wiedersehen.* (Goodbye.)

Discuss how age, relationships (e.g., peers, acquaintances, friends), generational differences, differing social statuses as well as positions of authority affect how one person addresses another. Encourage the students to address you and/or a German-speaking guest formally.

Divide the students into small groups and have them role-play brief scenes. Allow for class discussion after each role-play and encourage the students in the audience to distinguish between formal and informal situations. Consider video recording these role-plays for viewing by the class.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • distinguish between formal and informal situations?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they perform their role-plays. Use the checklist to assess if students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Observation Checklist).	➤ Video recorder, viewing station (optional).

Grade 5

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

LC–4 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.1
register

b. recognize that some topics, words or intonations are inappropriate in certain contexts

➤ **Watch Your Language**
Ask the students to brainstorm appropriate and inappropriate behaviours (e.g., intonation and tone) in various scenarios; e.g., at school, in class, public places and private places. Discuss the importance of correct word usage and the different meanings words can have in different German-speaking countries.

Divide the students into groups and have each group present skits in which people act or speak inappropriately and appropriately.

➤ **The Importance of Intonation**
Read the same sentence using various intonations to illustrate how intonation can affect meaning. Divide the students into groups and assign each group a simple sentence or phrase. Ask the students to create role-plays using the assigned sentence or phrase with different intonations. The theme of the role-plays should be inappropriate intonation. Have the groups present their role-plays to the rest of the class.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that some topics, words or intonations are inappropriate in certain contexts?	
➤ **Learning Log/Goal Setting** After brainstorming appropriate and inappropriate behaviours, students reflect on their learning and on how well they were able to recognize that some topics, words or intonations are inappropriate in certain contexts. For example: – It is easy for me to … – I find it challenging when … Encourage the students to set goals for future learning.	➤ Internet and books on German language usage.
➤ **Anecdotal Notes** Observe students as they present role-plays in which they use intonation to affect meaning. Record anecdotal notes of the extent to which they are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.

Grade 5

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. understand and use a variety of simple idiomatic expressions as set phrases	➤ **Expressions** In daily classroom interactions, encourage the students to demonstrate their understanding of expressions such as: − *Ich drücke dir die Daumen.* (Good luck.) − *Da hast du Pech gehabt.* (That was your tough luck.) − *Igitt!* (Ugh!) − *Schade!* (Too bad!) Invite the students to keep an ongoing list or chart of idiomatic expressions and when each expression was used. Have the students illustrate the expressions for display or inclusion in their personal dictionaries. ➤ **Magazine Idiom Hunt** Collect a variety of magazines from various German-speaking countries. Ask the students to look at the ads and articles and identify any idiomatic expressions they see. Have the students clip idiomatic expressions from the various magazines and create collages. Post the collages in the classroom for student reference.

LC–4.2
idiomatic expressions

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand and use a variety of simple idiomatic expressions as set phrases?	
➤ **Anecdotal Notes** Observe students as they use idiomatic expressions in their daily classroom interactions. Record anecdotal notes of the extent to which they are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Rating Scale** Create an outcome-based rating scale with the students before they look for idioms and create collages. Use the rating scale to assess how well students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ A variety of German magazines, scissors, glue.

Grade 5

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.3
variations in language

a. acknowledge and accept individual differences in speech

➤ **Venn Diagrams**
Present several videos or audio recordings in which people from different parts of the German-speaking world and people of different age groups are speaking. Lead a guided discussion on recognizing the differences in the speech patterns and language use.

After listening to the various speakers, lead the students in creating Venn diagrams that compare and contrast the speech of two different German speakers. Encourage the students to focus on idiomatic expressions, accents and other differences in speech between the two speakers. Class discussion could follow on variances in accent and idiomatic expressions within the English language; e.g., English from the UK, Australia, different parts of Canada.

➤ **Live Language**
Invite German speakers to the class (e.g., students' parents, college students, grandparents) to read or tell a story in German. After the speakers have left, discuss the differences in the speech of the various guests; e.g., accents, vocabulary, intonation, rate of speech.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• acknowledge and accept individual differences in speech?

➤ **Learning Log**
After creating Venn diagrams comparing the speech of two different German speakers, students reflect on their learning and on how well they were able to acknowledge and accept individual differences in speech.

➤ Internet radio or recordings from Austria, Switzerland or Germany, viewing/listening station.

➤ **Learning Log**
Following the visit of the guest speakers, students reflect on variations in German language use and on how well they were able to acknowledge and accept individual differences in speech. What did they learn about how different people speak? What strategies will they/do they use when listening to a speaker with whom they are not familiar? How does this experience relate to their everyday experiences with people from different cultural and language backgrounds?

➤ German guest speakers, German story.

Grade 5

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.4
social conventions

a.   use basic politeness conventions

➤   **Manners, Please!**
Brainstorm with the students ways in which we show courtesy or manners. Make a list of these actions or expressions on the board. Ask the students to create posters and charts of common expressions and conventions of courtesy and post them in the classroom. Encourage the students to use politeness conventions throughout the year.

➤   **Think Fast Dialogues**
Review functional classroom phrases associated with politeness; for example, using the word "*bitte*" (please).

Organize the students into groups of two or three. Give them two minutes to prepare a brief dialogue that represents a social scenario in which they act out basic conventions of courtesy. After the two-minute time limit, have the student groups act out the scenarios for their classmates. Example scenarios might include:
– *zu spät in das Klassenzimmer kommen* (entering a classroom late)
– *aus Versehen jemanden anstoßen* (accidentally bumping into someone)
– *um Erlaubnis zum Verlassen des Klassenzimmers fragen* (asking to leave the classroom)
– *den Rektor der Schule treffen* (meeting the principal in school)
– *jemanden zum ersten Mal treffen* (meeting someone for the first time).

Consider video recording these dialogues for viewing by the class.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use basic politeness conventions?

➤ **Observation Checklist**
   Create an outcome-based checklist and share it with students before
   encouraging them to use basic politeness conventions. Use the
   checklist to assess if students are able to use basic politeness
   conventions (see sample blackline master in Appendix E:
   Observation Checklist).

➤ Poster materials.

➤ **Anecdotal Notes**
   Observe students as they present their dialogues based on politeness
   conventions. Record anecdotal records on the extent to which
   students are able to use basic politeness conventions (see sample
   blackline master in Appendix E: Anecdotal Notes).

➤ Video equipment
   (optional).

Grade 5

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.4 social conventions b. use appropriate oral forms of address for people frequently encountered	➤ **Telephone Conversations** Ask the students to pretend to be various people from their everyday life (e.g., parents, teachers, principal, doctor, coach, friends) and role-play telephone conversations in which they use appropriate oral forms of address; e.g., using the *Sie* and *du* forms. Ask the students to then prepare and present to the class a short telephone skit demonstrating the appropriate use of oral forms of address for people frequently encountered; for example, addressing various authority figures versus addressing peers.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use appropriate oral forms of address for people frequently encountered?

➤ **Observation Checklist**
   Create an outcome-based checklist and share it with students before they role-play telephone conversations. Use the checklist to assess if students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Observation Checklist).

➤ Telephone props.

Grade 5

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.5
nonverbal communication

a.   experiment with using some simple nonverbal means of communication

➤ **Personal Space**
Ask the students to line up in two rows facing each other and interact using learned German phrases. On your signal, they move closer together and repeat the interaction. Next, they move even closer together. Distances could be measured using a metre stick. Have the students then discuss their preferences for personal space. Point out how, in German-speaking countries, people are used to having less personal space than in Canada.

Discuss the use of personal space as a means of nonverbal communication; e.g., What can it mean when someone moves closer to you to speak? What can it mean when a person moves farther away?

➤ **Communicating Without Words**
Present an explanation and overview of some widely accepted nonverbal means of communication; e.g., a thumb extended to hitch a ride, peace sign, waving. Introduce a few examples of forms of nonverbal communication that may have different meanings in different countries; e.g., winking, sticking tongue out, patting someone's head. Invite the students to role-play, in small groups, scenarios in which they make use of these forms of nonverbal communication.

➤ **Listening to Body Language**
Model nonverbal means of communication such as head nodding, head shaking, waving, shaking hands. Describe a short, simple scenario and have the students respond by using an appropriate nonverbal communication.

Extension
View a short video with the sound turned off. Divide the students into groups and have them identify the nonverbal language used and guess what the people are saying.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- experiment with using some simple nonverbal means of communication?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they discuss personal space. Use the checklist to assess how well students experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Observation Checklist).

➤ Metre stick.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they role-play scenarios using various means of nonverbal communication. Use the rating scale to assess how well students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ None required.

➤ **Anecdotal Notes**
Observe students as they use and identify nonverbal communication. Record anecdotal notes of the extent to which students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Video in German with good examples of nonverbal communication.

Grade 5

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.5
nonverbal communication

b. recognize that some nonverbal behaviours may be inappropriate in certain contexts

➤ **Brainstorming**
As a class, brainstorm various nonverbal behaviours that are not appropriate when listening to someone; e.g., closing your eyes, putting your head on the desk or looking away, standing too close or moving away, avoiding eye contact or staring.

Discuss other forms of nonverbal communication that can be inappropriate, such as pointing and staring at people, facial expressions (smiling in a sad or serious situation), sticking your tongue out, refusing a handshake. Discuss the importance of polite nonverbal behaviour when interacting with older people and people in positions of authority. Encourage the students to use polite nonverbal behaviours in class.

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

LC–4 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that some nonverbal behaviours may be inappropriate in certain contexts?	
➤ **Anecdotal Notes** Observe students as they brainstorm and discuss appropriate nonverbal classroom behaviours. Record anecdotal notes of the extent to which students are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Chart paper, markers.

Grade 5

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–5.1
cohesion/coherence

a.   sequence elements of a simple story, process or series of events; e.g., *zuerst, danach, zuletzt*

➤ **Ordering Sentence Strips**
Provide the students with sentence strips from a familiar simple story (maximum five sentences). Have the students use their knowledge of the story content as well as the German language to put the sentence strips in order.

➤ **What's the Correct Order?**
Review conventions of storytelling and the parts of a story. Prepare a simple story in German and divide the students into groups. Give each group a picture that corresponds to part of the text. Ask student representatives from each group to go to the front of the room and place their text and pictures where the groups think they belong. The class then must come to an agreement as to the correct placement of all parts of the text.

➤ **Instructions**
Have the students read various samples of instructions written in German; e.g., assembly instructions. Encourage them to note the language used to show sequence. Give the students sentence strips of the instructions and have them work together to put them in the correct order.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• sequence elements of a simple story, process or series of events?

➤ **Anecdotal Notes**
Observe students as they organize the sentence strips. Record anecdotal notes of the extent to which students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Sentence strips of a familiar simple German story.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they order the events of the story. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Observation Checklist).

➤ German text with illustrations.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read and order simple instructions. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Observation Checklist).

➤ Sentence strips of instructions in German.

Grade 5

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.1 cohesion/coherence b. link words or groups of words in simple ways; e.g., using words like *und, dann*	➤ **Link Word ID** Give the students a recipe or set of instructions. Have the students identify link words such as *und* (and)*, zuerst* (at first)*, danach* (after that)*, dann* (then)*, zunächst* (first of all)*, zunächst einmal* (to start with), z*um dritten Mal* (for the third time), *zum Schluss* (at the end) and *zuletzt* (at last, finally) to assist them in putting the steps back into order. Encourage the students to use these words and phrases when writing their own recipes or instructions. ➤ **A Day in the Life** Review link words used to link various events in a sequence; e.g., *und, zuerst, danach, dann, zunächst, zuletzt*. Ask the students to create comic strips or picture books that describe their Saturday morning routines. Invite the students to present their comics or books to the class.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link words or groups of words in simple ways?	
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they identify and use link words in a recipe or set of instructions. Use the rubric to evaluate how well students are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Simple recipes and instructions.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they describe their Saturday morning routines. Use the checklist to assess if students are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.

Grade 5

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–5.2
text forms

a. recognize some simple oral and written text forms; e.g., lists, letters, stories, songs

➤ **Looking at Text Forms**
Provide the students with a variety of commercially produced materials grouped according to themes. Invite the students to bring in materials in German they have at home to share. Texts may include:
- *Zeitschriften* (magazines)
- *Zeitungen* (newspapers)
- *Kinderbücher* (children's books)
- *verschiedene Internetseiten* (selected Internet sites)
- *CDs* (CDs)
- *Comics* (comics)
- *Inhaltstabellen* (ingredients lists)
- *Zugkarte* (train ticket)
- *Buskarte* (bus ticket).

Have the students work together to describe each of the different text forms; e.g., type of language used, common themes, structure of the text, punctuation.

➤ **Identifying Oral Texts**
Ask the students to listen to a German language program, song or television or radio commercial. Have the students record words they were able to recognize as they listened. Afterward, discuss the types of words and phrases used in the oral text form and draw conclusions about how they would recognize what form they were listening to; e.g., rhyming words and rhythmic phrasing used in songs.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some simple oral and written text forms?	

➤ **Anecdotal Notes**
   Observe the students as they discuss the conventions associated with the various text forms. Record anecdotal notes of how well students are able to recognize some simple oral and written text forms (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Commercially produced materials in German; e.g., magazines, newspapers, children's books, Internet sites, CD covers.

➤ **Observation Checklist**
   Create an outcome-based checklist and share it with students before they discuss how they can recognize different text forms. Use the checklist to assess if students are able to recognize some simple oral and written text forms (see sample blackline master in Appendix E: Observation Checklist).

➤ German pop songs, television shows, movies, radio commercials, audio/video equipment.

Grade 5

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

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

SPECIFIC OUTCOMES *Students will be able to:*	**SAMPLE TEACHING AND LEARNING ACTIVITIES**
LC–5.3 patterns of social interaction a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/ nonacceptance	➤ **Learning through Drama** Organize the students into small groups. Have the small groups then prepare and present to the class short skits demonstrating simple social interactions and interaction patterns; e.g., meeting a friend at the park or movies, talking at the dinner table, asking for help in a store. **Alternative Activity** Have the students role-play requesting, accepting and rejecting invitations; e.g., – *Möchtest du …?* (Would you like to …?) – *Ja, gern./Nein, danke.* (Yes, please./No, thank you.) – *Kannst du heute zu mir kommen?* (Can you come to my house today?) – *Ja, wenn ich darf./Nein, ich kann leider nicht.* (Yes, if I am allowed./No, I am sorry but I can't.) Consider video recording these role-plays for viewing by the students.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate interactions and respond using simple social interaction patterns?	
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they present short skits. Use the rating scale to assess how well they are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Video recorder, viewing station (optional).

Global Citizenship

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge a. make observations of the culture; e.g., as it is portrayed in texts and in the community	➤ **Viewing Culture** After viewing a video clip, e.g., *Hallo aus Berlin* (Goethe Institute), have the students compare aspects of German culture to those of Canadian culture; e.g., clothing, way of life, houses. Have the students create Venn diagrams to show the similarities and differences between German and Canadian cultures. **Extension** Invite the students to examine a German cinema Web site, e.g., kinopolis.de, and make observations and comparisons between North American and German films. ➤ **German Around the World** Divide the students into groups and have them research (on the Internet and in books) and identify symbols associated with German culture; e.g., flags, animals, traditional songs, traditional clothing, celebrations, food. Have each group then present its findings to the others in a digital slide show, poster or other type of presentation. **Caution** Students should be monitored when they use the Internet.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make observations of the culture?	
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they compare cultures using Venn diagrams. Use the rating scale to assess how well students are able to make observations of the culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ *Hallo aus Berlin*, Goethe Institut Hueber-Verlag, 2007, viewing station, www.kinopolis.de, Internet.
➤ **Rubric** Collaboratively create an outcome-based rubric with students before they research symbols associated with German culture. Use the rubric to evaluate how well students are able to make observations of the culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Reference material on German culture, poster materials, computers (Internet, digital slide show software).

Grade 5

General Outcome for Global Citizenship

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–1.1
accessing/analyzing cultural knowledge

b. seek out information about the culture from authentic sources; e.g., people

➤ **Artifacts**
Display artifacts from German-speaking countries, such as clothing, CDs, instruments, food items, brochures, pictures, arts and crafts. Invite the students to wander around the display and examine the artifacts, then discuss them as a class. What do they tell us about the countries they came from? Encourage the students to make comparisons between their cultures and the cultures of the German-speaking world.

➤ **Guest Speakers**
Invite German-speaking guest speakers to come and talk to the class; e.g., family members, friends, community members, local musical groups, musicians or dance groups. Before the visit, have the students prepare questions to ask the guest speakers. Ask the students to respond to the visit in their journals or learning logs.

➤ **Field Trip**
Arrange a field trip to a German restaurant or a local cultural event, if available. Beforehand, have the students prepare a checklist of things to look for; e.g., words they know and recognize, greetings, cultural decorations, menus. After the field trip, discuss what you learned as a class.

General Outcome for Global Citizenship

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • seek out information about the culture from authentic sources?	
➤ **Learning Log** After looking at the artifacts from various German-speaking countries, students reflect on their learning and on how well they were able to seek out information about the culture from authentic sources. For example: – What I find most interesting is … – I would like to know more about …	➤ Various artifacts from German-speaking countries around the world.
➤ **Anecdotal Notes** Observe students as they question German-speaking guest speakers. Record anecdotal notes of the extent to which students are able to seek out information about the culture from authentic sources (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Learning Log** After attending a field trip to a German restaurant or local cultural events, students reflect on their learning and on how well they were able to seek out information about the culture from authentic sources.	➤ None required.

Grade 5

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.2 knowledge of the culture a. participate in activities and experiences that reflect elements of the culture	➤ **Online Shopping** Guide the students through a German online shopping Web site or catalogue, e.g., quelle.de, kaufhof.de, and explore specific aspects; e.g., the conventions used to write prices, the currency used and the products themselves. **Caution** Students should be monitored when they use the Internet. ➤ **Culture Festival** Organize a culture day in which students experience the clothing, games, music, crafts, artwork, food and other activities that reflect the culture of German-speaking countries. Include other classes in this festival; e.g., physical education, art, music. **Extension** If possible, plan field trips to attend local German cultural activities and festivals.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of the culture?	
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they explore German shopping Web sites. Use the rubric to evaluate how well students participate in activities and experiences that reflect elements of the culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Internet.
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they participate in a German culture festival. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of the culture (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ Clothing, games, music, crafts, artwork, food.

Grade 5

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–1.3
applying cultural knowledge

a. identify elements of the culture in the school and community	➤ **Connections Web** Have the students brainstorm elements of German culture found in the school and local community. Encourage them to consider people, businesses and organizations that are influential, musical and artistic influences, sporting and entertainment influences and business and economic influences; e.g., products that are exported from German-speaking countries.

Extension
Bring in products from German-speaking countries available in your community; e.g., *Bahlsen-Kekse* (*Bahlsen* cookies), *Knorr-Suppen* (*Knorr* soups), *Lindt-Schokolade* (*Lindt* chocolate), *Marzipan* (marzipan). Invite the students to sample the products, discuss the country of origin and use a map to mark the country of origin of each item.

➤ **Welcome to Our Community**
Ask the students to create brochures or visitor's guides to their community, highlighting its German history, businesses, services and landmark buildings. Invite students to access information by searching the Internet, exploring the community, visiting a local museum or talking to local people.

Caution
Students should be monitored when they use the Internet.

Extension
On a map of your community, have the students mark businesses and other organizations of German origin; e.g., restaurants, specialty food stores, cultural centres.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify elements of the culture in the school and community?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm elements of German culture. Use the checklist to assess if students are able to identify elements of the culture in the school and community (see sample blackline master in Appendix E: Observation Checklist).	➤ Products from German-speaking countries.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they prepare visitor's guides or brochures. Use the rating scale to assess how well students are able to identify elements of the culture in the school and community (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Map of community, markers.

Grade 5

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–1.4
diversity within the culture

a. identify some elements that reflect diversity within the culture

➤ **Country Comparison**
Select several German-speaking countries of interest and collect information in large wall charts under the following headings: Food, Clothing, Celebrations, Games, Music, Climate/Geography of the Country. Also display artifacts and pictures for each country. Guide the students in identifying and discussing similarities and differences between the cultures of the different countries.

➤ **Comparison Study**
Organize the students into small groups and have each group study a different region of Germany. Have the students prepare presentations on the various cultural elements unique to these regions. Students may include information on things such as *Esswaren* (food), *Kleidung* (clothing), *Festlichkeiten* (celebrations), *Spiele* (games), *Musik* (music) and *Traditionen* (traditions). After the presentations, discuss the diversity of the German culture from region to region.

General Outcome for Global Citizenship

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some elements that reflect diversity within the culture?	
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they create informational wall charts on the cultures of various German-speaking countries. Use the checklist to assess if students are able to identify some elements that reflect diversity within the culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Wall charts, markers, artifacts, pictures, maps.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they research the cultures of different regions in Germany. Use the rubric to evaluate how well students are able to identify some elements that reflect diversity within the culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Reference material on different regions of Germany, Internet, poster materials.

Grade 5

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in cultural activities and experiences	➤ **German Pop Star** Invite the students to learn about a German-speaking pop star and one of his or her songs. Have the students listen carefully to the song and identify at least five words that they recognize. Encourage the students to learn the chorus and sing along. ➤ **Personal Experiences** Divide the students into groups and have them discuss their own personal experiences with German culture; for example, trips they have taken, visits to a place with German decorations, viewing German television programs or movies, visiting German restaurants, viewing a German art or photography exhibit. Have each group then create a poster that reflects these various experiences. **Extension** Establish a German Culture Club that is open to all interested students in grades 4, 5 and 6. ➤ **German Celebrations** Choose one or more German holidays to study and allow the students to participate in activities relevant to that holiday. For example, teach the students about Oktoberfest and have them participate in simple German games, activities and songs on that day. If possible, encourage the students to dress up in traditional German clothing.

GC–1.5
valuing the culture

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in cultural activities and experiences?	
➤ **Learning Log** After listening to and learning a popular German song, students reflect on their learning and on how well they were able to participate in cultural activities and experiences. Encourage them to make connections to their previous experiences and knowledge by providing sentence starters such as, – Today's event reminded me of the time when … – Today's event made me think of what we learned about …	➤ Internet sites for German pop stars, listening station, lyrics to popular German song.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they create posters based on their experiences with German culture. Use the checklist to assess if students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Observation Checklist).	➤ Poster materials.
➤ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they participate in German celebrations. Students use the rating scale to assess how well they are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➤ Information on cultural activities and experiences related to German-speaking countries.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

GC–2.1
awareness of first language

a.   identify similarities between their first language and German

➤ **Cognates**
Using a short, authentic text, have the students list words that have similar spellings and/or meanings in English and German (cognates); e.g.,

English	German
house	*Haus*
green	*grün*
hand	*Hand*

➤ **Did You Know?**
Ask the students to create "Did You Know?" posters reflecting the similarities between their first language and German. These posters can be displayed throughout the classroom and school.

➤ **What's the Same? What's Different?**
Arrange the students into groups of two or three and give the groups a short text in German. Ask the groups to compare their first language and German and create Venn diagrams to show these similarities and differences; e.g.,
  – *Einige Buchstaben sind dieselben.* (Some letters are the same.)
  – *Manche Interpunktion ist dieselbe.* (Some punctuation is the same.)
  – *Manche Interpunktion ist unterschiedlich.* (Some punctuation is different; for example, quotation marks are positioned differently, no apostrophes, all nouns are capitalized.)

General Outcome for Global Citizenship

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

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities between their first language and German?	
➤ **Anecdotal Notes** Observe students as they record German words that are similar to English words. Record anecdotal notes of the extent to which students are able to identify similarities between their first language and German (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Simple German text.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create "Did You Know?" posters. Use the rubric to evaluate how well students were able to identify similarities between their first language and German (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Poster materials.
➤ **Anecdotal Notes** Observe as students work in groups to create their Venn diagrams comparing their first language and German. Record anecdotal notes of the extent to which students are able to identify similarities between their first language and German (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Simple German texts for each group.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.2
general language knowledge

a. identify differences and similarities among writing systems from different languages within their personal experience

➤ **Language Differences and Similarities**
Invite the students to bring in written materials in different languages that they have at home and provide your own examples. Include languages:
– with different types of letters; e.g., Roman, Greek, Cyrillic
– that use characters or symbols instead of letters to form words; e.g., Cree, Chinese, Japanese
– that are read in different directions; e.g., left to right, vertically.

Ask the students to compare and contrast the different forms of writing; e.g., using Venn diagrams.

Extension
Divide the students into groups to prepare a more in-depth study of the different writing systems. Ask each group to study one of the writing systems and prepare a brief presentation on the similarities and differences between the writing system and the English writing system. Invite the students to conduct a brief lesson in which they teach their classmates how to use the writing system studied.

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

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- identify differences and similarities among writing systems from different languages within their personal experience?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare and contrast the different writing systems. Use the checklist to assess if students are able to identify differences and similarities among writing systems from different languages within their personal experience (see sample blackline master in Appendix E: Observation Checklist).

➤ Written materials in different languages, Internet.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.2 general language knowledge

b.   describe ways that languages can be taught and learned

➤ **Language Learning**
Ask the students to brainstorm ways that they or their family members have learned another language; e.g., online course, distance learning, travel to the country, from a friend or parent, Saturday school, second language classes, bilingual program.

After brainstorming, have the students write about the different ways that languages can be taught and learned. For example:
– What do different language programs have in common?
– What makes us want to learn a second language?
– What helps us learn a second language?
– How would you teach a second language to someone?
– What techniques would you use?

➤ **Language Learning Strategies**
Ask the students to brainstorm different strategies they use when learning a new language; e.g.,
– Use words from their first language to get meaning across.
– Use nonverbal cues, gestures and body language.
– Ask for clarification.
– Use circumlocution to compensate for lack of vocabulary.
– Be willing to take risks and try unfamiliar tasks and approaches.
– Keep a learning log and personal dictionary.
– Mimic what the teacher says and copy what others say/write.
– Use mnemonics to remember verb conjugations and vocabulary spelling.
– Connect what they already know with what they are learning.

Discuss the different aspects of language learning; e.g., the writing system, pronunciation, listening (developing an ear), vocabulary and cultural elements associated with the language.

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • describe ways that languages can be taught and learned?	
➤ **Anecdotal Notes** Observe students as they brainstorm various ways language can be taught and learned. Record anecdotal notes of the extent to which students are able to describe ways that languages can be taught and learned (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Learning Log** After brainstorming language learning strategies, students reflect on their learning and on how well they were able to describe ways that languages can be taught and learned. Encourage them to list the strategies that work best for them when learning a new language and any new strategies that they would like to try. Encourage the students to consider why they think certain strategies work best for them.	➤ None required.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

GC–2.3
awareness of own culture

a.   recognize similarities between their own culture and other cultures

➤ **What Is Culture?**
Lead the students in a guided discussion of "what is culture?"
For example:
  – Where you live: country, climate.
  – What you need to live: clothing, types of food, housing, transportation.
  – Who you live with: types of families, roles.
  – Other things such as schooling, values and beliefs, government, holidays and traditions, laws.

Ask the students to create a large chart of elements to be compared (e.g., food, clothing) and several countries to compare (e.g., Canada and German-speaking countries). For example:

	Kanada (Canada)	*Deutschland* (Germany)	*Schweiz* (Switzerland)	→
Essen (Food)				
Kleidung (Clothing)				
Feste (Celebrations)				

↓

➤ **Travel Brochures**
Organize the students into partners or small groups and give each group a different German-speaking country to study. Ask the students to create travel brochures for a country, focusing on pre-determined topics of interest; e.g., food, clothing, celebrations, transportation. Encourage the students to recognize similarities between their own culture and country and that of the country they are studying. Completed travel brochures are presented to the class and put on display.

General Outcome for Global Citizenship

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize similarities between their own culture and other cultures?	
➤ **Anecdotal Notes** Observe students as they compare culture in Canada and German-speaking countries. Record anecdotal notes of the extent to which they are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Various resources, chart paper, markers.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare travel brochures on different German-speaking countries. Use the rubric to evaluate how well students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Various resources.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–2.3
awareness of own culture

b. make connections between individuals or situations in texts and their own personal experiences

➤ **The School Day**
Review information about a typical school day in Germany; e.g., students are finished by lunch time, eat their midday meal at home and have a lot of homework. Invite the students to then compare this with their own school day.

Extension
If possible, arrange for pen pals or e-mail pals from German-speaking countries. Encourage the students to make connections between their pen pals' lives and their own.

➤ **Story Time**
Read stories that describe the daily lives of people in German-speaking countries; e.g., *Heidi*. Divide the students into groups and have them list what the characters do that is similar to their own daily life in Canada.

Provide each student with a copy of an excerpt from the text and ask them to highlight key words that describe similarities between their own cultures and the culture of the characters in the story.

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make connections between individuals or situations in texts and their own personal experiences?	
➤ **Learning Log** After reviewing a schedule of a typical day in Germany, students reflect on their learning and on how well they were able to make connections between individuals or situations in texts and their own personal experiences. For example: – This reminds me of ... – This is similar to … – This is different from …	➤ pen pals/e-mail pals.
➤ **Anecdotal Notes** Observe students as they compare the lives of the characters in a story to their own. Record anecdotal notes of the extent to which students are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Various stories that describe the way of life of people from German-speaking countries.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–2.4
general cultural knowledge

a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community

➤ **Family Background**
Invite the students to share their personal heritage and cultural backgrounds with one another. Have the students conduct surveys of the languages spoken by the people in their extended families and graph and post the results.

Extension
Invite the parents or relatives of the students to give brief presentations about their cultural backgrounds and languages.

➤ **Cultural Fair**
Invite the students to participate in a mini cultural fair within the classroom. Have the students, in small groups, prepare presentations on different cultures represented in the classroom. Ask them to teach some vocabulary from the language spoken in that culture. Students of lower grades (i.e., Grade 3 and Grade 4) may be invited as an audience.

Extension
Arrange for a field trip to a school with a cultural focus; e.g., bilingual school, charter school. After the field trip, have the students create a class presentation to show the cultural practices of the students from the other school.

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community?	
➤ **Anecdotal Notes** Observe students as they survey their families to gather information about their cultural backgrounds. Record anecdotal notes of the extent to which students are able to recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Graph paper, markers.
➤ **Anecdotal Notes** Observe students as they participate in the cultural fair. Record anecdotal notes of the extent to which students are able to recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community (see sample blackline master in Appendix E: Anecdotal Notes.)	➤ Cultural objects and props, costumes, posters.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–2.4
general cultural knowledge

b. recognize that culture is expressed through a variety of forms

➤ **Where Is the Culture?**
Review various pictures, videos or Web sites from different cultures. Ask the students to brainstorm different ways that culture can be expressed; e.g., *durch Musik, Tanz, Literatur, Unterhaltung, Sport, Zeitvertreib, Essen, Kleidung, Religion, Feiern* (through music, dance, literature, entertainment, sport, pastimes, food, clothing, religion, celebration).

Have the students identify, draw and write about the different ways culture can be expressed. Collect the students' work for a display board and use it as a point of discussion. Images can be added to the display throughout the year.

➤ **Festival**
As an end-of-the-year culminating activity, have the students prepare a German Cultural Festival. Organize the students into small groups and assign a different German-speaking country to each group.

Have each group report on various cultural elements, such as dance, music, food, family life and games. Parents and other classes could be invited to participate in the festival.

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• recognize that culture is expressed through a variety of forms?

➤ **Self-assessment Rating Scale**
  Create an outcome-based self-assessment rating scale and share it with students before they brainstorm ways culture can be expressed. Students use the rating scale to assess how well they are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ pictures, videos or Web sites from different cultures, art supplies.

➤ **Rating Scale**
  Create an outcome-based rating scale and share it with students before they prepare for and participate in the German festival. Use the rating scale to assess how well students are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Internet access, reference materials on German-speaking countries, music, markers, poster materials.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–2.5
valuing diversity

a.   engage in activities that reflect other ways of doing things or other perspectives

➤ **Greetings**
Discuss various ways that people greet one another in different cultures; e.g.,
– bowing (hands together, hands at sides)
– hand shaking (two hands, one hand)
– kissing (kiss on cheek, one kiss on both cheeks, three kisses).

Discuss the possible meanings of these customs and have the students role-play the various greeting customs in pairs or groups.

➤ **Culture Shock**
Divide the students into groups and have them create role-plays that show how visitors from Canada might react to the way of life in Germany and other countries and how visitors from other countries might react to the way of life in Canada. Video record these role-plays and play them back for the students.

➤ **Games Around the World**
Organize the students into small groups and have them research a simple game played in German-speaking countries. Have the students plan and teach the game to their classmates. Students can submit their instructions to you to be included in a class games and activities book.

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in activities that reflect other ways of doing things or other perspectives?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss and role-play greetings from different cultures. Use the checklist to assess if students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.
➤ **Anecdotal Notes** Observe students as they participate in role-plays depicting how people might react to different ways of life. Record anecdotal notes of the extent to which students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Video recording and viewing equipment.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they play simple games from German-speaking countries. Use the rating scale to assess how well students engage in activities that reflect different ways of doing things or other perspectives (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Internet access, materials for various games.

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

GC–2.6
intercultural skills

a.   listen with attention to the opinions of others

➤ **Polite Listening**
Brainstorm and review proper and polite listening behaviours; e.g.,

Gute Zuhörer … (Good Listeners …)

–   *sitzen still* (sit still)
–   *bleiben am Platz* (stay put)
–   *halten die Hände still* (keep their hands still)

–   *schauen zu* (watch the speaker)
–   *haben die Augen nach vorne* (keep eyes to the front)
–   *zeigen Interesse* (show interest)

–   *hören gut zu* (listen well)
–   *warten auf die Hauptgedanken* (wait for main ideas)

–   *denken über den Inhalt nach* (listen with their own questions in mind)
–   *überlegen sich gute Fragen* (when appropriate, ask for clarification)

–   *stellen ihre Fragen am Ende* (ask their questions at the end of the presentation)
–   *sagen am Ende, was interessant war* (express what was interesting at the end of the presentation)

–   *unterbrechen nicht* (do not interrupt)
–   *sprechen nicht untereinander* (do not talk when the speaker is talking)

Encourage the students to practise these behaviours when working in groups and when guest speakers visit the class. Consider video recording the class for review later.

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

GC–2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • listen with attention to the opinions of others?	
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they work in groups or listen to guest speakers. Students use the checklist to determine if they are able to listen with attention to the opinions of others (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ Video recording and viewing equipment (optional).

Grade 5

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

GC–2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–2.6
intercultural skills

b. initiate and maintain new relationships; e.g., make a new classmate feel welcome

➤ **Initiating a Friendship**
Provide the students with phrases that would be useful when initiating a friendship; e.g., *Hallo, mein Name is Heidi. Wie heißt du? Wo kommst du her? Wie alt bist du?* (Hi, my name is Heidi. What's your name? Where are you from? How old are you?).

Provide the students with a variety of phrases that would be useful when interacting with others. For example:
– *Du kannst es nicht so machen.* (You can't do it that way.)
– *Ich möchte es so nicht machen.* (I do not want to do it/that.)
– *Ich wusste nicht, dass ich es so machen kann.* (I didn't know that I could do it that way.)
– *Kein Problem.* (No problem.)
– *Bitte sehr.* (You're welcome.)
– *Macht nichts.* (It's okay.)

Encourage the students to initiate and maintain new relationships with students in class. In small groups, have the students role-play initiating a friendship.

➤ **Pen Pals**
If possible, arrange for pan pals with students in German-speaking countries. Have the students initiate friendships by giving brief personal introductions and asking questions about their pen pals. Encourage the students to maintain these relationships throughout the school year.

➤ **Keep in Touch**
Have the students introduce themselves in German to a guest speaker. After the presentation, ask the students to design and send thank-you cards. Later in the year, have the students invite the speaker back to participate in a meal or celebration.

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

GC–2 appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate and maintain new relationships?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they engage in role-plays in which they initiate friendships. Use the checklist to assess if students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.
➤ **Anecdotal Notes** Observe students as they communicate with their pen pals. Record anecdotal notes of the extent to which students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Internet access, pen pals.
➤ **Anecdotal Notes** Observe students as they keep in touch with a guest speaker. Record anecdotal notes of the extent to which students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Card-making materials.

Grade 5

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

GC–3   personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC–3.1
German language and culture

a. identify some personal uses they have made of their knowledge of the German language and culture

➤ **Survey Says**
Have the students create a simple questionnaire or survey to solicit information about the students' personal uses of their knowledge of the German language. Distribute the surveys to the class and have the students fill them out. Collect the surveys and compile the information in a chart or graph.

Extension
Encourage the students to survey other students, friends or family members. Collect, compile and graph/chart the results.

➤ **Presentations**
Have the students work in groups to prepare brief presentations (e.g., poster, digital slide show, brochure) outlining their reasons for studying German and personal uses they have made of their knowledge of German. Have the students share their presentations with Grade 3 students who will be studying German next year.

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

GC–3   personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some personal uses they have made of their knowledge of the German language and culture?	
➤ **Learning Log** After surveying peers on their personal uses of German, students reflect on their learning and on how well they were able to identify some personal uses they have made of their knowledge of the German language and culture. For example: – I use German when … – I noticed that …	➤ Graph paper, markers.
➤ **Rubric** Work with the students to create an outcome-based rubric for presentations in which they give reasons for studying German and describe how they have used their knowledge of German. Use the rubric to evaluate how well students are able to identify some personal uses they have made of their knowledge of the German language and culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Poster materials, computers, digital slide show software.

Grade 5

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

GC–3   personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some personal uses they have made of their knowledge of different languages and cultures	➤ **Survey Says** Have the students create a simple questionnaire or survey to solicit information about the students' personal uses of their knowledge of different languages and cultures; e.g., *wo, wann, mit wem, was* (where, when, with whom, what). Distribute the surveys to the class and have them fill them out. Collect the surveys and compile the information in a chart or graph. **Extension** Invite the students to survey other students, friends or family members. Collect, compile and graph or chart the results. ➤ **It's a Small World** Ask the students to monitor television, movies, newspapers, magazines and the radio for examples of references to international languages and cultures. Have them note the language or culture referenced and the context. Compile the information as a class and review the various examples collected. Invite the students to draw conclusions about their personal uses of their knowledge of various languages and cultures.

GC–3.2 cultural and linguistic diversity

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

GC–3   personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some personal uses they have made of their knowledge of different languages and cultures?	
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they conduct a classroom survey. Use the rating scale to assess how well students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Graph paper, markers.
➤ **Observation Checklist** Observe students as they compile and discuss references in various media to international languages and cultures. Use the checklist to assess if students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.

Strategies

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

S–1   language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–1.1 cognitive

a. use a variety of simple cognitive strategies, with guidance, to enhance language learning

➤ **Personal Dictionaries**
Ask the students to keep personal dictionaries or phrase books in which they record new words and phrases learned. Have the students provide a context for the words and phrases; e.g., include sentences that use the word or phrase. Also have the students indicate the function of the word or phrase; e.g., action verb, adjective, preposition. Invite the students to organize vocabulary terms according to lexical fields; e.g., family, school, clothing, weather.

➤ **Behind Your Back**
Arrange the students in partners. Give one student in each group a vocabulary list and have them write words on their partners' backs. The students try to picture the words and guess what they are. Ensure the students switch so that both have the opportunity to write and guess words.

➤ **Sentence Creation**
Write different words from all parts of speech on individual cards. Give one set of cards to each group and have the students manipulate the cards to create phrases or simple sentences. Invite the students to record their sentences in their notebooks.

➤ **Think Fast**
Review vocabulary related to a previously studied lexical field. Allow the students time to memorize the words and create mental images to help remember the terms. Organize the students into small groups. Give each group a mini chalkboard or whiteboard (if not available, students can use paper). Call out a word in German and one student per team quickly writes down the corresponding word in English or draws a picture to represent the word. The first student to show the correct answer scores a point. Continue the game for several rounds so that each student has a chance to write out the word in English.

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

S–1   language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple cognitive strategies, with guidance, to enhance language learning?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they create personal dictionaries or phrase books. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., perceive and write down unknown words and expressions, noting also their context and function (see sample blackline master in Appendix E: Observation Checklist).	➤ Personal dictionaries or phrase books.
➤ **Anecdotal Notes** Observe students as they guess the words written on their back by visualizing them. Record anecdotal notes of the extent to which students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to enhance learning (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Vocabulary lists.
➤ **Anecdotal Notes** Observe students as they create sentences using the word cards. Record anecdotal notes of the extent to which students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., look for patterns and relationships (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Word cards.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in the Think Fast game. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information (see sample blackline master in Appendix E: Observation Checklist).	➤ Mini chalkboards or whiteboards, chalk, whiteboard markers, paper.

Grade 5

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

S–1   language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–1.2 metacognitive

a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning

➤ **Preparing for Research**
Divide the students into groups and have them prepare for a research activity by planning in advance how to approach the task. Ask the students to brainstorm in their groups what tasks they will need to complete and the steps involved. Then have the groups assign tasks to different group members.

Discuss how using different strategies may enable them to cope with texts containing unknown elements and have the groups create a list of strategies they will try during the task.

Extension
Have the students listen or read for key words in a variety of texts during their research.

➤ **Learning Strategies Checklist**
Provide the students with a checklist of learning strategies. Model and discuss the strategies as a class. Have the students include the list in their learning logs and check off the strategies they have used. Ask the students to reflect on their strengths and weaknesses and identify goals for using specific strategies for self-improvement.

➤ **Guided Highlighting**
Create a simple reading activity in which students read a passage, highlight the words they know with one colour, and with a different colour, highlight words they want to learn. Once their highlighting is complete, have the students follow up by creating a list of the words they want to learn, finding out their meanings and practising saying and spelling these words.

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

S–1   language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple metacognitive strategies, with guidance, to enhance language learning?	

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they prepare for the research activity in small groups. Use the rating scale to assess how well students are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Various reference materials.

➤ **Learning Log**
After creating and using a learning strategies checklist, students reflect on their learning and how well they were able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly. For example:
− What strategies work best for me?
− What strategies do not work well for me?
− Strategies I would like to try …

➤ List of strategies.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they highlight a passage. Use the checklist to assess if students are able to use a variety of metacognitive strategies, with guidance, to enhance language learning; e.g., know how strategies may enable coping with texts containing unknown elements (see sample blackline master in Appendix E: Observation Checklist).

➤ Simple German texts, highlighters of several different colours.

Grade 5

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

S–1   language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–1.3
social/affective

a. use a variety of simple social and affective strategies, with guidance, to enhance language learning

➤ **Collaborative Learning**
Ask the students to participate in learning centres that include activities related to music appreciation. Provide the students with a copy of the lyrics to a song and ask them to collaboratively work to learn the song. Invite the students to then present the song to the class and teach their classmates the song.

➤ **Modelling Strategies**
Lead the students in a discussion of how taking risks is an important part of language learning. Model various strategies, such as risk-taking, self-talk and humour. Describe your own experiences using these types of strategies. For example:
– You visit a household, community or country where German is spoken. You do not know the people, but you try speaking to them in German anyway.
– You are about to do a presentation in German to the class and you are nervous about your pronunciation. Before your presentation, think positive thoughts and encourage yourself by thinking of all the things you have done already in German.

Encourage the students to use these strategies on their own.

➤ **Group Reading**
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. Every student in the group should take a turn reading the text. Ask the students to discuss what to do when they come across a word they do not know. Have the students summarize the text and present their summaries to the rest of the class.

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

S–1   language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple social and affective strategies, with guidance, to enhance language learning?	
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they work in groups to learn songs. Use the rating scale to assess how well students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively in small groups (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Simple German songs and written lyrics.
➤ **Learning Log** After discussing risk-taking as an important part of language learning, students reflect on their learning and on how well they were able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., be willing to take risks and to try unfamiliar tasks and approaches.	➤ None required.
➤ **Anecdotal Notes** Observe students as they work with others to interpret texts. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Variety of simple, well-illustrated German stories.

Grade 5

S–2   language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–2.1 interactive

a. use a variety of simple interactive strategies, with guidance

➤ **Help!**
Model in conversation commonly used words, phrases and sentences for asking for clarification, help or repetition. Post these phrases around the classroom and encourage the students to practise these phrases when conversing in groups; e.g.,
  – *Können Sie mir helfen?* (Can you help me?)
  – *Ich verstehe das nicht.* (I do not understand that.)
  – *Können Sie das bitte wiederholen?* (Can you please repeat that?)
  – *Wie sagt man _____?* (How do you say _____?)
  – *Kann man das sagen?* (Can you say that?)

➤ **Conversing in Groups**
Divide the students into groups and have them participate in short conversations with each other on pets, hobbies and other topics of interest.

Encourage the students to use strategies such as interpreting nonverbal cues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), repeating part of what someone has said to confirm understanding and asking follow-up questions to check for understanding (e.g., "Am I making sense?").

Extension
Organize the students into small groups and have them prepare brief skits in which they demonstrate simple interaction strategies.

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

S–2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple interactive strategies, with guidance?	
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they use words, phrases and sentences for clarification. Use the checklist to assess if students are able to use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when you do not understand (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ Chart paper, markers.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they converse with each other in groups. Use the checklist to assess if students are able to use a variety of simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal cues to communicate, use circumlocution to compensate for lack of vocabulary (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.

Grade 5

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

S–2   language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple interpretive strategies, with guidance	➤ **Prediction** Before reading a text, have the students predict what it is about based on the title and any 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. ➤ **Reading with Purpose** Provide the students with a German text on a specific topic. Create guiding questions on the topic and have the students skim and scan the text to find the answers to the questions. Ask the students to read the text more closely, identifying key words and phrases and rereading several times to understand the more complex ideas. Encourage the students to deal with unknown words in the text by: – reading sentences before and after the unknown word – finding words or phrases that give clues to the word's meaning or function – looking at clues as to the word's function by examining its spelling. Ask the students to then summarize the information learned from the text. ➤ **Visuals and Gestures to Improve Communication** Invite the students to play games such as quick draw games or charades and practise using gestures and visual supports to aid comprehension. Encourage the students to use visuals and gestures to aid their understanding of German speakers whenever possible; for example, when watching German television programs and movies.

S–2.2
interpretive

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

S–2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple interpretive strategies, with guidance?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they make predictions. Use the checklist to assess if students are able to use a variety of simple interpretive strategies, with guidance; e.g., make predictions about what you expect to hear or read based on prior knowledge and personal experience (see sample blackline master in Appendix E: Observation Checklist).	➤ German storybook.
➤ **Anecdotal Notes** Observe students as they read a German text. Record anecdotal notes of the extent to which students are able to use a variety of simple interpretive strategies, with guidance; e.g., use skimming and scanning to locate key information in texts (see sample blackline master in Appendix E: Anecdotal Notes).	➤ German text on a specific topic.
➤ **Anecdotal Notes** Observe the students as they play the games. Record anecdotal notes of the extent to which students are able to use a variety of simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Topics for charades and quick draw.

Grade 5

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

S–2   language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–2.3 productive

a. use a variety of simple productive strategies, with guidance

➤ **Create Your Own Flash Cards**
Organize the students into groups of two or three and have them create flash cards related to vocabulary studied or expressions learned. Ask the students to then work in small groups to practise vocabulary using their newly created flash cards.

➤ **The Writing Process**
Ask the students to listen to and read various samples of basic familiar fables or fairy tales and take notes to help their own writing. After viewing different examples, have the students create their own texts with illustrations following a chosen pattern. Have the students brainstorm their ideas before starting, then follow the writing process (prewriting, writing, revisions, correction and publication). Encourage the students to apply grammar rules to improve their texts and to avoid difficult structures by rephrasing.

➤ **Mobile Madness**
Invite the student groups to design, create and hang mobiles in the classroom. Ensure each mobile contains elements (e.g., vocabulary, grammatical structures) related to a lexical field studied. Encourage the students to refer to these mobiles when interacting with others in class.

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

S–2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use a variety of simple productive strategies, with guidance?

➤ **Anecdotal Notes**
Observe students as they create and use vocabulary flash cards. Record anecdotal notes of the extent to which students are able to use a variety of simple productive strategies, with guidance; e.g., use resources to increase vocabulary (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Blank flash cards.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create their own texts with illustrations. Students use the checklist to determine if their peers are able to use a variety of simple productive strategies, with guidance; e.g., use the writing process, use illustrations to provide details (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Examples of basic familiar fables or fairy tales.

➤ **Informal Observation**
Observe students as they create mobiles. Make mental notes of the extent to which students are able to use a variety of simple productive strategies, with guidance; e.g., use words that are visible in the immediate environment, copy what others say or write.

➤ Hangers, glue, scissors, markers.

Grade 5

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

S–3   general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–3.1 cognitive

a. use simple cognitive strategies to enhance general learning

➤ **Without Sound**
When using audiovisual resources, watch the video with no sound the first time. Ask the students to concentrate on what they see. Then play the video with sound. Encourage the students to concentrate on retaining mental images from the video to help them remember new information.

➤ **Sorting Words**
Gather and display a variety of German visual materials that contain signs that would appear in a community setting. Have the students classify the signs in various ways; e.g., according to their meanings, size, colour, where they are located.

➤ **Fact or Opinion?**
Review simple statements from a variety of resources and have the students decide if they are fact or opinion; e.g.,
  − I think he is a good singer.
  − He has been training as a singer for three years.
  − It's fun to go to the market.
  − The market is open every day of the week.
  − German people like chocolate more than any other group of people.
  − German people make many different kinds of chocolate.

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

S–3   general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use simple cognitive strategies to enhance general learning?

➤ **Learning Log**
After viewing a video without sound, students reflect on their learning and on how well they were able to use simple cognitive strategies to enhance general learning; e.g., experiment with and concentrate on, one thing at a time.

➤ German video, viewing station.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they classify the signs. Students use the checklist to determine if their peers are able to use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ A variety of German visual materials that contain signs.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they identify whether statements are facts or opinions. Use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information (see sample blackline master in Appendix E: Observation Checklist).

➤ Fact and opinion statements from a variety of resources.

Grade 5

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

S–3   general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–3.2 metacognitive

a. use simple metacognitive strategies to enhance general learning

➤ **Project Plan**
Before beginning a task, have the students plan the steps they will take to complete it. For example, the students make a plan for a visit to a bilingual Kindergarten or Grade 1 class to present a play. They jot down different jobs they need to do; e.g., making the backdrop, getting materials. They write down the process in their learning logs and keep track of whether or not they are following their plans.

➤ **Dear Mom and/or Dad**
Invite the students to write letters or e-mails to their parents regarding their learning. Provide guidance to students, encouraging them to think about how they learn best and their thinking processes. Have the students list the strategies that have worked best for them, why they believe those strategies are so effective and how they intend to apply them in the future.

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

S–3   general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple metacognitive strategies to enhance general learning?	
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they plan a task and follow their plans. Students use the checklist to determine if they are able to use simple metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task, divide an overall task into a number of subtasks (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ None required.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they write letters or e-mails to their parents regarding their learning. Use the rating scale to assess how well students are able to use simple metacognitive strategies to enhance general learning; e.g., reflect upon their thinking processes and how they learn (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ None required.

Grade 5

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

S–3   general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S–3.3
social/affective

a. use simple social and affective strategies to enhance general learning

➤ **What Interests Me**
Provide a variety of resources (e.g., multimedia, newspaper, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics and encourage the students to follow their natural curiosity to choose a topic for a project.

➤ **Brainstorming Strategies**
Brainstorm various social and affective strategies students might use to enhance their learning; e.g.,
  − ask others for help
  − watch others' actions and copy them
  − offer encouragement and praise to your peers
  − use positive self-talk
  − be willing to take risks.

Ask the students to identify the strategies they have used (and when/how they used them), ones they would like to use more often and strategies they would like to try for the first time.

➤ **Group Problem Solving**
Divide the students into groups of five and assign each group a simple problem; e.g., you must prepare 25 posters before tomorrow afternoon and you do not have any supplies. Provide students with a simple problem-solving model; e.g.,
  1. Identify the problem or issue.
  2. Think of possible solutions.
  3. Identify the consequences of each solution.
  4. Decide on the best solution (most positive results).
  5. Follow through with a plan of action.

Have the groups work through the problem and develop action plans. Ask each group to present its problem and action plan to the rest of the class and explain how they worked together to come up with the solution.

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

S–3   general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use simple social and affective strategies to enhance general learning?

➤ **Anecdotal Notes**
Observe the students as they choose a topic for a project. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity to learn (see sample blackline master in Appendix E: Anecdotal Notes).

➤ A variety of German resources.

➤ **Learning Log**
After brainstorming general social and affective learning strategies, students reflect on their learning and on how well they were able to use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them, offer encouragement and praise to their peers.

➤ None required.

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they solve a problem as a group. Use the checklist to assess how well students are able to use simple social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ List of problems.

Grade Level Samples for Grade 6

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.

Applications	Language Competence
Students will use German in a variety of **situations** and for a variety of **purposes**.	Students will understand and produce German **effectively** and **competently**.
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	LC–1 interpret and produce oral texts LC–2 interpret and produce written and nonverbal texts LC–3 attend to form LC–4 apply knowledge of the sociocultural context LC–5 apply knowledge of how discourse is organized, structured and sequenced
Global Citizenship	**Strategies**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	Students will know and use strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of the cultures of German-speaking peoples GC–2 appreciating diversity GC–3 personal and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

General Outcome for Applications

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

A–1   to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–1.1 share factual information

a. describe people, places, things and series or sequences of events or actions *(continued)*

➤ **My Day**
Ask the students to prepare presentations on the topic of *Mein Typischer/Normaler Tag* (My Typical Day). Have them select a visual medium (e.g., poster, photograph, video recording, dramatic presentation, diorama), an oral medium (e.g., oral presentation, audio recording or video recording) or a written form (e.g., written report on paper, digital slide show). Ensure the students include sentences in German describing the sequence of events or actions that occur in a typical day.

➤ **Travel Tips**
Invite the students to use a variety of sources (e.g., books, magazines, brochures, CD–ROM encyclopedia, Internet) to research travel in a German-speaking country. Have each student collect and present ten helpful hints for travelling in that country. Have the students also create an itinerary for a one-week tour of the country. Possible topics might include things to see, places to eat and where to stay.

Extension
Have each student choose a German-speaking country or region of personal interest and form groups according to the places they chose. Ask the groups to research the regions using a variety of sources; e.g., tourist brochures, magazine and newspaper articles, the Internet. Have the groups develop oral, written or visual presentations promoting their regions as tourist destinations. Ask the groups to present their work in a class travel fair.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- describe people, places, things and series or sequences of events or actions?

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they share their "My Typical Day" presentations. Use the rubric to evaluate how well students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Variety of presentation materials; e.g., poster materials, audio recorders, video recorders.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create travel itineraries and travel tips. Use the rating scale to assess how well students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Travel brochures of German-speaking countries or regions, travel books, magazines, Internet, German newspapers.

Grade 6

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

A–1   to receive and impart information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–1.1 share factual information

a. describe people, places, things and series or sequences of events or actions

➤ **Recipes**
Have the students write simple recipes. Provide an example and have the students use the model to create their own simple recipes. For example, to make fruit salad:
– *Schäle den Apfel zuerst.* (First, peel the apple.)
– *Schneide dann den Apfel klein.* (Then cut the apple.)
– *Leg die Apfelstücke in die Schüssel.* (Put the apple into the bowl.)

Encourage the students to use sequencing language in their instructions and to use illustrations. Put the recipes together in a class cookbook.

➤ **Fashion Show**
Divide the students into groups and have them develop simple descriptions of one another's clothing. Ask the students to then take turns walking the runway and describing each other's clothing (including colour, clothing items, accessories); e.g., *blaue Schuhe, weißes T-shirt*. Consider video recording this fashion show for viewing by the students.

➤ **Student Descriptions**
Have the students work in pairs to write simple descriptions of one another; e.g.,
– *Es ist ein Mädchen/ein Junge.* (It is a girl/boy.)
– *Sie/er hat _____ Haare und _____ Augen.* (She/he has _____ hair and _____eyes.)
– *Ihr/Sein T-shirt ist _____.* (Her/his T-shirt is _____.)
– *Ihre/Seine Hose ist _____.* (Her/his trousers are _____.)

Gather the descriptions and ask the students to match them to the students.

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

A–1   to receive and impart information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • describe people, places, things and series or sequences of events or actions?	
➤ **Peer-assessment Checklist** Collaboratively create a peer-assessment checklist with the students before they write recipes. Students use the checklist to determine if their peers are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ Sample recipe in German.
➤ **Self-assessment Checklist and Goal Setting** Create an outcome-based self-assessment checklist and share it with students before they participate in the fashion show. Students use the checklist to determine if they are able to describe people, places, things and series or sequences of events or actions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➤ Video camera, viewing station (optional).
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they write simple descriptions of their partners. Use the checklist to assess if students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.

Grade 6

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.1 share ideas, thoughts, opinions, preferences

a. inquire about and express likes and dislikes

➤ **Food Preference Survey**
Ask the students to create simple surveys regarding food preferences. Have the students circulate and ask their classmates questions; e.g., *Isst du gern Pizza*? (Do you like pizza?) The students answer in complete sentences, and the interviewer puts a *Ja* or *Nein* (yes or no) in the box beside the respondent's name.

Extension
Have the students prepare surveys related to a theme studied; e.g., favourite people, favourite types of music, favourite hobbies.

➤ **Hobbies**
Present the students with a variety of pictures depicting hobbies. Ask the students which activities they like, using questions such as:
– *Spielst du gern Hockey?* (Do you like playing hockey?)
– *Liest du gern Bücher?* (Do you like reading books?)

Students in pairs create a likes/dislikes Venn diagram on hobbies.

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • inquire about and express likes and dislikes?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they create and administer food preferences surveys. Use the checklist to assess if students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.
➤ **Anecdotal Notes** Observe students as they give their preferences based on the pictures provided. Record anecdotal notes of the extent to which students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Picture cards of hobbies.
➤ **Conferencing** Meet with each of the students to discuss his or her likes and dislikes based on a Venn diagram they created with a partner. Discuss with students if they are able to inquire about and express likes and dislikes and provide encouragement and guidance.	➤ None required.

Grade 6

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

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.1
share ideas, thoughts, opinions, preferences

b. record and share thoughts and ideas with others; e.g., keep a journal

➤ **Weekend Activities**
Divide the students into pairs and have them exchange information about their weekend activities. Have each student ask the other at least three questions about the activities that he or she might do on a Saturday. These activities are recorded and reported back to the class orally.

➤ **Photograph Exploration**
Invite the students to bring in photographs showing themselves at an event that took place in the past; e.g., sports contest, summer holiday event, birthday party.

Model the past tense for the students; e.g.,
– *Das bin ich.* (That's me.)
– *Ich war _____ Jahre alt.* (I was _____ years old.)
– *In diesem Foto war ich in_____.* (In this photograph I was in _____.)

Have the students write in their learning logs about the event. Consider providing prompts for the students to follow; e.g.,
– What was your favourite/least favourite part of that day?
– How do you feel when you think of that day?
– Would you ever like to do it again? Why? Why not?

Have the students then orally share with the others in groups basic information about the event (e.g., when the photograph was taken, where it was taken, what the student was doing).

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- record and share thoughts and ideas with others?

➤ **Checklist and Comments**
  Create an outcome-based checklist and share it with students before they orally share information about their weekend activities. Use the checklist to assess if students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Rating Scale**
  Create an outcome-based rating scale and share it with students before they write and share information about photographs of themselves. Use the rating scale to assess how well students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ None required.

➤ Photographs from home; e.g., of events such as a sports contest, summer holiday, birthday party.

Grade 6

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

A–2   to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–2.2
share emotions, feelings

a. inquire about and share personal experiences involving an emotion or a feeling

➤ **Emotional Events**
Have the students bring to school photographs showing themselves involved in experiences involving an emotion, such as a picture of themselves receiving an award, holding a new baby sibling or opening gifts.

Ask the students to then share, orally and in writing, basic information about the event and how they felt about it. For example:
– *Das bin ich. Das ist mein Bruder.* (This is me. This is my brother.)
– *Er ist hier ein Baby.* (Here he is a baby.)
– *Er hat am 7. Oktober Geburtstag.* (His birthday is October 7.)
– *Ich bin sehr glücklich!* (I am very happy.)
– *Ich bin stolz.* (I am very proud.)
– *Er ist niedlich.* (He is cute.)

➤ **Emotional Situations**
Display a series of pictures that depict emotions. Have the students describe the scenes and describe a time when they felt a similar emotion.

glücklich (happy)	*traurig* (sad)	*ängstlich* (afraid)	*ärgerlich* (angry)

Extension
Describe situations that evoke certain emotions; e.g.,
– *Ich gewinne im Lotto.* (I win the lottery.)
– *Ich habe Zahnschmerzen.* (I have a toothache.)
– *Mein Freund/meine Freundin ist böse mit mir.* (My friend is angry with me.)

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

A–2   to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • inquire about and share personal experiences involving an emotion or a feeling?	
➤ **Learning Log** After providing a response to a picture of personal significance, students reflect on their learning and on how well they were able to inquire about and share personal experiences involving an emotion or feeling.	➤ Photographs from home that depict emotion.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they describe situations in which they felt specific emotions. Use the checklist to assess if students are able to inquire about and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Observation Checklist).	➤ Pictures that depict emotions.

Grade 6

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.1
guide actions of others

a. encourage or discourage others from a course of action

➤ **New Expressions**
Create a class list of expressions used to encourage or discourage others from a course of action and post it in the classroom. Encourage the students to use these phrases when playing a game or doing group work and model how to use these expressions; e.g.,
  − *Bravo!* (Bravo/Super!)
  − *Das ist richtig!* (That's correct!)
  − *Mach weiter so!* (Keep going!)
  − *Langsam, bitte!* (Slowly, please!)
  − *Vorsicht!* (Careful!)
  − *Nicht so schnell!* (Not so fast!)

➤ **Teamwork**
Divide the students into teams and set up an obstacle course in the classroom or schoolyard. Have each group choose one member to wear a blindfold. Blindfold the "listeners" and then have each team instruct its listener through the obstacle course using verbal instructions; e.g., *achtung*, *fertig*, *los, links, rechts, verkehrte Richtung* (halt, stop, go, left, right, wrong way).

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

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • encourage or discourage others from a course of action?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they review and use the list of expressions. Use the checklist to assess if students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Observation Checklist).	➤ Chart paper, markers.
➤ **Anecdotal Notes** Observe students as they give directions through the obstacle course. Record anecdotal notes of the extent to which students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Obstacle course, blindfolds.

Grade 6

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.1
guide actions of others

b.   give and follow a simple sequence of instructions

➤ **Simon Says**
Invite one student volunteer to come to the front of the class and have him or her direct the students in a game of Simon Says. When a student does not follow the command correctly or follows a command when the leader did not say Simon Says, he or she must go to the front of the class to direct the game.

➤ **Row Races**
Have the students sit in rows and call up the students from the front of each row. Describe a simple sequence of actions to be performed. The students return to their rows and must tell the next students in the rows these instructions. The sequence of instructions is verbally relayed down the row. The last students in the rows must listen to and then follow this sequence of instructions.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• give and follow a simple sequence of instructions?

➤ **Observation Checklist**
  Create an outcome-based checklist and share it with students before they play Simon Says. Use the checklist to assess if students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Observation Checklist).

➤ None required.

➤ **Informal Observation**
  Observe the students as they relay and follow the sequence of instructions. Make mental notes of the extent to which students are able to give and follow a simple sequence of instructions.

➤ None required.

Grade 6

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.2
state personal actions

a. make and respond to offers and invitations

➤ **Would You Like To …**
Brainstorm with the students the types of activities they like to do on the weekend. Discuss the questions and expressions they would use to plan these weekend activities with a friend. Provide the students with two different schedules and some common activities. Have the students invite others and respond to invitations; e.g.,
Student A: *Möchtest du um 3.00 Uhr ins Kino gehen?* (Would you like to go to the movies at 3 p.m.?)
Student B: *Ich habe Klavierunterricht. Ich kann um 7.00 ins Kino gehen. Kannst du?* (I have got piano lessons. I can go to the movies at 7 p.m. Can you?)
Student A: *Ja, bis dann.* (Yes, see you then.)

➤ **You Are Invited To …**
Ask the students to create formal and informal invitations on paper and in e-mails. Have the students send them to you and each other and have the recipients respond by accepting or declining.

Caution
Students should be monitored when they use the Internet.

➤ **Matching Flash Cards**
Create two class sets of flash cards with pictures showing weekend activities and a time of day. Give each student a flash card and have them mingle with each other, searching for their matches by asking invitation questions including the time of day. When matches occur, the students sit down with their partners and role-play inviting one another and responding to invitations over the telephone.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• make and respond to offers and invitations?

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they invite one another and respond based on a schedule provided. Use the rating scale to assess how well students are able to make and respond to offers and invitations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Sample weekend schedules.

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create and respond to invitations. Use the rubric to evaluate how well students are able to make and respond to offers and invitations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Invitation samples, paper, markers, e-mail, printer.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they invite and respond to invitations based on their flash cards. Use the checklist to assess if students are able to make and respond to offers and invitations (see sample blackline master in Appendix E Observation Checklist).

➤ Flash cards with pictures of activities and times of day.

Grade 6

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

A–3.2
state personal actions

b. inquire about and express ability and inability to do something

➤ **Ability Survey**
Create a grid describing specific actions; e.g.,
Kannst du … (can you …)

Skilaufen? (Ski?)	*Radfahren*? (Ride a bike?)	*Gitarre spielen*? (Play the guitar?)
Snowboarden? (Snowboard?)	*Spanisch sprechen*? (Speak Spanish?)	*Deutsch sprechen?* (Speak German?)
Auto fahren? (Drive a car?)	*Kaugummi kauen?* (Chew gum?)	*Schwimmen*? (Swim?)

Give each student a copy of the grid.

Model the question and answer pattern; for example, *Kannst du Hockey spielen?* (Can you play hockey?) Model appropriate responses in complete sentences. Have the students use this pattern with the words found on the grid to ask the other students in the class questions. The student who asks the question writes down the name of the student and his or her response in the appropriate box.

Extension
Once the students have completed their grids, have them return to their desks and write complete sentences based on their findings; e.g.,
– *Jenny kann snowboarden.* (Jenny can snowboard.)
– *James kann nicht Spanisch sprechen.* (James cannot speak Spanish.)

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• inquire about and express ability and inability to do something?

➤ **Observation Checklist**
  Create an outcome-based checklist and share it with students before they complete an ability survey. Use the checklist to assess if students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Observation Checklist).

➤ None required.

Grade 6

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.3
manage group actions

a. encourage other group members to act appropriately; e.g., work quietly

➤ **Encouragement Expressions**
Introduce phrases such as:
– *Mach mit!* (Come along!)
– *Du bist dran!* (Your turn!)
– *Antworte bitte!* (Answer, please!)
– *Sprich bitte lauter!* (Speak louder, please!)
– *Los!* (Go!)
– *Du schaffst das!* (You can make it!)
– *Leise bitte!* (Quiet, please!)
– *Nicht so laut!* (Not so loud!)
– *Ausgezeichnet!* (Excellent!)
– *Mach weiter so!* (Keep going!)
– *Gut gemacht!* (Bravo!)
– *Bravo!* (Bravo!)

Post the phrases around the classroom and ask the students to use these phrases during games and group activities.

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

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- encourage other group members to act appropriately?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before asking them to use the expressions during group activities. Students use the checklist to assess how well they are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Chart paper, markers, tape.

Grade 6

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

A–3   to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–3.3
manage group actions

b. assume a variety of roles and responsibilities as group members

➤ **Group Roles Assignment**
When students are working in groups, assign specific roles to each member of the group. Practise some structures and vocabulary for each role; e.g.,
– *Organisator* (facilitator)
– *Protokollant* (recorder)
– *Zeitnehmer* (timekeeper)
– *Vortragender* (presenter).

Create a class list and note the roles for each student. Ensure that students have an opportunity to take on a variety of different roles.

➤ **Classroom Helpers**
Encourage the students to assist in classroom chores; e.g.,
– *Material verteilen* (distributing classroom materials)
– *Hausaufgabe an die Tafel schreiben* (writing homework on the board)
– *Datum an die Tafel schreiben* (writing the date on the board)
– *Tafel reinigen* (cleaning the board)
– *Klassenbücherei aufräumen* (tidying the class library).

Assign weekly roles on a class chart.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- assume a variety of roles and responsibilities as group members?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they engage in group work activities. 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 E: Observation Checklist).

➤ Class list.

➤ **Anecdotal Notes**
Observe students as they participate as classroom helpers. Record anecdotal notes of the extent to which students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Class chart.

Grade 6

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–4   to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–4.1 manage personal relationships

a. talk about themselves and respond to the talk of others by showing attention and interest

➤ **Inside–Outside Circle**
Have the students form two circles, one inside the other. Ask the students to begin by talking with the person opposite them. Discussion could be focused on weekend activities, daily routine, favourite foods or other familiar topics. Remind the students to respond by showing attention and interest and asking questions.

After the students have spoken for two to three minutes, have members of the outer circle move clockwise and then begin new discussions with different partners.

➤ **Question and Answer**
Divide the students into pairs and have them respond to simple questions about their homes and neighbourhoods; e.g.,
 – *Wo wohnst du?* (Where do you live?)
 – *Ist dein Zimmer groß? Klein?* (What about the size of your room? Big? Small?)
 – *Wie kommst du zur Schule?* (How do you get to school?)
 – *Hat dein Haus eine Garage?* (Has your house got a garage?)
 – *Wie viele Schlafzimmer hat dein Haus?* (How many bedrooms has your house got?)

Have the students practise asking and answering the questions orally.

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

A–4   to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • talk about themselves and respond to the talk of others by showing attention and interest?	
➤ **Anecdotal Notes** Observe students as they participate in the Inside–Outside Circle activity. Record anecdotal notes of the extent to which students are able to talk about themselves and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they ask and answer questions in pairs. Use the checklist to assess if students are able to talk about themselves and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Observation Checklist).	➤ Questions.

Grade 6

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

A–4   to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–4.1 manage personal relationships

b. make and break social engagements

➤ **Invitations**
Ask the students to write brief notes inviting classmates to an imaginary event. They then pass their notes to their friends, who respond. The receiving students send notes saying that they will not be able to attend the event. Encourage the students to use politeness conventions and to provide valid reasons for cancelling. This could be done using a message board or by e-mail.

Extension
Have the students present skits in which someone invites another person to an event. The person invited initially accepts the invitation and then later declines. Video record these skits and play them for the students.

> ### General Outcome for Applications
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–4   to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- make and break social engagements?

➤ **Checklist and Comments**
  Create an outcome-based checklist and share it with students before they invite others and respond to invitations. Use the checklist to assess if students are able to make and break social engagements (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ E-mail (optional), printer (optional), message board.

Grade 6

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.1
discover and explore

a. ask questions to gain knowledge and clarify understanding	➤ **Twenty Questions** Have the students play the Twenty Questions game. Tape cards that are labelled with a character, animal, job or movie star to their backs. Have the students circulate and ask questions to find out who they are; e.g., – *Bin ich ein Mädchen?* (Am I a girl?) – *Bin ich ein Junge?* (Am I a boy?) – *Bin ich ein Tier?* (Am I an animal?) ➤ **5Ws and HI (Who, What, Where, When, Why, How and If)** Model a series of questions and answers in the present tense about the weekend; e.g., – *Wo bin ich?* (Where am I?) – *Ich bin bei Oma.* (I am with grandma.) – *Wann bin ich da?* (When am I there?) – *Ich bin Sonntag da.* (I am there on Sunday.) – *Wie ist es?* (How is it?) – *Es ist gut/schlecht.* (It is good/bad.) – *Wer ist da?* (Who is there?) – *Mein Onkel ist da. Christa ist da.* (My uncle is there. Christa is there.) – *Was mache ich?* (What am I doing?) – *Ich spiele leise.* (I play quietly.) This list can be posted and expanded on. Have the students prepare their own answers to the questions—real, made up or funny.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask questions to gain knowledge and clarify understanding?	
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they play the Twenty Questions game. Students use the checklist to determine if they are able to ask questions to gain knowledge and clarify understanding (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ Names of characters, movie stars, animals or jobs on cards, tape.
➤ **Learning Log** After answering the 5Ws and HI questions, students reflect on their learning and on how well they were able to ask questions to gain knowledge and clarify understanding.	➤ Chart paper, markers.

Grade 6

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.2   gather and organize information

a.   compose questions to guide simple research

➤ **5Ws and HI (Who, What, Where, When, Why, How and If)**
Arrange the students into small groups and have them research animals. Guide their research with simple questions, such as:
– *Wie heißt das Tier*? (What is the animal called?)
– *Wo wohnt das Tier*? (Where does the animal live?)
– *Wie sieht es aus*? (What does it look like?)
– *Was frisst das Tier*? (What does the animal eat?)
– *Welche Feinde hat das Tier*? (What are the animal's enemies?)

Have the students create brief reports and present them to the class.

➤ **Questionnaires**
Ask the students to individually create and conduct questionnaires on familiar topics; e.g., foods, hobbies, favourite movies, pop stars. Have them create their own sets of questions, then have their peers answer them. Ask the students to then create and present their findings orally and in visual form; e.g., graph, pie chart.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • compose questions to guide simple research?	
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create and present their animal reports to the class. Use the rubric to evaluate how well students are able to compose questions to guide simple research (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Various reference materials.
➤ **Informal Observation** Observe students as they create questionnaires on familiar topics. Make mental notes of the extent to which students are able to compose questions to guide simple research. Offer feedback, encouragement and praise as needed.	➤ None required.

Grade 6

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.2 gather and organize information

b. identify sources of information

➤ **Brainstorm then Research**
Pose the question, "What do German people eat?" Have the class brainstorm a list of possible sources of information; e.g., magazines, books, Internet, people from the community, videos, menus, local restaurants, grocery stores. Ask each student to then choose one source of information to use to find answers to the question. Later, ask each student to describe the resource they used to the class and summarize the information that it contained.

➤ **Where Can I Find …**
Create a list of questions about Germany, including culture and politics. For example:
   – *Wer ist das Staatsoberhaupt von Deutschland?* (Who is the head of state of Germany?)
   – *Welche Währung hat Deutschland?* (What type of money do they use in Germany?)
   – *Welches ist die größe Stadt Deutschlands?* (What's the biggest city in Germany?)
   – *Welches ist die populärste Fernsehsendung Deutschlands?* (What's the most popular television show in Germany?)
   – *Welche Regierungsform hat Deutschland?* (What type of government do they have in Germany?)

Have the students brainstorm where they could find the answers to these questions, then find the answers as a class.

Caution
Students should be monitored when they use the Internet.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- identify sources of information?

➤ **Checklist and Comments**
  Create an outcome-based checklist and share it with students before they brainstorm possible sources of information to answer a specific question. Use the checklist to assess if students are able to identify sources of information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ A wide variety of resources.

➤ **Anecdotal Notes**
  Observe students as they brainstorm sources where they could find answers to a variety of questions about Germany. Record anecdotal notes of the extent to which students are able to identify sources of information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ A wide variety of resources on Germany.

Grade 6

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.2
gather and organize information

c.   record observations

➤ **Classroom Records**
Create a class chart for recording various pieces of daily or weekly information, such as the game results for a local sports team, the local weather, the weather in a city in Germany, the number of people in class that day. Invite the students to take turns recording the information in the class chart. This chart could also be part of a class Web site.

Caution
Students should be monitored when they use the Internet.

➤ **Watching a Video**
Prior to watching a video, explain strategies for note taking, such as listening for key words, using short forms and abbreviations. As they watch the clip, have the students record notes on what they see and summarize their observations.

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

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
* record observations?

➤ **Informal Observation**
Observe the students as they create and maintain a class observation chart. Make mental notes of their ability to record observations. Offer feedback, encouragement and praise as needed.

➤ Wall chart, markers, German newspapers or Internet.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they note their observations while watching a video. Students use the checklist to determine if they are able to record observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ German video clips or commercials.

Grade 6

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

A–5.3 explore opinions and values

a. express their views on a variety of topics within their direct experience

➤ **When I Grow Up**
As part of a discussion about professions, have the students choose one profession that they feel would suit them. Have the students include three reasons why they have chosen that particular job. Ask the students to then work in partners or in groups of three or four to share the chosen professions and reasons for their choices. Have the groups display their views on the job on poster paper; e.g.,

Ich möchte gern _____ werden.
 (I would like to become_____.)
    a) *Arzt* (doctor)
    b) *Krankenschwester* (nurse)
    c) *Lehrer* (teacher)

Ich kann (I can) _____.
    a) *Leuten helfen* (help people)
    b) *Geld verdienen* (earn money)
    c) *reisen* (travel)

➤ **Music Preferences**
Ask the students to express their preferences for certain types of music; e.g.,
Ich mag Jazz. (I like Jazz.)
        klassische Musik (classical music)
        Rap (rap)
        Rock (rock)
        Hip Hop (hip hop)
Meine Lieblingsgruppe ist _____. (My favourite group is _____.)
Mein Lieblingssänger ist _____. (My favourite singer is _____.)
Sie/Er singt das Lied _____. (He/she sings the song _____.)

Arrange the students into small groups or partners and have them express their musical preferences to one another.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• express their views on a variety of topics within their direct experience?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create posters on professions. Use the checklist to assess if students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Observation Checklist).

➤ Poster materials.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they discuss their musical preferences. Students use the checklist to determine if their peers are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ None required.

Grade 6

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

A–5.3
explore opinions and values

b. gather opinions on a topic within their direct experience

➤ **Opinion Survey**
Ask the students to brainstorm what kind of German foods or ingredients are available in their local community. Have the students then share their thoughts and opinions on the foods and ingredients. Ask them to develop and conduct surveys on this topic to collect the opinions of classmates, family, community members and teachers. Invite the students to report their findings to the class for further discussion.

Extension
Have the students ask one another their opinions on a certain topic; e.g., *Wie findest du den Film _____?* (How do you like the movie _____?)

Ich finde den Film sehr gut. (I think the movie is very good.)
> *interessant* (interesting)
> *toll* (great)
> *doof* (bad)
> *langweilig* (boring)
> *blöd* (stupid)

➤ **School Hot Topic**
Discuss a topic that is currently a hot topic around the school; e.g., bullying, dress code, littering, a new school policy, a school event, student council elections. Write any relevant new vocabulary on the board. Divide the students into groups and have each member of the group record his or her own opinion on the topic. Have the students then share their opinions with their groups and create group summaries of the different opinions. All the groups then present their summaries to the class.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • gather opinions on a topic within their direct experience?	
➤ **Anecdotal Notes** Observe students as they use surveys to gather opinions on German foods. Record anecdotal notes of the extent to which students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they discuss their opinions on a hot topic. Use the rating scale to assess how well students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ None required.

Grade 6

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

A–5   to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

A–5.4 solve problems

a. understand and use problem-solving processes

➤ **Problem Solving**
Present a simple problem-solving model to the class. Divide the students into groups and provide each group with a number of scenarios that describe problems that require solutions. For example:
–   Your parents have chosen a particular type of summer vacation, but you would like a different type of vacation.
–   You want to borrow a book from a library, but you do not have a library card.
–   You and your friends want to play soccer, but the field is not available.

Have the students brainstorm various possible solutions for the problems and then choose the best ones. Have each group then create a skit based on a problem and solution.

> **General Outcome for Applications**
> Students will use German in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• understand and use problem-solving processes?

➤ **Learning Log**
After brainstorming possible solutions to various problems, students reflect on their learning and on how well they were able to understand and use problem-solving processes. For example:
– What strategies did we use to solve the problem?

➤ None required.

Grade 6

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

A–6   for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use German for fun and to interpret simple humour	➤ **Sayings, Rhymes and Tongue Twisters** Review and have the students say silly phrases or rhymes in German; e.g., – *Ich und du, Müllers Kuh, Nachbars Esel, der bist du.* (Me and you, Miller's cow, neighbour's donkey, that is you.) – *1, 2, 3, 4, 5, 6, 7* *Eine alte Frau kocht Rüben.* (An old woman boils beets.) *Eine alte Frau kocht Speck.* (An old woman boils bacon.) *Und du bist weg!* (And you are out!) – *Fischers Fritz fischt frische Fische, frische Fische fischt Fischers Fritz.* (Fisher's Fritz fishes fresh fish, fresh fishes Fisher's Fritz.)

(side label: A–6.1 humour/fun)

➤ **Comic Strips**
Read various sample comic strips in German and have the students develop and create their own simple comic strips. Encourage them to use humour, puns and jokes in their comics; e.g.,
– *Wohin geht die Kuh*? (Where does the cow go?)
– *Ins Muuhseum!* (Into the moooseum!)

➤ **German Television**
Play humorous television commercials or a comedy show in German. Encourage the students to enjoy the programs and to see the humour in them.

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use German for fun and to interpret simple humour?

➤ **Informal Observation**
Observe the students as they say the sayings, rhymes and tongue twisters for fun. Make mental notes of the extent to which students are able to use German for fun and to interpret simple humour.

➤ Various sayings, rhymes and tongue twisters in German.

➤ **Peer-assessment Checklist**
Collaboratively create an outcome-based peer-assessment checklist and share it with students before they create comic strips. Students use the checklist to determine whether their peers are able to use German for fun and to interpret simple humour (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Sample comic strips in German.

➤ **Learning Log**
After viewing the commercials or comedy shows, students reflect on their learning and on how well they were able to use German for fun and to interpret simple humour. For example:
– I enjoyed …
– This commercial was humorous because …

➤ Humorous German television shows, cartoons, viewing station.

Grade 6

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

</div>

A–6   for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use German creatively and for aesthetic purposes	➤ **Collage** Have the students create and present collages based on a topic or theme such as friendships, school life or family. ➤ **Picture Me** Ask the students to create pictures using words such as their name, age, favourite colour, favourite activity. Have the students use the German words to create visual images that represent themselves. Post the pictures in a display in the classroom or elsewhere in the school. ➤ **Poems** Have the students create patterned poems in German, such as acrostic poems, concrete poems or haiku. **Extension** Ask the students to create a song based on a familiar melody; e.g., <u>*Bruder Jakob*</u> *Deutsche Schule* (German school) *Deutsche Schule* (German school) *Gar nicht schwer* (not too difficult) *Gar nicht schwer* (not too difficult) *Viele schöne Spiele* (lots of funny games) *Viele schöne Spiele* (lots of funny games) *Und viel mehr* (and more to learn) *Und viel mehr.* (and more to learn.)

A–6.2
creative/aesthetic purposes

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use German creatively and for aesthetic purposes?

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create collages on a favourite topic. Use the rating scale to assess how well students are able to use German creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Magazines, scissors, glue, markers.

➤ **Anecdotal Notes**
Observe students as they create pictures using their names and other words. Record anecdotal notes of the extent to which students are able to use German creatively and for aesthetic purposes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create poems. Students use the checklist to determine if their peers are able to use German creatively and for aesthetic purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ Sample poems in German.

Grade 6

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

A–6   for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–6.3 personal enjoyment a. use German for personal enjoyment	➤ **Music Videos and CDs** Provide German music videos or audio CDs for the students to watch or listen to during unstructured classroom time. Have the students keep records of what they have watched or listened to and discuss the music as a class.

General Outcome for Applications

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

A–6   for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use German for personal enjoyment?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss music they viewed and heard. Use the checklist to assess if students are able to use German for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).	➤ German music videos, audio recordings, viewing and listening stations.

Language Competence

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

LC–1 interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.1
aural interpretation

a. understand short, simple oral texts in guided and unguided situations

➤ **What Are They Wearing?**
Read a description of how someone is dressed. Ask the students to listen to your description and draw the person's clothing.

➤ **Puppet Show**
Present a short conversation or section of dialogue from a story. Have the students then act out the scene using puppets.

➤ **Story Comprehension**
Read a simplified fairy tale in German to the students and have them answer questions based on the text. For example:
  – *Wer sind die Hauptpersonen? Beschreibe sie.* (Who are the main characters? Describe them.)
  – *Was war das Problem oder der Konflikt in der Geschichte?* (What was the problem or conflict in the story?)
  – *Wo spielte die Geschichte?* (Where did the story take place?)

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

LC–1   interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• understand short, simple oral texts in guided and unguided situations?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they draw pictures of what someone is wearing based on your description. Students use the checklist to determine if they are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ A passage describing a person's clothing.

➤ **Informal Observation**
Observe students as they act out puppet shows. Make mental notes of the extent to which students are able to understand short, simple oral texts in guided and unguided situations. Offer feedback, encouragement and praise as needed.

➤ Puppets, dialogue text.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they answer questions based on a fairy tale read to the class. Use the checklist to assess if students are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ Short fairy tales, comprehension questions.

Grade 6

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

LC–1   interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.2
oral production

a. produce short, simple oral texts in guided situations

➤ **My Favourite Foods**
Arrange students into partners or small groups and have them talk about their favourite meals. Once the students have finished sharing, have them illustrate pictures of their favourite meals and present them to the class.

➤ **My Weekend**
Brainstorm questions and answers relating to what the students do on weekends; e.g.,
– *Was machst du dieses Wochenende?*
   (What are your plans for the weekend?)
– *Bleibst du zu Hause? Ich bleibe zu Hause.*
   (Do you stay at home? I stay at home.)
– *Gehst du ins Kino? Ich gehe ins Kino.*
   (Do you go to the movies? I go to the movies.)
– *Spielst du Hockey? Ich spiele Hockey.*
   (Do you play hockey? I play hockey.)

Divide the students into partners and have them orally share brief descriptions of what they do on the weekends.

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

LC–1   interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

> **Focus for Assessment**
>
> Does the student:
> • produce short, simple oral texts in guided situations?

➤ **Peer-assessment Checklist**
   With the students, collaboratively create an outcome-based
   peer-assessment checklist before they describe their favourite foods.
   Students use the checklist to determine if their peers are able to
   produce short, simple oral texts in guided situations (see sample
   blackline master in Appendix E: Peer-assessment Checklist).

➤ None required.

➤ **Anecdotal Notes**
   Observe students as they describe what they do on the weekends.
   Record anecdotal notes of the extent to which students are able to
   produce short, simple oral texts in guided situations (see sample
   blackline master in Appendix E: Anecdotal Notes).

➤ None required.

Grade 6

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

LC–1   interpret and produce oral texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–1.3
interactive fluency

a. interact, using a combination of phrases and simple sentences, in guided and unguided situations

➤ **Puppet Conversations**
Invite the students to use hand puppets or finger puppets to engage in conversations using familiar patterns; e.g.,
–   responding to an invitation to a party
–   meeting a new friend
–   asking for directions.

➤ **Listing Game**
Have the students play games in which they list a series of items, building the list as each student adds an item; e.g., starting with a sentence such as:
–   *Ich packe meinen Koffer* (I pack my suitcase)
–   *und nehme eine Jacke mit.* (and take a jacket with me.)

Have the students repeat what was said by the previous student(s) and add one item. This activity could also be used to focus on *mein/ein* endings and articles.

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

LC–1   interpret and produce oral texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • interact, using a combination of phrases and simple sentences, in guided and unguided situations?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they engage in puppet conversations. Use the checklist to assess if students are able to interact, using a combination of phrases and simple sentences, in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).	➤ Puppets.
➤ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they engage in the listing game. Students use the rating scale to assess how well they are able to interact, using a combination of phrases and simple sentences, in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➤ None required.

Grade 6

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.1
interpretation of written texts

a. understand short, simple written texts in guided and unguided situations

➤ **Fill in the Blanks**
Provide the students with a short, simple cloze passage and have them fill in the blanks with the missing information.

➤ **Comic Book Skits**
Divide the students into groups. Have them read simple German comic books and then act out the stories in short skits. Consider video recording the students' skits for review.

➤ **German Stories**
Provide the students with simple German language children's stories. Have the students, in partners or small groups, read the stories and together seek to understand them. Ask the students to prepare brief summaries of the stories and present them to the class.

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

LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- understand short, simple written texts in guided and unguided situations?

➤ **Informal Observation**
Observe students as they complete the cloze activity. Make mental notes of the extent to which students are able to understand short, simple written texts in guided and unguided situations. Offer feedback, encouragement and praise as needed.

➤ A short German language cloze passage.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they present skits based on comic books. Students use the checklist to determine if they are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Short comic strips or books.

➤ **Informal Observation**
Observe students as they present their summaries of German stories. Make mental notes of the extent to which students are able to understand short, simple written texts in guided and unguided situations. Offer feedback, encouragement and praise as needed.

➤ Simple German language stories.

Grade 6

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

<u>**LC–2   interpret and produce written and nonverbal texts**</u>

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.2
written production

a.   produce short, simple written texts in guided situations

➤ **My Pet**
Ask the students to write and illustrate a simple description of an actual or imaginary pet. Have the students present their descriptions to the other students in the class.

➤ **What's in the Bag?**
Give each student a paper bag and number them according to the number of students in the class. Ask the students to choose one object each and place them in their bags. Have them write descriptions of the objects on the paper bags; e.g.,
−   *Es ist* _____. (It is _____ [colour].)
−   *Es ist aus* _____. (It is made out of _____ [what it is made of].)
−   *Es kann* _____. (It can _____. [verb].)
−   *Es ist* _____. (It is _____ [physical attribute].)

Then have the students go around the classroom, reading the descriptions and guessing what is in each of the numbered paper bags. Have the students record the numbers of the bags in their notebooks and what they think is in each one. Share the answers as a class and reveal the contents of each paper bag.

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

LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- produce short, simple written texts in guided situations?

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they write descriptions of pets. Use the rubric to evaluate how well students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Rubric).

➤ **Anecdotal Notes**
Observe students as they write short descriptions of their mystery objects. Record anecdotal notes of the extent to which students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Pictures of pets.

➤ Paper bags, markers, various objects.

Grade 6

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–2.3
viewing

a. derive meaning from visual and nonverbal elements of a variety of media in guided and unguided situations

➤ **Ordering the Events**
Cut up a German comic strip and mix up the order of the scenes. Have the students rearrange the scenes to put them back in the correct order.

➤ **Cartoon**
Play a German cartoon for the class and have them use a graphic organizer to record key images from the show; e.g., the bright green spaceship, the tiny bird that swelled up like a balloon. Have the students discuss these images in groups, focusing on how they affected the story of the cartoon.

➤ **German Web Sites**
Look at a variety of German Web sites and have the students make notes about the information they contain. Combine the students' notes to create an annotated list of various German Web sites.

Caution
Students should be monitored when they use the Internet.

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

LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • derive meaning from visual and nonverbal elements of a variety of media in guided and unguided situations?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they order the scenes from the comic strip. Use the checklist to assess if students are able to derive meaning from visual and nonverbal elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).	➤ German comic strips, scissors.
➤ **Learning Log** After watching a German cartoon, students reflect on their learning and on how well they were able to derive meaning from visual and nonverbal elements of a variety of media in guided and unguided situations.	➤ German cartoons, viewing station, graphic organizers.
➤ **Anecdotal Notes** Observe students as they write notes based on the various Web sites. Record anecdotal notes of the extent to which students are able to derive meaning from visual and nonverbal elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Internet.

Grade 6

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

LC–2   interpret and produce written and nonverbal texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. express meaning through the use of visual and nonverbal elements in a variety of media in guided situations	➤ **Sports Collage** Ask the students to create collages of traditional German sports and Western sports.
	➤ **Arial View Maps** Have the students create maps of various familiar locations (e.g., home, school, community) and label important landmarks in German.
	➤ **Fairy Tales** Ask the students to create pictures for a well-known fairy tale or folk tale and write descriptions on the backs of the pictures. Have the students then present their pictures to the rest of the class. Consider video recording these presentations or creating a class Web site that includes the artwork.

LC–2.4
representing

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

LC–2   interpret and produce written and nonverbal texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• express meaning through the use of visual and nonverbal elements in a variety of media in guided situations?

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create sports collages. Use the rating scale to assess how well students are able to express meaning through the use of visual and nonverbal elements in a variety of media in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Sports magazines, scissors, glue.

➤ **Informal Observation**
Observe students as they create maps of familiar locations. Make mental notes of the extent to which students are able to express meaning through the use of visual and nonverbal elements in a variety of media in guided situations.

➤ None required.

➤ **Anecdotal Notes**
Observe students as they create pictures for a fairy tale. Record anecdotal notes of the extent to which students are able to express meaning through the use of visual and nonverbal elements in a variety of media in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Simple fairy tales or folk tales in German, art supplies.

Grade 6

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.1
phonology

a. recognize some of the effects that intonation and stress have in different situations

➤ **Playing with Intonation and Stress**
When reading a text or introducing vocabulary, point out how different stresses can change the meaning; e.g.,
  Kánada not *Kanáda*
Aúgust = name
Augúst = month

Arrange the students into small groups and have them create short, simple texts. Have the students take turns reading their texts aloud with incorrect and correct intonation and stress. Have the group members identify the incorrect intonation and stresses and suggest how it should be read.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some of the effects that intonation and stress have in different situations?	
➤ **Learning Log** After engaging in presentations using intonation and stress, students reflect on their learning and on how well they were able to recognize some of the effects that intonation and stress have in different situations. For example: – I can use what I learned about intonation and stress when …	➤ None required.

Grade 6

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.1 phonology b. use intelligible pronunciation, stress and intonation when producing familiar words or phrases	➤ **Reading Together** Have the students engage in choral response, echo reading or shared reading. ➤ **Audio Recordings** Ask the students to listen to and read a simple text. Allow them to practise reading the text and then record them reading aloud. Arrange the students into groups and have them listen to the individual recordings and make comparisons, paying close attention to pronunciation, stress and intonation.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use intelligible pronunciation, stress and intonation when producing familiar words or phrases?

➤ **Anecdotal Notes**
   Observe students as they read aloud together. Record anecdotal notes of the extent to which students are able to use intelligible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Various simple German texts.

➤ **Observation Checklist**
   Create an outcome-based checklist and share it with students before they create audio recordings of them reading aloud. Use the checklist to assess if students are able to use intelligible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Observation Checklist).

➤ Audio recorder, listening station.

Grade 6

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.2 orthography

a. recognize and use some elements of the writing system; e.g., capitalization

➤ **Snowball**
Ask the students to handwrite short notes in German. On your command, have the students stand up, crumble their papers into balls and throw them across the room. Have the students pick up a "snowball," read the message and respond to it. Once the students have responded to the notes on the snowballs, they throw the snowballs again. Encourage the students to pay attention to their use of elements of the writing system; e.g., capitalization.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- recognize and use some elements of the writing system; e.g., capitalization

➤ **Anecdotal Notes**
  Observe students as they handwrite short messages to their classmates. Record anecdotal notes of the extent to which students are able to recognize and use some elements of the writing system (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

Grade 6

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.2
orthography

b.   apply common spelling rules to write familiar words

➤ **Spelling Games**
Have the students practise target vocabulary by playing games such as hangman, spelling bee, crosswords and word searches. Create and display word walls of commonly misspelled words. Have the students keep personal dictionaries of German words and their personal "spelling challenges."

➤ **Editing**
Present a written text with familiar German words that have been misspelled. Read the text and have the students edit the text by correcting incorrect spellings.

➤ **Electronic Editing**
After typing a text on the computer, have the students proofread their work using a German spelling checker. Have the students choose or ignore the spelling corrections presented.

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

LC–3 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• apply common spelling rules to write familiar words?

➤ **Informal Observation**
Observe the students as they play the various games to practise spelling. Make mental notes of the extent to which students are able to apply common spelling rules to write familiar words.

➤ Variety of spelling games.

➤ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they edit a written text. Use the checklist to assess if students are able to apply common spelling rules to write familiar words (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ Simple text with familiar German words misspelled.

➤ **Informal Observation**
Observe students as they edit a text using a German spelling checker. Make mental notes of the extent to which students are able to apply common spelling rules to write familiar words. Offer feedback, encouragement and praise as needed.

➤ Computers, printer, German spelling checker.

Grade 6

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

SPECIFIC OUTCOMES *Students will be able to:*	**SAMPLE TEACHING AND LEARNING ACTIVITIES**
LC–3.3 lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • holidays • hobbies • community • pets/animals • any other lexical fields that meet their needs and interests	➤ **Go Fish** Prepare sets of cards with pictures of sports and hobbies on them. Have the students play the card game Go Fish; e.g., Student A: *Hast du eine Acht*? (Have you got an eight?) Student B: *Nein, ich habe keine Acht.* (No, I do not have an eight.) ➤ **Role-play** Invite the students to role-play a scene based on a familiar lexical field; e.g., typical German holidays, popular sports and hobbies in Germany, my pet. **Alternative Activity** Invite the students to create a poster based on a familiar lexical field; e.g., typical German holidays, popular sports and hobbies in Germany, my pet.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they play Go Fish. 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 (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they engage in role-plays or create posters based on a lexical field. Use the checklist to assess if students 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 E: Observation Checklist).

➤ Several sets of cards with pictures of sports and hobbies.

➤ Poster materials.

Grade 6

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–3.4
grammatical elements

a. use, in modelled situations,⋆ the following grammatical elements:
  • compound nouns
  • possessive pronouns (plural) (*unser, euer, ihr*)
  • imperative mood (plural)
  • perfect tense (limited selection of verbs)
  • selected dative prepositions (*aus, bei, mit, noch, seit, von, zu*)
  • comparison of adjectives (comparative form only)
  • simple past of *sein* and *haben* (third person singular) (*er war, er hatte*)

➤ **Making Sentences**
Write a simple sentence on the board and label its parts; e.g., noun, verb, object, subject. Divide the students into groups and have them use the words from their personal dictionaries to create as many different sentences as they can in one minute. Compare the lists to see which group created the most sentences.

➤ **Treasure Hunt**
Have the students work in groups to hide a treasure somewhere in the classroom, school or schoolyard. Have each group write a set of instructions using imperative mood to guide students from other groups to find the treasures; e.g., Take three steps toward the swings. Walk over the merry-go-round.

★ 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 limited situations. Limited fluency and confidence characterize student language.

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

LC–3   attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use, in modelled situations, the [given] grammatical elements?

➤ **Anecdotal Notes**
   Observe students as they participate in making simple sentences about anything. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., simple sentences (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Personal dictionaries.

➤ **Anecdotal Notes**
   Observe students as they write instructions to find a treasure using imperative mood. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., imperative mood (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Treasures to hide.

Grade 6

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC-3.4 grammatical elements

b. use, in structured situations,★ the following grammatical elements:
- personal pronouns (plural) in nominative
- possessive adjectives (*mein/dein/sein/ihr*)
- verbs (present tense) regular
- selected reflexive verbs (first person singular) (e.g., *sich erinnern, sich interessieren, sich freuen*)
- simple past of *sein* and *haben* (first person singular) (*ich war, ich hatte*)
- asking questions using interrogatives (e.g., *wer? wie?*)
- sentence structure: inversion following expressions of time or place (*Heute gehe ich ...*)
- compound sentences using coordinating conjunctions (e.g., *und*)
- negation (*nicht/kein*)
- selected accusative prepositions (*durch, für, ohne, gegen, um*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Conversations**
Provide the students with sample schedules or timetables for students their age. Have the students ask each other questions about the activities people are involved in; e.g.,
– *Wann geht Maria ins Kino?*
  (When does Mary go to the movies?)
– *Morgen geht sie ins Kino.*
  (She will go to the movies tomorrow.)

➤ **Written Descriptions**
Have the students write descriptions of people; e.g.,
– *Er heißt Karl. Sein Haar ist _____.*
  (His name is Karl. His hair is _____.)
– *Seine Augen sind _____.* (His eyes are _____.)
– *Sein T-shirt ist _____.* (His T-shirt is _____.)

Have the students combine their simple sentences using *und*.

➤ **Verb Games**
Invite the students to play verb games using two dice. Have the students roll the first die to determine the subject and the second die to determine the verb. For example:

blue	yellow
1 = *ich* (I)	1 = *gehen* (go)
2 = *du* (you)	2 = *spielen* (play)
3 = *er/sie/es* (he/she/it)	3 = *kaufen* (buy)
4 = *wir* (we)	4 = *singen* (sing)
5 = *ihr* (you)	5 = *kochen* (cook)
6 = *sie* (they)	6 = *bringen* (bring)

Have the students roll the dice and create sentences.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use, in structured situations, the [given] grammatical elements?	

➤ **Anecdotal Notes**
   Observe the students as they ask questions related to the schedule. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., asking questions using interrogatives (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Sample activity schedules or timetables.

➤ **Anecdotal Notes**
   Observe students as they write descriptions of people. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., *und* to combine two sentences (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

➤ **Learning Log**
   After playing the verb game, students reflect on their learning and on how well they were able to use, in structured situations, the given grammatical elements; e.g., verbs (present tense).

➤ Dice.

Grade 6

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

LC–3   attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

LC–3.4
grammatical elements

c. use, independently and consistently,★ the following grammatical elements:
- gender of familiar nouns
- plural of familiar nouns
- definite and indefinite articles of familiar nouns in nominative and accusative
- personal pronouns (singular) in nominative
- verbs (infinitive, first person singular and plural, present tense)
- selected modal verbs in present tense (e.g., *kann, darf*) and placement of infinitive (e.g., *Ich möchte Wasser trinken.*)
- imperative mood (singular)
- yes/no questions (e.g., *Hast du eine Katze?*)
- position of adverbs of preference (e.g., *gern*)

➤ **Personal Dictionaries**
Have the students mark the nouns in their personal dictionaries with a colour code; e.g.,
der (the – masculine) = blue
die (the – feminine) = red
das (the – neutral) = green
die (the – plural) = yellow

➤ **What's Missing?**
Have the students play the game What's Missing? After learning new vocabulary, place six to ten objects or flash cards in the centre of the circle. Have the students close their eyes while you remove one object or flash card. Have the students open their eyes. Ask, "What's missing?" (*Was fehlt*?). Have the students identify the missing object using the correct article; e.g., *Der Bleistift fehlt*.

➤ **Do You Have My Pencil?**
Choose a volunteer and borrow his or her pencil, then send the student out of the classroom. Give the pencil to someone in the class, who puts it out of sight. The volunteer is then invited back in and has to find out who has the pencil by asking *Hast du meinen Bleistift?* (Do you have my pencil?)

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment	

Focus for Assessment

Does the student:
• use, independently and consistently, the [given] grammatical elements?

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

➤ **Anecdotal Notes**
Observe students as they mark the nouns in their personal dictionaries. Record anecdotal notes of the extent to which students are able to use, independently and consistently, the given grammatical elements; e.g., gender of familiar nouns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Markers.

➤ **Learning Log**
After playing the What's Missing? game, students reflect on their learning and on how well they were able to use, independently and consistently, the given grammatical elements; e.g., definite and indefinite articles of familiar nouns in nominative and accusative cases.

➤ Flash cards.

➤ **Informal Observation**
Observe the students as they play the game "Do you have my pencil?" Make mental notes of the extent to which students are able to use, independently and consistently, the given grammatical elements; e.g., personal and possessive pronouns, yes/no questions.

➤ None required.

Grade 6

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.1 register

a. experiment with and use informal language in familiar contexts

➤ **Common Expressions**
Review various informal colloquial expressions; e.g., *toll* (super, great). Create a classroom display using these expressions and encourage the students to use them while working in groups.

Have the students keep checklists of colloquial expressions used in class. Have the students track their use of the expressions.

➤ **Role-play**
Provide the students with a number of different informal scenarios (e.g., making after-school plans with a friend) and have them role-play them in groups. Afterward, discuss the different vocabulary and expressions used in informal situations.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• experiment with and use informal language in familiar contexts?

➤ **Anecdotal Notes**
Observe the students as they work in groups to review common colloquial expressions. Record anecdotal notes of the extent to which students are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

➤ *PONS – Wörterbuch der Jugendsprache*, *Klett-Verlag,* 2008, chart paper, markers.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they role-play informal scenarios; e.g., playing after school. Students use the checklist to determine if they are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Various informal scenarios.

Grade 6

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

LC–4   apply knowledge of the sociocultural context

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–4.2 idiomatic expressions	*Students will be able to:* a. use learned idiomatic expressions to enhance communication	➤ **Idiomatic Expressions Display** Work with the students to illustrate posters that show idiomatic sayings and their meanings; e.g., – *Ich drücke dir die Daumen.* (I keep my fingers crossed.) – *Du hast ein Herz aus Gold.* (You have a heart of gold.) – *Däumchen drehen.* (Not doing anything.) Display the poster so that students can refer to it during conversation and role-play. Encourage the students to use the sayings throughout the year. ➤ **Matching Idioms** Have the students create idiom matching games by first drawing pictures of idioms on one set of cards and then writing the matching expressions in German on the other set of cards. Invite the students to then play the matching games in small groups. Encourage students to use these idiomatic expressions when possible.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use learned idiomatic expressions to enhance communication?	
➤ **Learning Log** After creating posters of idioms, students reflect on their learning and on how well they were able to use learned idiomatic expressions to enhance communication.	➤ Chart paper, markers.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they play the idiom matching game. Use the checklist to assess if students are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Observation Checklist).	➤ Index cards, various idiomatic expressions.

Grade 6

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.3
variations in language

a. experience a variety of accents, variations in speech and regional variations in language

➤ **Television Show**
Show a German cartoon or other television show in which different types of speech are used. Have the students make observations about speech variations and use think–pair–share to share observations; i.e., students record their own observations, then share those with a partner. Have the students make additions or adjustments to their own observations, then as a pair, share some of their observations with the class in a whole group discussion.

➤ **Guest Speakers**
Invite guest speakers to talk about a familiar topic so that the students can be exposed to different variations in speech. Guest speakers could be:
– older students learning German
– someone with a strong accent; e.g., Swiss or Austrian
– someone who speaks high German.

Extension
Review different expressions used in different regions of Germany; e.g., *Guten Tag* versus *Grüß Gott* versus *Servus* (hello, hi).

➤ **Audio Recordings**
Listen to radio broadcasts or announcements in German and have the students discuss the different accents they heard and how much they understood. Discuss strategies for understanding people with different accents.

Extension
Ask the students to listen to two different recordings of the same story read by two different readers and compare the two readings.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of accents, variations in speech and regional variations in language?	
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they watch a German show and engage in a think–pair–share activity. Use the checklist to assess if students are able to experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ German television shows, viewing station.
➤ **Learning Log** After listening to a guest speaker talk about a familiar topic, students reflect on their learning and on how well they were able to experience a variety of accents, variations in speech and regional variations in language.	➤ Guest speakers.
➤ **Informal Observation** Observe students as they listen to audio recordings. Make mental notes of the extent to which students are able to experience a variety of accents, variations in speech and regional variations in language. Offer feedback, encouragement and praise as needed.	➤ Audio recordings of radio broadcasts or announcements in German, listening station.

Grade 6

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

LC–4   apply knowledge of the sociocultural context

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–4.4 social conventions	*Students will be able to:* a. recognize verbal behaviours that are considered impolite	➤ **Role-play** Ask the students to role-play situations in which they should use an appropriate form depending on their roles; e.g., *du* or *Sie*. Discuss slang and idiomatic expressions that might be considered impolite in some situations; e.g., *Du bist doof!* (You are crazy!) might be okay with friends in some situations, but with a stranger or older person it would be considered impolite. ➤ **Classroom Rules** Present a recording of people using verbal behaviours that are considered impolite; e.g., "Hey you!" Discuss the impolite behaviours and brainstorm to create a class list of impolite verbal behaviours. Encourage the students to refrain from using these impolite behaviours in class and at home. **Extension** Video record the students as they complete group work and review any impolite behaviours used.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- recognize verbal behaviours that are considered impolite?

➤ **Informal Observation** Observe the students as they role-play using appropriate forms. Make mental notes of the extent to which students are able to recognize verbal behaviours that are considered impolite.	➤ None required.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they listen to recordings of people using impolite verbal behaviours. Use the checklist to assess if students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Observation Checklist).	➤ Recordings of people using impolite verbal behaviours, listening station, chart paper, markers, video camera, viewing station.

Grade 6

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.4 social conventions

b. recognize simple social conventions in informal conversation; e.g., turn taking

➤ **Role-play**
Have the students role-play interacting with friends in a variety of scenarios; e.g., meeting for lunch in a restaurant, playing at the park, going to a movie. Encourage them to follow various social conventions.

➤ **Turn Taking**
Have the students practise expressions for turn taking; e.g.,
  − *Du bist dran.* (Your turn.)
  − *Du darfst anfangen.* (You may start.)
  − *Du kommst zuerst dran.* (You are first.)
  − *Es geht links herum/rechts herum.* (Left turn/right turn.)

Divide the students into groups and have them play games while practising the turn-taking vocabulary.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• recognize simple social conventions in informal conversation?

➤ **Informal Observation**
Observe students as they participate in role-plays. Make mental notes of the extent to which students are able to recognize simple social conventions in informal conversation. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**
Observe students as they practise turn-taking expressions. Record anecdotal notes of the extent to which students are able to recognize simple social conventions in informal conversation (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Various props (optional).

➤ Various board games; e.g., *Mensch ärgere dich nicht*.

Grade 6

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

LC–4   apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–4.5
nonverbal communication

a. identify and use appropriate nonverbal behaviours in a variety of familiar contexts.

➤ **Group Work**
Encourage the class to use appropriate nonverbal behaviours during group work; e.g., identify themselves by pointing to their noses rather than raising their hands. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal gestures shown.

➤ **Nonverbal Role-play**
Have the students brainstorm a list of nonverbal behaviours, then act them out; e.g., eye contact, greeting someone by shaking hands and nodding the head, knocking on the table as a sign of approval.

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

LC–4   apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use appropriate nonverbal behaviours in a variety of familiar contexts?	
➤ **Anecdotal Notes** Observe students as they use nonverbal behaviours during group work. Record anecdotal notes of the extent to which students are able to identify and use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Video camera, viewing station.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play nonverbal behaviours. Use the checklist to assess if students are able to identify and use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–5.1
cohesion/coherence

a. link simple sentences coherently; e.g., on a single theme

➤ **Story Building**
Have the students create a "never-ending story" by having them each add a new sentence one after the other. Encourage the students to link the sentences in a coherent way. Count the sentences and have the class attempt to break their previous record.

➤ **Sorting Sentences**
Provide the students with a number of sentences or have them create simple sentences on a topic; e.g., *Meine Nachbarschaft*, *Mein Tag* (my neighbourhood, my day). Have the students sort the sentences according to categories and then link them together to make simple paragraphs.

➤ **Step by Step**
Ask the students to write a set of instructions for a simple task, such as *die Tafel wischen* (cleaning the board), *ein Hemd anziehen* (putting on a shirt), *die Schuhe binden* (tying your shoes), *den Hund ausführen* (walking the dog).

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• link simple sentences coherently?

➤ **Informal Observation**
  Observe students as they link sentences together while creating a never-ending story. Make mental notes of the extent to which students are able to link simple sentences coherently. Offer feedback, encouragement and praise as needed.

➤ None required.

➤ **Anecdotal Notes**
  Observe the students as they sort the sentences and use them to create simple paragraphs. Record anecdotal notes of the extent to which students are able to link simple sentences coherently (see sample blackline master in Appendix E: Anecdotal Notes).

➤ None required.

➤ **Peer-assessment Checklist**
  With the students, collaboratively create an outcome-based peer-assessment checklist before they write and exchange instructions with partners. Students use the checklist to determine if their peers are able to link simple sentences coherently (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ None required.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–5.1
cohesion/coherence

b. use common conventions to structure texts; e.g., titles, captions

➤ **German Newspaper**
Review German newspapers and point out various features, such as titles, captions, by-lines, paragraphs. Have the students work together to write and lay out a class newspaper using the text conventions seen in the sample.

➤ **Sentence Strips**
Prepare a variety of sentence strips that need editing on pieces of different coloured paper. Have the students work in small groups to edit the sentences. As they complete each sentence, they see you for correction. If the sentence is correct, give the students the next sentence strip. If there are still errors, provide advice and direction to help the students. After all sentences are done, ask the students to sequence the sentences to make a paragraph.

Alternative
Provide each student with a simple sentence strip. Have them circulate the room to find sentence strips that could include their piece to make a paragraph.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- use common conventions to structure texts?

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create a class newspaper. Use the rating scale to assess how well students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ German newspaper.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they make a paragraph with the sentence strips. Use the checklist to assess if students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Observation Checklist).

➤ Sentence strips.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.2 text forms	
a. use some simple text forms in their own oral and written productions; e.g., graphs, questionnaires	➤ **Maps** Ask the students to draw and label maps of: – their neighbourhoods – their school – a shopping mall – an imaginary community. ➤ **Timetable** Have the students create timetables in German for their daily activities, a train station or bus station or a German television channel. ➤ **Menus** Ask the students to create party menus or restaurant menus based on their favourite foods. Have them role-play eating at a restaurant or party and order from the menus.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• use some simple text forms in their own oral and written productions?

➤ **Rubric**
Collaboratively create an outcome-based rubric with the students before they draw and label maps. Use the rubric to evaluate how well students are able to use some simple text forms in their own oral and written productions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ Sample maps.

➤ **Learning Log**
After creating timetables, students reflect on their learning and on how well they were able to use some simple text forms in their own oral and written productions.

➤ Sample timetables.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create menus. Students use the checklist to determine if they are able to use some simple text forms in their own oral and written productions (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Sample menus.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

LC–5.3
patterns of social interaction

a. use simple conventions to open and close conversations and to manage turn taking

➤ **Classroom Conversation Café**
Set up the classroom café and have the students practise simple conventions for opening and closing conversations and to manage turn taking. Put a topic card on each table and provide drinks and a snack (real or imaginary). Have the groups discuss the table topic for several minutes and then close their conversations and change tables, using the conventions reviewed.

➤ **Telephone Call**
Have the students practise simple telephone conversations and answering the phone by saying one's family name (as is done in Germany).

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple conventions to open and close conversations and to manage turn taking?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in the conversation café. Use the checklist to assess if students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Observation Checklist).	➤ Snacks (optional), drinks (optional), topic cards.
➤ **Anecdotal Notes** Observe students as they practise making their phone calls. Record anecdotal notes of the extent to which students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.

Grade 6

Global Citizenship

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge a. compare some elements of the culture with their own culture; e.g., geography and climate	➤ **Weather Comparison** As a class, create two large maps: one of Germany and another of Canada. Divide each map into four parts labelled *Frühling, Sommer, Herbst, Winter* (spring, summer, fall, winter) at the top. Have the students either draw or label the weather patterns, temperature ranges and cultural events that occur during each season. Have the students work in groups to compare the differences in weather between the two countries. ➤ **Geography Comparison** Display various resources that describe or show the different geographical areas of Germany. Ask the students to compare Germany and Canada in the following ways: – *Größe/Fläche* (size) – *Landschaft—Berge, Seen, Flüsse, Küste* (landscape—mountains, lakes, rivers, coastline) – *Grenzen* (borders) – *Bevölkerung* (population) – *Bodenschätze—Erdöl, Erdgas, Wasser, Kohle* (natural resources—oil, gas, water, coal) Discuss the comparison as a class and create a class Venn diagram to show the similarities and differences between the two countries. Discuss how geography affects the culture of a country; e.g., sports, pastimes, way of life, traditions.

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • compare some elements of the culture with their own culture?	
➤ **Anecdotal Notes** Observe students as they label the maps. Record anecdotal notes of the extent to which students are able to compare some elements of the culture with their own culture (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Maps for Germany and Canada.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they begin a geographical comparison between Germany and Canada. Use the checklist to assess if students are able to compare some elements of the culture with their own culture (see sample blackline master in Appendix E: Observation Checklist).	➤ Resources on Germany and Canada.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-1.2 knowledge of the culture

a.   explore some elements of the culture

➤ *Schultüte*
A *Schultüte* is a cone-shaped cardboard container that is decorated, filled with school supplies and candies and given to Grade 1 students in Germany on the first day of school. Teach the students about the German *Schultüte* and have them make one to give to Grade 1 students.

➤ **German Celebrations**
Have the students learn about the history of various German celebrations; e.g.,
– *Nikolaustag* (St. Nickolas Day, December 6)
– *Weihnachten* (Christmas)
– *Ostern* (Easter)
– *Karneval* (Mardi Gras, Carnival).

Extension
Have the students make *Karneval* masks.

➤ **A Day in the Life of …**
Assign the students specific parts of the daily routines of:
– German elementary students
– German farmers or engineers
– German athletes.

Have the students draw that specific routine on poster-sized paper. When the students are done drawing, the pictures are arranged randomly at the front of the class. Ask the students to then arrange the pictures in the correct order.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore some elements of the culture?	
➤ **Informal Observation** Observe students as they create the *Schultüte*. Make mental notes of the extent to which students are able to explore some elements of the culture. Offer feedback, encouragement and praise as needed.	➤ Sample *Schultüte*, materials to make and fill the *Schultüte*.
➤ **Learning Log** After learning about the history of various German celebrations, students reflect on their learning and on how well they were able to explore some elements of the culture. For example: – I learned … – I would like to know more about …	➤ Various sources of information on German culture, cardstock, mask templates, pipe cleaners, glitter, glue.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they create posters illustrating the daily routines of various people. Use the checklist to assess if students are able to explore some elements of the culture (see sample blackline master in Appendix E: Observation Checklist).	➤ Poster paper, markers.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-1.2 knowledge of the culture

b. identify some things they have in common with people their own age who live in the culture

➤ **Videos**
Show the students a video on German home or school life. Have the students write a list of the things that they have in common with German children their own age. Have the students categorize the items in the lists; e.g., school supplies, clothing, routines. Facilitate a whole group discussion on the commonalities between the German students and themselves.

➤ **Cartoons**
Have the students view pictures of *Jugendmagazin*. Have the students create simple cartoons that emphasize similarities between Canadian and German cultures. Display these cartoons in the classroom.

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

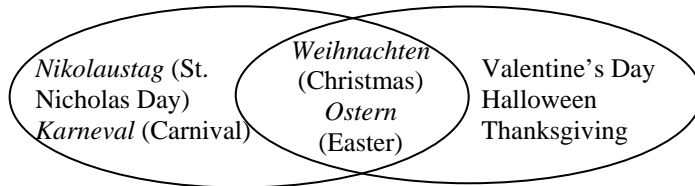**GC–1   historical and contemporary elements of the cultures of German-speaking peoples**

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• identify some things they have in common with people their own age who live in the culture?

➤ **Learning Log**
After viewing the movie, students reflect on their learning and on how well they were able to identify some things they have in common with people their own age who live in the culture. Have the students describe a conversation they might have with a German student – what would they talk about?

➤ Videos on German home or school life, viewing station.

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create cartoons. Use the rating scale to assess how well students are able to identify some things they have in common with people their own age who live in the culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Pictures of *Jugendmagazin*.

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

GC-1.3
applying cultural knowledge

a.   identify commonalities and differences between the culture and their own culture

➤ **Venn Diagram**
Have the students complete Venn diagrams identifying commonalities and differences between German culture and their own. For example:

Nikolaustag (St. Nicholas Day)
Karneval (Carnival)

Weihnachten (Christmas)
Ostern (Easter)

Valentine's Day
Halloween
Thanksgiving

After completing their diagrams, have the students choose what they consider to be the most significant differences between Canadian and German cultures.

➤ **Country Comparison**
After viewing a video clip about life in Germany, ask the students to complete a chart that compares transportation in Canada and Germany; e.g.,

	Kanada	*Deutschland*
Zug (train)	− *Güter* (transport goods) − *Reisen* (travel)	− *Reisen* (travel) − *zur Arbeit* (to work) − *Güter* (transport goods)
Straßenbahn (LRT)	− *zur Schule* (to school) − *zur Arbeit* (to work)	− *zur Schule* (to school) − *zur Arbeit* (to work) − *zum Einkaufen* (to go shopping)
Bus (bus)	− *zur Schule* (to school) − *zur Arbeit* (to work)	− *zur Schule* (to school) − *zur Arbeit* (to work)

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify commonalities and differences between the culture and their own culture?	
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create Venn diagrams comparing German culture and their own culture. Use the rubric to evaluate how well students are able to identify commonalities and differences between the culture and their own culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Various sources of information on German culture.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they create a transportation chart. Use the checklist to assess if students are able to identify commonalities and differences between the culture and their own culture (see sample blackline master in Appendix E: Observation Checklist).	➤ Video on German transportation, viewing station.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-1.4
diversity within the culture

a. identify commonalities and differences among diverse groups within the culture

➤ **Diverse Groups**
With the class, brainstorm different ways that groups of people can be classified; e.g.,
– by generation (older versus younger generations)
– by geography (urban versus rural, northern and southern).

Have the students classify diverse groups in Canada. Then, once familiar with the process, have them classify diverse groups in Germany. Ask the students to then make charts or posters describing and comparing these groups.

➤ **Group Brainstorming Jigsaw**
Divide the class into small groups of equal size. Assign each group a colour name and each student within the group a number. Give each group one particular German cultural group to discuss. Have each group brainstorm and list characteristics of their assigned German groups.

Ask the students to then form new groups according to their numbers. Each one of these newly composed groups creates a chart of similarities and differences among the diverse German groups. Each member contributes information that his or her original group gathered.

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify commonalities and differences among diverse groups within the culture?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they classify diverse groups within German culture. Use the checklist to assess if students are able to identify commonalities and differences among diverse groups within the culture (see sample blackline master in Appendix E: Observation Checklist).	➤ Poster materials.
➤ **Anecdotal Notes** Observe students as they participate in the brainstorming jigsaw activity. Record anecdotal notes of the extent to which students are able to identify commonalities and differences among diverse groups within the culture (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-1.5 valuing the culture

a. identify similarities between themselves and people of the culture

➤ **Web Site Comparison**
Arrange the students into small groups and give each group a different topic; e.g., toys, sports, hobbies, fashion. Have the students access German Web sites and make lists of similarities between German people and themselves. Invite the students to present their findings to the class.

Caution
Students should be monitored when they use the Internet.

➤ **E-mail Pals**
Organize German e-mail pals for the students and have them write e-mails to their pals, asking questions about their daily lives. Encourage the students to discuss the similarities between themselves and the German students.

➤ **Video**
Play a video depicting a certain aspect of German life; e.g., leisure activities. Ask the students to reflect on the video and the similarities between Germans and Canadians.

> **General Outcome for Global Citizenship**
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GC-1   historical and contemporary elements of the cultures of German-speaking peoples

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities between themselves and people of the culture?	
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they research and use information from Web sites to compare German people to themselves. Students use the checklist to determine if they are able to identify similarities between themselves and people of the culture (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ German Web sites.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they write e-mails to their e-pals. Use the checklist to assess if students are able to identify similarities between themselves and people of the culture.	➤ E-mail pals, printer, computers.
➤ **Learning Log** After watching a video depicting aspects of German life, students reflect on their learning and on how well they were able to identify similarities between themselves and people of the culture.	➤ Video showing way of life in Germany.

Grade 6

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

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. express an interest in finding out about people their own age who speak German	➤ **Pen Pals/E-mail Pals** Organize pen pals or e-mail pals from Germany or from a bilingual class in another city. Have the students write short descriptions in German about themselves and ask questions about the other students.
	➤ **Field Trip** Organize a field trip to a bilingual German school or class. Have the students from the bilingual school teach your students how to play some simple German games, make craft items and so on.
	➤ **Guest Speakers** Invite native German speakers of a similar age to the students to share information and pictures of their home countries. Have the students ask the guest speakers questions.

GC-1.5
valuing the culture

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

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express an interest in finding out about people their own age who speak German?	
➤ **Anecdotal Notes** Observe students as they exchange e-mails or letters with other students. Record anecdotal notes of the extent to which students are able to express an interest in finding out about people their own age who speak German (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Pen pals or e-mail pals, computer, Internet.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they learn simple German games and make crafts with other German language students. Use the checklist to assess if students are able to express an interest in finding out about people their own age who speak German (see sample blackline master in Appendix E: Observation Checklist).	➤ Bilingual German school or class.
➤ **Informal Observation** Observe the students as they listen to and ask questions of the guest speaker. Make mental notes of the extent to which students are able to express an interest in finding out about people their own age who speak German. Offer feedback, encouragement and praise as needed.	➤ Guest speakers, photographs.

Grade 6

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

GC-2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.1
awareness of first language

a. identify similarities and differences between their first language and German; e.g., different social conventions	➤ **Venn Diagram** Using Venn diagrams, have the students brainstorm similarities and differences between their first languages and German.
	➤ **Borrowed Words** Prepare a handout of words in English that have been borrowed from German and have the students identify the meaning of the words; e.g.,

– *Kindergarten* _____
(Kindergarten)
– *wunderbar* _____
(wonderful)
– *kaputt* _____
(broken)
– *Volkswagen* _____
(Volkswagon)
– *Oktoberfest* _____
(Octoberfest)
– *Adventskalender* _____
(Advent calendar)
– *Gesundheit* _____
(bless you)
– *sauerkraut* _____
(sauerkraut)

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

GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities and differences between their first language and German?	
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to identify similarities and differences between their first language and German (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ None required.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they identify English words borrowed from German. Use the rating scale to assess how well students are able to identify similarities and differences between their first language and German (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Borrowed words handouts.

Grade 6

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

GC-2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.2
general language knowledge

a. identify differences and similarities among phonology systems from different languages within their personal experience

➤ **Recognizing Languages**
Arrange the students into small groups and give each group several written samples of different languages; e.g., Japanese, Chinese, Spanish, Punjabi, German. Have the students, in groups, work together to identify the language of each of the writing samples.

➤ **Rhymes and Songs**
Play audio cassettes or CDs of children's rhymes and songs in different languages; e.g., "Twinkle, Twinkle Little Star." Repeat the rhyme or song a few times. Ask students to identify the key sounds they hear and then discuss their differences and similarities.

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GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify differences and similarities among phonology systems from different languages within their personal experience?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they work together to identify different languages. Use the checklist to assess if students are able to identify differences and similarities among phonology systems from different languages within their personal experience (see sample blackline master in Appendix E: Observation Checklist).	➤ Variety of writing samples from other languages; e.g., Japanese, Chinese, Spanish, Punjabi.
➤ **Anecdotal Notes** Observe students as they identify key sounds in different languages. Record anecdotal notes of the extent to which students are able to identify differences and similarities among phonology systems from different languages within their personal experience (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Audiocassettes or CDs of children's songs in different languages.

Grade 6

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

GC-2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.2
general language knowledge

b.   recognize that in any language there are different words for the same thing

➤ **Synonym Hunt**
Have the students brainstorm English words that mean the same thing; e.g., pants and trousers, trash and garbage, sneakers and runners, elastic and rubber band. Introduce German synonyms. Write the synonyms on cards and divide them into two piles. Distribute one pile to the students and place the other cards around the classroom. Ask the students to hunt for the synonyms for the words on their cards.

Extension
Have the students use a thesaurus (CD, Internet or book) to find words with similar meanings. Have them use the words to create a classroom display and add new words to their personal dictionaries.

Caution
Students should be monitored when they use the Internet.

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

GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• recognize that in any language there are different words for the same thing?

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before they begin the Synonym Hunt game. Use the rating scale to assess how well students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ Cards with synonyms written on them.

Grade 6

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

GC-2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.3
awareness of own culture

a. recognize and identify similarities and differences between their own culture and other cultures; e.g., occupations, seasonal activities

➤ **Food Field Trip**
Have the students visit a German restaurant or grocery store. Ask the students to look at the various food items on the menu or around the store and notice ingredients that are similar and different to those common in their own culture. Have the students note these similarities and differences in their learning logs.

➤ **Sharing Culture**
Ask the students to share their own cultural backgrounds with the class through presentations. They can share artifacts, food, songs and traditions. Encourage the students to gather information on their own cultures through family interviews.

➤ **Culture to Culture**
Invite the students from other language and culture programs (e.g., Japanese, Spanish) to celebrate the German culture with them. Ask the students to show the visiting students how to play games, make traditional foods and say a few words in German.

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

GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and identify similarities and differences between their own culture and other cultures?	
➤ **Learning Log** After attending a field trip to a German restaurant or grocery store, students reflect on their learning and on how well they were able to recognize and identify similarities and differences between their own culture and other cultures. For example: – I learned … – I would like to know more about …	➤ None required.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they begin their presentations on their own cultural backgrounds. Use the rating scale to assess how well students are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ None required.
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they share the German culture with other classes. Students use the checklist to determine if they are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ Students from other language and culture classes.

Grade 6

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

GC-2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.4
general cultural knowledge

a. recognize that speakers of the same language may come from different cultural backgrounds

➤ **Statistics Game**
Label several nets or baskets with numbers or percentages. Ask various questions about German speakers; e.g.,
–   How many German speakers are there in the world?
–   In which countries do people speak German?
–   How many German speakers are there in these countries?

Have the students answer by throwing a ball in the appropriate basket. Review statistics about the use of German around the world.

➤ **German Communities**
Have the students study a German-speaking community in a country other than Germany, e.g., Switzerland, United States, Canada, and create a presentation to share with the class. Consider video recording the presentations.

➤ **Language Map**
Ask the students to mark on a map of the world the different places where people speak German. Look at the completed map and discuss the different cultural backgrounds of people who speak German. The same activity could be completed for English or other languages spoken in the classroom.

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

GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that speakers of the same language may come from different cultural backgrounds?	
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they begin the statistics game. Use the checklist to assess if students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ German language statistics, nets or baskets, balls.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create presentations on German communities. Use the rubric to evaluate how well students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Various references, video camera and viewing station (optional).
➤ **Learning Log** After creating a language map, students reflect on their learning and on how well they were able to recognize that speakers of the same language may come from different cultural backgrounds. For example: – I learned … – I would like to know more about …	➤ World map, markers.

Grade 6

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

GC-2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.4
general cultural knowledge

b. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate

➤ **Cause and Effect**
Show pictures of different regions of Germany and discuss with the students how geography (location), climate or resources have various effects on culture; e.g., jobs, festivals, housing, celebrations, clothing. Have the students create cause and effect diagrams to show the relationship between these factors and the German culture.

➤ **Brochures**
Provide appropriate resources about particular regions in Germany, Canada or another country where German is spoken. Have the students work in groups to record key information in a chart. Ask the students to then make brochures of those regions and describe some of the factors that affect the culture there.

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

GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some of the factors that affect the culture of a particular region?	
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they create cause and effect diagrams. Use the checklist to assess if students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Observation Checklist).	➤ Pictures of different regions of Germany.
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create brochures on particular regions in Germany. Use the rubric to evaluate how well students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Various resources about the climate, geography and resources of various regions.

Grade 6

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

GC-2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC-2.5 valuing diversity a. identify the limitations of adopting a single perspective	➤ **What If?** Have the students write responses to the following scenarios: – You are accused of a crime and the judge only listens to the evidence against you. You are not allowed to speak. – One person is given complete control of all the schools in Alberta and decides to have students wear uniforms and that all music is to be banned. – The government decides that all Canadians are basically the same and cuts all multicultural programs. – Before taking a trip to Alberta, a foreign tourist studies what it is like in Ontario. Divide the students into groups and have them discuss the scenarios, focusing on the impact of adopting a single perspective.

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

GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• identify the limitations of adopting a single perspective?

➤ **Learning Log**
  After exploring the various scenarios, students reflect on their learning and on how well they were able to identify the limitations of adopting a single perspective.

➤ None required.

Grade 6

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

GC-2 appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC-2.6 intercultural skills a. reflect on their actions and the consequences of their actions for others	➤ **Facial Reactions** Have the students role-play eating a new and strange food for the first time. Have the students make faces showing they do not like it and the hosts act offended when they see these facial reactions. After this role-play, discuss as a class how the negative reactions might make the hosts feel. ➤ **Cause and Effect** Provide the students with positive and negative scenarios. Ask the students to complete cause and effect charts that show the possible effects of the actions described in the scenarios. For example: – An English-speaking Canadian laughs at a German immigrant because he or she mispronounced some English words. – An English-speaking Canadian helps a German immigrant find his or her way.

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

GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • reflect on their actions and the consequences of their actions for others?	
➤ **Observation Checklist** Create an outcome-based observation checklist and share it with students before they engage in role-plays. Use the checklist to assess if students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.
➤ **Rating Scale** Create an outcome-based rating scale and share it with students before they create cause and effect charts. Use the rating scale to assess how well students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➤ Various positive and negative scenarios.

Grade 6

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

GC-2   appreciating diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

GC-2.6
intercultural skills

b. explore how their perspective is shaped by a variety of factors	➤ **Learning and Perspective** Discuss with the students why they are learning German, what family background they have and how learning German will shape their perspectives. **Extension** Have the students look at assignments done earlier in the year and reflect on how what they have learned has shaped their perspectives. ➤ **Looking at Stereotypes** Provide pictures or stories that contain German stereotypes. For example, foreign speakers who cannot speak English properly are used in comedy acts and in comic films and television shows. Have the students brainstorm in groups to come up with other examples. Afterward, discuss how thinking about stereotypes has affected their perspectives on German people. ➤ **Perspective in Storytelling** Read a story about an event that is told from the point of view of one of the characters involved and have the students discuss their opinions on the events described in the story. Then read a story about the same event from the point of view of a different character. Discuss how this story changes the students' opinions. Discuss why the two people have different versions of the same story.

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

GC-2   appreciating diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore how their perspective is shaped by a variety of factors?	
➤ **Informal Observation** Observe students as they discuss how learning German has affected their perspectives. Make mental notes of the extent to which students are able to explore how their perspective is shaped by a variety of factors. Offer feedback, encouragement and praise as needed.	➤ None required.
➤ **Anecdotal Notes** Observe students as they brainstorm and discuss stereotypes. Record anecdotal notes of the extent to which students are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Various samples of stereotypes.
➤ **Learning Log** After reading a story, students reflect on their learning and on how well they were able to explore how their perspective is shaped by a variety of factors. For example: – I learned that … – What I learned will help me …	➤ Stories told from different perspectives.

Grade 6

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

GC-3   personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC-3.1 German language and culture a. identify some careers for which knowledge of German is useful	➤ **Brainstorm** Ask the students to brainstorm jobs or careers for which they think German would be useful. Students could look for information in career booklets or on the Internet; e.g., http://www.alis.gov.ab.ca. Have the students identify jobs in a variety of areas; e.g., – hospitality – business – travel – manufacturing – science – food preparation/service – government. Have the students, in pairs, create posters that advertise the career benefits of learning German. ➤ **Guest Speaker** Invite a guest speaker (e.g., high school counsellor, German business person) to talk about careers for which German is required, preferred or an asset. **Caution** Students should be monitored when they use the Internet.

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

GC-3   personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some careers for which knowledge of German is useful?	
➤ **Rubric** Collaboratively create an outcome-based rubric with the students before they create posters on jobs or careers. Use the rubric to evaluate how well students are able to identify some careers for which knowledge of German is useful (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➤ Career booklets, Internet Web sites for jobs with German language skills.
➤ **Informal Observation** Observe students as they interact with the guest speaker. Make mental notes of the extent to which students are able to identify some careers for which knowledge of German is useful. Offer feedback, encouragement and praise as needed.	➤ Guest speaker(s).

Grade 6

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

GC-3   personal and career opportunities

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC-3.1 German language and culture	b. identify some places that they could visit where German is spoken	➤ **Field Trip** Arrange for a field trip to an *Oktoberfest* or *Karneval* celebration at a local German club, German consulate, restaurant or store. Prior to the field trip, have the students create a list of possible phrases that will be spoken. Throughout the field trip, have the students check off the phrases they hear and use. After the field trip, have the students create a pamphlet for the place visited. ➤ **Brainstorm** Divide the class in half and have each group brainstorm some of the places that they could visit where German is spoken; e.g., places in your community, Alberta and Canada. Share the results of the brainstorming as a class and create a wall display for the classroom.

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

GC-3   personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some places that they could visit where German is spoken?	
➤ **Anecdotal Notes** Observe students as they participate in the field trip. Record anecdotal notes of the extent to which students are able to identify some places that they could visit where German is spoken (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm and create a wall display of places where German is spoken. Use the checklist to assess if students are able to identify some places that they could visit where German is spoken (see sample blackline master in Appendix E: Observation Checklist).	➤ None required.

Grade 6

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

GC-3   personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some countries where there is significant linguistic and cultural diversity	➤ **Culture in My Community** Ask the students to work as a class to create a cultural profile of their own community, in which they describe all of the different cultural groups that are represented in their community; e.g., German, Métis, French, Polish, Chinese, Irish, First Nations. If possible, have the students bring in pictures, menus or brochures of the various stores, businesses, churches and community groups that represent the different cultures. Create a wall display for the classroom. Discuss Canada as a multicultural country in which cultural and linguistic diversity is valued and how this is reflected in your own community. ➤ **The Towns in Cities** Divide the students into groups and have them choose a large multicultural city; e.g., San Francisco, New York, Melbourne, London, Paris. Have the students investigate the presence of cultural "towns" or neighbourhoods within the city; e.g., Chinatown, German town, Spanish town, Pakistani neighbourhoods. If possible, have them identify how many people of these different cultural groups live in the city.

GC-3.2 cultural and linguistic diversity

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

GC-3   personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some countries where there is significant linguistic and cultural diversity?	
➤ **Anecdotal Notes** Observe students as they participate in the cultural profile activity. Record anecdotal notes of the extent to which students are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.
➤ **Checklist and Comments** Create an outcome-based checklist and share it with students before they investigate the cultural diversity of a large city. Use the checklist to assess if students are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➤ References on various multicultural cities, Internet.

Strategies

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

S-1   language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S-1.1 cognitive

a. identify and use a variety of cognitive strategies to enhance language learning

➤ **Vocabulary Songs**
Encourage the students to use songs and familiar tunes to remember vocabulary and to perform actions to match the words of the song.

➤ **Personal Dictionaries**
Ask the students to create personal dictionaries including words that are interesting or challenging to them. Encourage the students to include a context for each word.

Extension
Teach the students to recognize word endings of verbs and adjectives. Have the students group the vocabulary words in their personal dictionaries by these spelling patterns.

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

S-1   language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- identify and use a variety of cognitive strategies to enhance language learning?

➤ **Anecdotal Notes**
Observe students as they learn vocabulary songs. Record anecdotal notes of the extent to which students are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., perform actions to match the words of a song, learn songs, incorporating new vocabulary (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Simple German songs.

➤ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create personal dictionaries. Students use the checklist to determine if their peers are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., perceive and note down unknown words and expressions, noting also their context and function (see sample blackline master in Appendix E: Observation Checklist).

➤ None required.

Grade 6

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

S-1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S-1.2 metacognitive

a. identify and use a variety of metacognitive strategies to enhance language learning

➤ **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 am I enjoying the most?
− What things am I having 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 can I use what I learned outside of school?

➤ **Taking Notes**
Write a brief factual paragraph in German on the board. Inform the students that they will be copying down the information into their notebooks and then checking their own work. Before the students begin the activity, encourage them to identify the metacognitive strategy they will be using.

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

S-1   language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of metacognitive strategies to enhance language learning?	

➤ **Learning Log/Conferencing**
After students describe their learning in their learning logs, conference with the students to determine how well they were able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher. Are they aware of their learning strategies and how well the strategies are working for them?

➤ None required.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they copy information into their notebooks. Students use the rating scale to assess how well they are able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., check copied writing for accuracy (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Brief paragraph in German.

Grade 6

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

S-1   language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S-1.3
social/affective

a. identify and use a variety of social and affective strategies to enhance language learning

➤ **Mental Imagery and Relaxation**
Before a presentation or test, guide the students through relaxation exercises; e.g., deep breathing, visualization. Have them practise positive mental imagery and positive self-talk to motivate themselves and to relax.

➤ **Work Together to Interpret**
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 begin. Have the students summarize the text and present their summaries to the rest of the class.

➤ **Rewarding Learning**
Have the students brainstorm possible rewards they can provide themselves for achieving a set task or learning outcome. Have the students create a rewards list and encourage and remind students to reward themselves when appropriate.

➤ **Reporting**
Post a simple text at the front of the room. Divide the students into groups and tell the students that they have to work together to read the text and go back to their seats to summarize it. Have the groups discuss strategies for remembering the text; e.g., looking for key words. Have the students then take turns going to the front and reading a portion of the text, then returning to their teams and reporting what they read. One team member records what has been recited. At the end of the activity, provide the students with the original text and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.

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

S-1   language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of social and affective strategies to enhance language learning?	
➤ **Learning Log** After presenting or writing a test, students reflect on their learning and on how well they were able to identify and use a variety of social and affective strategies to enhance language learning; e.g., use mental imagery and self-talk to feel competent to do the task.	➤ None required.
➤ **Anecdotal Notes** Observe the students as they interpret a short text in German. Record anecdotal notes of the extent to which they are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., work with a friend to interpret a text (see sample blackline master in Appendix E: Anecdotal Notes).	➤ Short text in German.
➤ **Informal Observation** Observe students as they create a rewards list. 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; e.g., provide personal motivation by arranging their own rewards when successful.	➤ None required.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they read and report on a simple text in groups. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups (see sample blackline master in Appendix E: Observation Checklist).	➤ Simple written texts in German.

Grade 6

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

S-2   language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S-2.1 interactive a. identify and use a variety of interactive strategies	➤ **Good Listeners and Speakers** Invite the students to brainstorm a list of the strategies used by good listeners and good speakers. These strategies are written on a chart with accompanying illustrations or visual cues. The chart is posted in the classroom for future reference. ➤ **Keep on Talking** Divide the students into pairs and have them speak in German to one another for as long as possible without using any English words. Have them use circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for understanding (e.g., "Am I making sense?").

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

S-2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of interactive strategies?	
➤ **Informal Observation** Observe students as they brainstorm the strategies used by good listeners and good speakers. Make mental notes of the extent to which students are able to identify and use a variety of interactive strategies; e.g., repeat part of what someone has said to confirm mutual understanding.	➤ Chart paper, markers.
➤ **Anecdotal Notes** Observe students as they keep talking in German for as long as possible. Record anecdotal notes of the extent to which students are able to identify and use a variety if interactive strategies; e.g., use circumlocution, mime or point, ask for clarification, ask follow-up questions (see sample blackline master in Appendix E: Anecdotal Notes).	➤ None required.

Grade 6

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

S-2   language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES

Students will be able to:

S-2.2 interpretive

a. identify and use a variety of interpretive strategies

➤ **Preparing for Listening**
Before a guest speaker comes into the classroom, have the students write down questions that they would like to have answered. Have them use these questions to focus their listening.

➤ **Prediction**
Before reading 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. After reading the text or listening to the guest speaker, students reflect in their learning logs on the accuracy of their predictions.

Extension
When reading a story or magazine they do not understand, encourage the students to look at the pictures, the general context, the titles and subtitles for clues.

➤ **Summarizing Text**
Divide the students into groups and have them read a text and summarize it. Have the groups use strategies such as preparing questions to help them locate key information found in the text (e.g., 5Ws and 1H), looking for key words and rereading several times to improve understanding.

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

S-2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of interpretive strategies?	
➤ **Self-assessment Checklist and Goal Setting** Create an outcome-based self-assessment checklist and share it with students before they listen to a guest speaker. Students use the checklist to determine if they are able to identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➤ Guest speaker.
➤ **Learning Log** After predicting the topic of a text or a guest speaker, students reflect on their learning and on how well they were able to identify and use a variety of interpretive strategies; e.g., use illustrations to aid reading comprehension, make predictions about what they expect to read or hear based on prior knowledge and personal experience.	➤ German text or guest speaker.
➤ **Anecdotal Notes** Observe students as they work together to summarize the text. Record anecdotal notes of the extent to which students are able to identify and use a variety of interpretive strategies; e.g., prepare questions to note information found in a text, look for key words, reread several times to understand complex ideas (see sample blackline master in Appendix E: Anecdotal Notes).	➤ German text.

Grade 6

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

S-2   language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of productive strategies	➤ **Complete the Sentences** Provide the students with familiar sentence starters in written form and have the students complete the sentences and create a paragraph. Encourage the students to use words and phrases in their personal dictionaries and those posted in the classroom.
S-2.3 productive	➤ **Repeating a Pattern** Review various rhymes and songs that have repetitive patterns. Read each line and have the students repeat it after you. Write the line on the board and have the students copy it. Complete an action for each line and have the students copy it. Then have the students use the sentence patterns to create their own poems and songs.
	➤ **The Writing Process** After viewing different examples of basic familiar fables or fairy tales, have the students create their own texts with illustrations following the example and using the writing process (prewriting, writing, revisions, correction and publication). Encourage the students to apply grammar rules to improve their texts and to avoid difficult structures by rephrasing.

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

S-2   language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
- identify and use a variety of productive strategies?

➤ **Anecdotal Notes**
Observe students as they complete the sentence starters. Record anecdotal notes of the extent to which students are able to identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences, use words that are visible in the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Several sentence starters.

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they say aloud, write and do the actions for a poem or story. Use the checklist to assess if students are able to identify and use a variety of productive strategies; e.g., use familiar repetitive patterns from rhymes and songs (see sample blackline master in Appendix E: Observation Checklist).

➤ Various rhymes and songs with repetitive patterns.

➤ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they create their own texts with illustrations based on a chosen example. Students use the rating scale to assess how well they are able to identify and use a variety of productive strategies; e.g., use the writing process (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ Examples of familiar fables or fairy tales.

Grade 6

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

S-3   general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S-3.1 cognitive

a. identify and use a variety of cognitive strategies to enhance general learning

➤ **Holiday Graphic Organizers**
Have the students create graphic organizers to visually represent the German holidays and festivals during the months of July and August.

➤ **Inquiry Process**
Ask the students to research a topic and create a presentation. Before beginning, have the students write questions to guide their research; e.g., using a KWL chart (see Appendix D: Graphic Organizers).

Encourage the students to access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations, to find the answers to their questions.

Caution
Students should be monitored when they use the Internet.

➤ **Picture Map**
Invite the students to create picture maps of the native animals of Germany. Have the students record this information by putting pictures of the animals on a map with brief descriptions.

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

S-3   general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of cognitive strategies to enhance general learning?	
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create a graphic representation of German holidays and festivals. Students use the checklist to determine if they are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ Reference material, Internet.
➤ **Observation Checklist** Create an outcome-based checklist and share it with students before they research on a topic and create a presentation. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research, seek information through a network of sources, including libraries, the Internet, individuals and agencies.	➤ None required.
➤ **Conferencing** Meet with the students to discuss if they are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., use a graphic representation to make information easier to understand and remember.	➤ Maps of Germany, various information sources, photographs, scissors, glue or tape.

Grade 6

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

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S-3.2 metacognitive a. identify and use a variety of metacognitive strategies to enhance general learning	➤ **Planning for a Task** Before beginning a task, have the students plan the steps they will take to complete a task. For example, the students plan a visit to a bilingual Kindergarten or Grade 1 class to present their play, dance or song. They record the different jobs that need to be done and who is responsible for completing them; e.g., making the backdrop, getting materials. Students record the plans in their learning logs and check their progress along the way.

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

S-3   general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• identify and use a variety of metacognitive strategies to enhance general learning?

➤ **Learning Log**
  After planning a visit to a bilingual Kindergarten or Grade 1 class, students reflect on their learning and on how well they were able to 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.

➤ None required.

Grade 6

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

S-3   general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	

S-3.3
social/affective

a. identify and use a variety of social and affective strategies to enhance general learning

➤ **Brainstorm**
Invite the students to brainstorm words and phrases that would assist them to work cooperatively with other students; e.g.,
–   *Das kannst du.* (You can do it.)
–   *Mach weiter so.* (Continue working hard.)
–   *Das ist richtig.* (That is correct.)
–   *Das nächste Mal.* (Next time.)

Encourage the students to use these phrases when involved in group work.

➤ **Group Planning and Problem Solving**
In small groups, have the students decide on a project; e.g., designing board games for Kindergarten and Grade 1 classes, creating an advertisement for a product relating to a unit of study, opening a classroom restaurant. Have the students 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 might make mistakes.

➤ **Free Exploration**
Provide a variety of resources (e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings and comics) on a variety of topics and allow the students to choose a topic of study and resources to support this study. Encourage the students to follow their own natural curiosity when choosing a topic.

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

SAMPLE ASSESSMENT STRATEGIES	MATERIALS

Focus for Assessment

Does the student:
• identify and use a variety of social and affective strategies to enhance general learning?

➤ **Observation Checklist**
Create an outcome-based checklist and share it with students before they brainstorm words and phrases that would assist them when working in groups. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks (see sample blackline master in Appendix E: Observation Checklist).

➤ None required.

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they work on group projects. Students use the checklist to assess if they are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks, take part in group problem-solving processes (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Various project materials.

➤ **Anecdotal Notes**
Observe students as they explore and choose a topic of study and resources to support this study. Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Various materials on various topics.

Appendices

Appendix A: Specific Outcomes Chart

GRADE 4

A–1 to receive and impart information		GRADE 4
A–1.1 share factual information	a. share basic information b. identify familiar people, places and things	**NOTES:**

A–2 to express emotions and personal perspectives		GRADE 4
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences b. express a personal response	**NOTES:**
A–2.2 share emotions, feelings	a. respond to and express basic emotions and feelings	

A–3 to get things done		GRADE 4
A–3.1 guide actions of others	a. ask for permission and make a variety of simple requests b. give and respond to simple oral instructions or commands	**NOTES:**
A–3.2 state personal actions	a. respond to offers, invitations and instructions b. ask or offer to do something	

A–3	to get things done (continued)		GRADE 4
A–3.3 manage group actions	a. express turn taking	**NOTES:**	

A–4	to form, maintain and change interpersonal relationships		GRADE 4
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information	**NOTES:**	

A–5	to extend their knowledge of the world		GRADE 4
A–5.1 discover and explore	a. investigate the immediate environment b. ask simple questions	**NOTES:**	
A–5.2 gather and organize information	a. gather simple information		
A–5.3 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others		
A–5.4 solve problems	a. experience problem-solving situations in the classroom		

		A–6 for imaginative purposes and personal enjoyment	GRADE 4
A–6.1 humour/fun	a. use German for fun	**NOTES:**	
A–6.2 creative/aesthetic purposes	a. use German creatively		
A–6.3 personal enjoyment	a. use German for personal enjoyment		

		LC–1 interpret and produce oral texts	GRADE 4
LC–1.1 aural interpretation	a. understand simple spoken sentences in guided situations	**NOTES:**	
LC–1.2 oral production	a. produce simple words, phrases and sentences, orally, in guided situations		
LC–1.3 interactive fluency	a. interact, using a combination of words and phrases, in guided situations		

LC–2	interpret and produce written and nonverbal texts		GRADE 4
LC-2.1 interpretation of written texts	a. understand simple written sentences in guided situations	**NOTES:**	
LC-2.2 written production	a. produce simple written words and phrases in guided situations		
LC-2.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations		
LC-2.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations		

LC–3	attend to form		GRADE 4
LC-3.1 phonology	a. relate all letters to the sounds they represent, including ä, ö, ü, ß b. pronounce learned words and phrases intelligibly	**NOTES:**	
LC-3.2 orthography	a. recognize some elements of the writing system; e.g., capitals b. spell learned words correctly		
LC-3.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • self • school • family • clothing • any other lexical fields that meet their needs and interests		

LC–3 attend to form (continued)		GRADE 4
LC–3.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • gender of familiar nouns • plural of familiar nouns • definite and indefinite articles of familiar nouns in nominative and accusative • personal pronouns (singular) in nominative • possessive adjectives (*mein/dein/sein/ihr*) • verbs (infinitive, first person singular and plural, present tense) • selected modal verbs in present tense (e.g., *kann, darf*) and placement of infinitive (e.g., *Ich möchte Wasser trinken.*) • imperative mood (singular) • yes/no questions (e.g., *Hast du eine Katze?*) • position of adverbs of preference (e.g., *gern*)	**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–4	apply knowledge of the sociocultural context	GRADE 4
LC–4.1 register	a. speak at a volume appropriate to specific classroom situations b. respond to tone of voice	**NOTES:**
LC–4.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions	
LC–4.3 variations in language	a. experience a variety of voices	
LC–4.4 social conventions	a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom	
LC–4.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in the cultures of the German-speaking world	

LC–5	apply knowledge of how discourse is organized, structured and sequenced	GRADE 4
LC–5.1 cohesion/coherence	a. imitate speech that uses simple link words	**NOTES:**
LC–5.2 text forms	a. experience a variety of oral text forms	
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns	

GC–1	historical and contemporary elements of the cultures of German-speaking peoples	GRADE 4
GC–1.1 accessing/analyzing cultural knowledge	a. ask questions, using their first language, about elements of the culture experienced in class	**NOTES:**
GC–1.2 knowledge of the culture	a. participate in activities and experiences that reflect elements of the culture	
GC–1.3 applying cultural knowledge	a. recognize elements of the culture in the classroom	
GC–1.4 diversity within the culture	a. experience diverse elements of the culture	
GC–1.5 valuing the culture	a. participate in cultural activities and experiences	

GC–2	appreciating diversity	GRADE 4
GC–2.1 awareness of first language	a. distinguish between their first language and German	**NOTES:**
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience	

GC–2	appreciating diversity (continued)	GRADE 4
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	**NOTES**
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	
GC–2.5 valuing diversity	a. work and play with others who are different	
GC–2.6 intercultural skills	a. adapt to new situations	

GC–3	personal and career opportunities	GRADE 4
GC–3.1 German language and culture	a. identify reasons for learning German	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	

S–1	language learning	GRADE 4
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	

S–1	language learning (continued)		GRADE 4
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning	**NOTES:**	

S–2	language use		GRADE 4
S–2.1 interactive	a. use simple interactive strategies, with guidance	**NOTES:**	
S–2.2 interpretive	a. use simple interpretive strategies, with guidance		
S–2.3 productive	a. use simple productive strategies, with guidance		

S–3	general learning		GRADE 4
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning	**NOTES:**	
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning		
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning		

GRADE 5

A–1 to receive and impart information		GRADE 5
A–1.1 share factual information	a. ask for and provide familiar information b. respond to simple, predictable questions c. describe people, places and things	**NOTES:**

A–2 to express emotions and personal perspectives		GRADE 5
A–2.1 share ideas, thoughts, opinions, preferences	a. identify favourite people, places, things or activities b. express a personal response to a variety of situations	**NOTES:**
A–2.2 share emotions, feelings	a. identify emotions and feelings b. express and respond to a variety of emotions and feelings	

A–3 to get things done		GRADE 5
A–3.1 guide actions of others	a. suggest a course of action and respond to a suggestion b. make and respond to a variety of simple requests c. seek, grant and withhold permission	**NOTES:**
A–3.2 state personal actions	a. indicate choice from among several options b. express a wish or a desire to do something	
A–3.3 manage group actions	a. manage turn taking b. ask for help	

A–4	to form, maintain and change interpersonal relationships	GRADE 5
A–4.1 manage personal relationships	a. initiate relationships; e.g., invite others to play b. apologize and refuse politely	**NOTES:**

A–5	to extend their knowledge of the world	GRADE 5
A–5.1 discover and explore	a. investigate the immediate environment b. make and talk about personal observations c. ask questions	**NOTES:**
A–5.2 gather and organize information	a. organize items in different ways b. record and share personal knowledge of a topic	
A–5.3 explore opinions and values	a. make connections between behaviour and values b. recognize differences of opinion	
A–5.4 solve problems	a. define a problem and search for solutions b. choose between alternative solutions	

A–6	for imaginative purposes and personal enjoyment	GRADE 5
A–6.1 humour/fun	a. use German for fun	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use German creatively	

A–6 for imaginative purposes and personal enjoyment (continued)		**GRADE 5**
A–6.3 personal enjoyment	a. use German for personal enjoyment	**NOTES:**

LC–1 interpret and produce oral texts		**GRADE 5**
LC–1.1 aural interpretation	a. understand short, simple oral texts in guided situations	**NOTES:**
LC–1.2 oral production	a. produce simple words, phrases and sentences, orally, in guided situations	
LC–1.3 interactive fluency	a. interact, using a combination of phrases and simple sentences, in guided situations	

LC–2 interpret and produce written and nonverbal texts		**GRADE 5**
LC–2.1 interpretation of written texts	a. understand short, simple written texts in guided situations	**NOTES:**
LC–2.2 written production	a. produce simple written sentences in guided situations	
LC–2.3 viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
LC–2.4 representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	

LC–3 attend to form		GRADE 5
LC–3.1 phonology	a. distinguish particular sounds of German represented by letters such as j, s, v, w, z, ie and ei b. use intelligible pronunciation, stress and intonation when producing simple, familiar words or phrases	**NOTES:**
LC–3.2 orthography	a. recognize and use some elements of the writing system	
LC–3.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • home • weather • food • friends • any other lexical fields that meet their needs and interests	

LC–3 attend to form (continued)		GRADE 5
LC–3.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • personal pronouns (plural) in nominative • possessive adjectives (*mein/dein/sein/ihr*) • verbs (present tense) • selected reflexive verbs (first person singular) (e.g., *sich erinnern, sich interessieren, sich freuen*) • simple past of *sein* and *haben* (first person singular) (*ich war, ich hatte*) • asking questions using interrogatives (e.g., *wer? wie?*) • sentence structure: inversion following expressions of time or place (e.g., *Heute gehe ich …*) • compound sentences using coordinating conjunctions (e.g., *und*) • negation (*nicht/kein*) • selected accusative prepositions (*durch, für, ohne, gegen, um*)	**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)		GRADE 5
LC–3.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • gender of familiar nouns • plural of familiar nouns • definite and indefinite articles of familiar nouns in nominative and accusative • personal pronouns (singular) in nominative • verbs (infinitive, first person singular and plural, present tense) • selected modal verbs in present tense (e.g., *kann, darf*) and placement of infinitive (e.g., *Ich möchte Wasser trinken.*) • imperative mood (singular) • yes/no questions (e.g., *Hast du eine Katze?*) • position of adverbs of preference (e.g., *gern*)	**NOTES:**

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–4	**apply knowledge of the sociocultural context**		**GRADE 5**
LC-4.1 register	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts	**NOTES:**	
LC-4.2 idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases		
LC-4.3 variations in language	a. acknowledge and accept individual differences in speech		
LC-4.4 social conventions	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered		
LC-4.5 nonverbal communication	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts		
LC–5	**apply knowledge of how discourse is organized, structured and sequenced**		**GRADE 5**
LC-5.1 cohesion/coherence	a. sequence elements of a simple story, process or series of events; e.g., *zuerst, danach, zuletzt* b. link words or groups of words in simple ways; e.g., using words like *und, dann*	**NOTES:**	
LC-5.2 text forms	a. recognize some simple oral and written text forms; e.g., lists, letters, stories, songs		

LC–5	apply knowledge of how discourse is organized, structured and sequenced	GRADE 5
	(continued)	

LC–5.3 patterns of social interaction	a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/ nonacceptance	**NOTES:**

GC–1	historical and contemporary elements of the cultures of German-speaking peoples	GRADE 5

GC–1.1 accessing/analyzing cultural knowledge	a. make observations of the culture; e.g., as it is portrayed in texts and in the community b. seek out information about the culture from authentic sources; e.g., people	**NOTES:**
GC–1.2 knowledge of the culture	a. participate in activities and experiences that reflect elements of the culture	
GC–1.3 applying cultural knowledge	a. identify elements of the culture in the school and community	
GC–1.4 diversity within the culture	a. identify some elements that reflect diversity within the culture	
GC–1.5 valuing the culture	a. participate in cultural activities and experiences	

GC–2 appreciating diversity		GRADE 5
GC–2.1 awareness of first language	a. identify similarities between their first language and German	**NOTES:**
GC–2.2 general language knowledge	a. identify differences and similarities among writing systems from different languages within their personal experience b. describe ways that languages can be taught and learned	
GC–2.3 awareness of own culture	a. recognize similarities between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	
GC–2.4 general cultural knowledge	a. recognize that a variety of cultural practices may be followed by their schoolmates and by different groups in their community b. recognize that culture is expressed through a variety of forms	
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives	
GC–2.6 intercultural skills	a. listen with attention to the opinions of others b. initiate and maintain new relationships; e.g., make a new classmate feel welcome	

GC–3	personal and career opportunities		GRADE 5
GC–3.1 German language and culture	a. identify some personal uses they have made of their knowledge of the German language and culture	**NOTES:**	
GC–3.2 cultural and linguistic diversity	a. identify some personal uses they have made of their knowledge of different languages and cultures		

S–1	language learning		GRADE 5
S–1.1 cognitive	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**	
S–1.2 metacognitive	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning		
S–1.3 social/affective	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning		

S–2	language use		GRADE 5
S–2.1 interactive	a. use a variety of simple interactive strategies, with guidance	**NOTES:**	
S–2.2 interpretive	a. use a variety of simple interpretive strategies, with guidance		
S–2.3 productive	a. use a variety of simple productive strategies, with guidance		

S–3	general learning		GRADE 5
S–3.1 cognitive	a.	use simple cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a.	use simple metacognitive strategies to enhance general learning	
S–3.3 social/affective	a.	use simple social and affective strategies to enhance general learning	

GRADE 6

A–1 to receive and impart information		GRADE 6
A–1.1 share factual information	a. describe people, places, things and series or sequences of events or actions	**NOTES:**

A–2 to express emotions and personal perspectives		GRADE 6
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others; e.g., keep a journal	**NOTES:**
A–2.2 share emotions, feelings	a. inquire about and share personal experiences involving an emotion or a feeling	

A–3 to get things done		GRADE 6
A–3.1 guide actions of others	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions	**NOTES:**
A–3.2 state personal actions	a. make and respond to offers and invitations b. inquire about and express ability and inability to do something	
A–3.3 manage group actions	a. encourage other group members to act appropriately; e.g., work quietly b. assume a variety of roles and responsibilities as group members	

A–4	to form, maintain and change interpersonal relationships	GRADE 6
A–4.1 manage personal relationships	a. talk about themselves and respond to the talk of others by showing attention and interest b. make and break social engagements	**NOTES:**

A–5	to extend their knowledge of the world	GRADE 6
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	**NOTES:**
A–5.2 gather and organize information	a. compose questions to guide simple research b. identify sources of information c. record observations	
A–5.3 explore opinions and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience	
A–5.4 solve problems	a. understand and use problem-solving processes	

A–6	for imaginative purposes and personal enjoyment	GRADE 6
A–6.1 humour/fun	a. use German for fun and to interpret simple humour	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use German creatively and for aesthetic purposes	

		GRADE 6
A–6 for imaginative purposes and personal enjoyment (continued)		
A–6.3 personal enjoyment	a. use German for personal enjoyment	**NOTES:**

		GRADE 6
LC–1 interpret and produce oral texts		
LC–1.1 aural interpretation	a. understand short, simple oral texts in guided and unguided situations	**NOTES:**
LC–1.2 oral production	a. produce short, simple oral texts in guided situations	
LC–1.3 interactive fluency	a. interact, using a combination of phrases and simple sentences, in guided and unguided situations	

		GRADE 6
LC–2 interpret and produce written and nonverbal texts		
LC–2.1 interpretation of written texts	a. understand short, simple written texts in guided and unguided situations	**NOTES:**
LC–2.2 written production	a. produce short, simple written texts in guided situations	
LC–2.3 viewing	a. derive meaning from visual and nonverbal elements of a variety of media in guided and unguided situations	
LC–2.4 representing	a. express meaning through the use of visual and nonverbal elements in a variety of media in guided situations	

LC–3 attend to form		GRADE 6
LC–3.1 phonology	a. recognize some of the effects that intonation and stress have in different situations b. use intelligible pronunciation, stress and intonation when producing familiar words or phrases	**NOTES:**
LC–3.2 orthography	a. recognize and use some elements of the writing system; e.g., capitalization b. apply common spelling rules to write familiar words	
LC–3.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • holidays • hobbies • community • pets/animals • any other lexical fields that meet their needs and interests	
LC–3.4 grammatical elements	a. use, in modelled situations[1], the following grammatical elements: • compound nouns • possessive pronouns (plural) (*unser, euer, ihr*) • imperative mood (plural) • perfect tense (limited selection of verbs) • selected dative prepositions (*aus, bei, mit, nach, seit, von, zu*) • comparison of adjectives (comparative form only) • simple past of *sein* and *haben* (third person singular) (*er war, er hatte*)	

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–3.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • personal pronouns (plural) in nominative • possessive adjectives (*mein/dein/sein/ihr*) • verbs (present tense) regular • selected reflexive verbs (first person singular) (e.g., *sich erinnern, sich interessieren, sich freuen*) • simple past of *sein* and *haben* (first person singular) (*ich war, ich hatte*) • asking questions using interrogatives (e.g., *wer? wie?*) • sentence structure: inversion following expressions of time or place (e.g., *Heute gehe ich …*) • compound sentences using coordinating conjunctions (e.g., *und*) • negation (*nicht/kein*) • selected accusative prepositions (*durch, für, ohne, gegen, um*)	**NOTES:**

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–3.4 grammatical elements	c. use, independently and consistently,[3] the following grammatical elements: • gender of familiar nouns • plural of familiar nouns • definite and indefinite articles of familiar nouns in nominative and accusative • personal pronouns (singular) in nominative • verbs (infinitive, first person singular and plural, present tense) • selected modal verbs in present tense (e.g., *kann, darf*) and placement of infinitive (e.g., *Ich möchte Wasser trinken.*) • imperative mood (singular) • yes/no questions (e.g., *Hast du eine Katze?*) • position of adverbs of preference (e.g., *gern*)	**NOTES:**

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

LC–4 apply knowledge of the sociocultural context		GRADE 6
LC–4.1 register	a. experiment with and use informal language in familiar contexts	**NOTES:**
LC–4.2 idiomatic expressions	a. use learned idiomatic expressions to enhance communication	
LC–4.3 variations in language	a. experience a variety of accents, variations in speech and regional variations in language	

LC–4	apply knowledge of the sociocultural context (continued)		GRADE 6
LC–4.4 social conventions	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation; e.g., turn taking	**NOTES:**	
LC–4.5 nonverbal communication	a. identify and use appropriate nonverbal behaviours in a variety of familiar contexts		

LC–5	apply knowledge of how discourse is organized, structured and sequenced		GRADE 6
LC–5.1 cohesion/ coherence	a. link simple sentences coherently; e.g., on a single theme b. use common conventions to structure texts; e.g., titles, captions	**NOTES:**	
LC–5.2 text forms	a. use some simple text forms in their own oral and written productions; e.g., graphs, questionnaires		
LC–5.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking		

GC–1	historical and contemporary elements of the cultures of German-speaking peoples		GRADE 6
GC–1.1 accessing/analyzing cultural knowledge	a. compare some elements of the culture with their own culture; e.g., geography and climate	**NOTES:**	

	GC–1 historical and contemporary elements of the cultures of German-speaking peoples (continued)		GRADE 6
GC–1.2 knowledge of the culture	a. explore some elements of the culture b. identify some things they have in common with people their own age who live in the culture	**NOTES:**	
GC–1.3 applying cultural knowledge	a. identify commonalities and differences between the culture and their own culture		
GC–1.4 diversity within the culture	a. identify commonalities and differences among diverse groups within the culture		
GC–1.5 valuing the culture	a. identify similarities between themselves and people of the culture b. express an interest in finding out about people their own age who speak German		

	GC–2 appreciating diversity		GRADE 6
GC–2.1 awareness of first language	a. identify similarities and differences between their first language and German; e.g., different social conventions	**NOTES:**	
GC–2.2 general language knowledge	a. identify differences and similarities among phonology systems from different languages within their personal experience b. recognize that in any language there are different words for the same thing		

GC–2	appreciating diversity (continued)		GRADE 6
GC–2.3 awareness of own culture	a. recognize and identify similarities and differences between their own culture and other cultures; e.g., occupations, seasonal activities	**NOTES:**	
GC–2.4 general cultural knowledge	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate		
GC–2.5 valuing diversity	a. identify the limitations of adopting a single perspective		
GC–2.6 intercultural skills	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors		
GC–3	personal and career opportunities		GRADE 6
GC–3.1 German language and culture	a. identify some careers for which knowledge of German is useful b. identify some places that they could visit where German is spoken	**NOTES:**	
GC–3.2 cultural and linguistic diversity	a. identify some countries where there is significant linguistic and cultural diversity		
S–1	language learning		GRADE 6
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	**NOTES:**	

			GRADE 6
S–1	**language learning** (continued)		**GRADE 6**
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	**NOTES:**	
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning		
S–2	**language use**		**GRADE 6**
S–2.1 interactive	a. identify and use a variety of interactive strategies	**NOTES:**	
S–2.2 interpretive	a. identify and use a variety of interpretive strategies		
S–2.3 productive	a. identify and use a variety of productive strategies		
S–3	**general learning**		**GRADE 6**
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	**NOTES:**	
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning		
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning		

Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

Die Tiere	Animals
der Bär	bear
der Biber	beaver
der Bison	bison
der Büffel	buffalo
die Katze	cat
das Backenhörnchen	chipmunk
die Kuh	cow
das Reh	deer
der Hund	dog
die Ente	duck
der Hirsch	elk
der Fuchs	fox
die Ziege	goat
die Gans	goose
die Henne	hen
das Pferd	horse
das Murmeltier	marmot
der Elch	moose
die Bergziege	mountain goat
die Maus	mouse
der Otter	otter
das Schwein	pig
das Stachelschwein	porcupine
der Puma	puma
das Kaninchen	rabbit
der Waschbär	raccoon
der Hahn	rooster

Die Tiere	Animals (continued)
der Seehund	seal
das Schaf	sheep
das Stinktier	skunk
das Eichhörnchen	squirrel
der Truthahn	turkey
das Walross	walrus
der Wolf	wolf

Der Karneval	Carnival
der Karneval /der Fasching / die Fastnacht	carnival
der Karnevalsverein	carnival association
die Maske	mask
maskieren	to mask
tanzen	to dance
der Rosenmontag	Monday during Mardi Gras
der Umzug	parade with floats
die Altweiberfastnacht	special event for women during Mardi Gras
die Hexe	witch

Die Weihnachten	Christmas
der Adventskalender	advent calendar
der Adventskranz	advent wreath
der Engel	angel
der Kuchen	cake
die Kerze	candle
die Schokolade	chocolate
das Plätzchen	cookie
die Nuss/Nüsse	nut/s
das Christkind	Christ child
der Weihnachtsmann	Santa Claus

Die Weihnachten	Christmas (continued)
der Weihnachtsschmuck	Christmas decoration
das Weihnachtslied	Christmas song
"Stille Nacht, Heilige Nacht"	"Silent Night, Holy Night"
"O Tannenbaum"	"Oh, Christmas Tree"
der Tannen-/Weihnachtsbaum	Christmas tree
das Lametta	tinsel
die Weihnachtskrippe	manger
die Weihnachtsfeier	Christmas celebration
der Weihnachtsmarkt	Christmas market
der Heilige Abend	Holy Night
die Bescherung	distribution of presents
das Geschenk	gift
die Lichter	lights
kommerzialisiert	commercialized
Das Neue Jahr	New Year
der Silvester	New Year's Eve
tanzen	to dance
umarmen	to embrace
schenken	to give a present
das Glücksschwein	lucky pig
das Marzipan	almond paste
der Glücksklee	lucky clover
der Rauchfangkehrer	chimney sweep
das Hufeisen	horseshoe
die Zukunft vorhersagen	to tell the future
das Feuerwerk	fireworks
Glück bringen	to be a lucky charm
Blei giessen	to melt lead
Formen deuten	to interpret shapes
Prosit Neujahr!	Happy New Year!

Die Ostern	Easter
der Aschermittwoch	Ash Wednesday
die Fastenzeit	Lent
Der Osterhase bemalt die Ostereier und versteckt sie unter und hinter den Möbeln.	The Easter bunny paints the Easter eggs and hides them under and behind the furniture.
Ein Osterei ist gefärbt und bemalt.	An Easter egg is painted and decorated with ornaments.
das Schokoladenei	chocolate egg
der Brauch	custom
Kleine Kinder suchen die Ostereier in der Wohnung und im Garten	Small children look for the Easter eggs in the home and the garden.
Der Geburtstag	**Birthday**
Ich möchte meinen Geburtstag mit Freunden und Verwandten feiern.	I would like to celebrate my birthday with friends and relatives.
Ich bin am 2. Februar geboren.	I was born on February 2.
Ich habe am Sonntag Geburtstag.	My birthday is on Sunday.
Am Sonntag bin ich 16 Jahre alt.	On Sunday I will be 16.
ein Geschenk geben	to give a present
der Geburtstagskuchen/die Geburtstagstorte	birthday cake
die Kerzen ausblasen	to blow out the candles
Das Klassenzimmer	**Classroom**
das Aquarium	aquarium
der Atlas	atlas
die Tafel	blackboard
das Buch	book
die Pinnwand	bulletin board
der Taschenrechner	calculator

Das Klassenzimmer	Classroom (continued)
der Stuhl	chair
die Kreide	chalk
die Uhr	clock
die Kleiderbügel	coat hooks
der Buntstift	coloured pencil
der Computer	computer
der Schrank	cupboard
der Schreibtisch	desk
das Wörterbuch	dictionary
der Radiergummi	eraser
der Füller	fountain pen
der Globus	globe
der Klebstoff/Kleber	glue
das Arbeitsblatt	handout/worksheet
der Locher	hole punch
das Tippex	liquid paper
die Brottasche	lunch bag
die Marker, die Filzstifte	markers
das Notizbuch	notebook
der Tageslichtprojektor	overhead projector
ein wasserlöslicher Folienstift	overhead pen (washable)
das Papier	paper
die Büroklammer	paper clip
der Kugelschreiber (Kuli)	pen
der Bleistift	pencil
das Federmäppchen	pencil case
der Bleistiftspitzer	pencil sharpener
das Lineal	ruler
die Schule	school
die Schultasche	school bag
die Schere	scissors

Das Klassenzimmer	Classroom (continued)
die Leinwand	screen
das Regal	shelf
das Waschbecken	sink
der Hefter	stapler/binder
die Schülerin	student (fem.)
der Schüler	student (masc.)
der Tisch/das Pult	student desk
der Reißnagel	tack
das Tonbandgerät	tape recorder
der Lehrer/die Lehrerin	teacher
das Fernsehen	television
die Folie	transparency
der Videorekorder	VCR
der Papierkorb	wastebasket
das Fenster	window
das Heft	workbook
die Weltkarte	world map
Die Kleidung	Clothing
der Rucksack	backpack
die Tasche	bag
die Badehose	bathing pant
der Badeanzug	bathing suit
der Gürtel	belt
der Bikini	bikini
die Bluse	blouse
die Stiefel	boots
der Mantel	coat
das Kleid	dress

Die Kleidung	Clothing (continued)
die Brille	glasses
die Handschuhe	gloves
der Hut	hat
der Bademantel	housecoat
die Jacke	jacket
die Jeans	jeans
die Joggingschuhe	joggers
der Jogginganzug	jogging suit
die Fausthandschuhe	mittens
die Hose	pants
die Handtasche	purse
der Schlafanzug	pyjamas
der Regenmantel	raincoat
die Gummistiefel	rubber boots
die Sandalen	sandals
der Schal	scarf
das Hemd	shirt
die Schuhe	shoes
die kurze Hose	short pants/shorts
der Skianzug	ski suit
der Rock	skirt
die Pantoffeln/die Hausschuhe	slippers
die Freizeitschuhe	sneakers
die Socken	socks
der Anzug	suit
der Sonnenhut	sun hat
die Sonnenbrille	sunglasses
der Pullover	sweater
die Krawatte	tie
die Skimütze	touque

Die Kleidung	Clothing (continued)
das T-Shirt	T-shirt
der Regenschirm	umbrella
die Unterwäsche	underwear
die Brieftasche	wallet
die Uhr	watch
Die Farben	**Colours**
schwarz	black
blau	blue
braun	brown
grün	green
grau	grey
orange	orange
rosa	pink
lila	purple
rot	red
weiß	white
gelb	yellow
Die Wochentage	**Days of the Week**
der Sonntag	Sunday
der Montag	Monday
der Dienstag	Tuesday
der Mittwoch	Wednesday
der Donnerstag	Thursday
der Freitag	Friday
der Samstag	Saturday
Familie	**Family**
die Tante	aunt
der Bruder	brother
die Kusine	cousin (fem.)

Familie	Family (continued)
der Cousin	cousin (masc.)
die Tochter	daughter
der Vater	father
der Großvater	grandfather
die Oma	grandma
die Großmutter	grandmother
der Opa	grandpa
die Mutter	mother
das Haustier	pet
die Schwester	sister
der Sohn	son
der Onkel	uncle
Das Essen	Food
der Apfel	apple
die Banane	banana
das Brot	bread
die Butter	butter
der Kuchen	cake
die Mohrrübe/die Karotte	carrot
das Müsli	cereals
der Käse	cheese
das Huhn	chicken
der Kaffee	coffee
der Mais	corn
der Nachtisch	dessert
die Eier	eggs
der Fisch	fish
die Pommes Frites	French fries
das Obst	fruits
die Trauben	grapes

Das Essen	Food (continued)
der Schinken	ham
das Eis/die Eiskrem	ice cream
das Fleisch	meat
die Milch	milk
die Orange	orange
der Orangensaft	orange juice
der Pfirsich	peach
die Erbsen	peas
die Ananas	pineapple
die Kartoffel	potato
die Kartoffelchips	potato chips
das Salz und der Pfeffer	salt and pepper
die Wurst	sausage
das Steak	steak
die Erdbeere	strawberry
der Tee	tea
die Tomate	tomato
das Gemüse	vegetables
Die Begrüßungen	Greetings
Tschüss!/Tschüs!	Bye!
Guten Tag.	Good day.
Guten Abend.	Good evening.
Guten Morgen.	Good morning.
Gute Nacht.	Good night.
Auf Wiedersehen.	Goodbye.
Hallo.	Hello.

Die Monate	Months
der Januar	January
der Februar	February
der März	March
der April	April
der Mai	May
der Juni	June
der Juli	July
der August	August
der September	September
der Oktober	October
der November	November
der Dezember	December
Die Nummern Zahlen	Numbers
null	0
eins	1
zwei	2
drei	3
vier	4
fünf	5
sechs	6
sieben	7
acht	8
neun	9
zehn	10
elf	11
zwölf	12
dreizehn	13
vierzehn	14
fünfzehn	15
sechzehn	16

Die Nummern Zahlen	Numbers (continued)
siebzehn	17
achtzehn	18
neunzehn	19
zwanzig	20
einundzwanzig	21
zweiundzwanzig	22
dreiundzwanzig	23
vierundzwanzig	24
fünfundzwanzig	25
sechsundzwanzig	26
siebenundzwanzig	27
achtundzwanzig	28
neunundzwanzig	29
dreißig	30
einunddreißig	31
vierzig	40
fünfzig	50
sechzig	60
siebzig	70
achtzig	80
neunzig	90
hundert	100
zweihundert	200
ein Tausend	1000
Der Körper	Parts of the Body
der Knöchel	ankle
der Arm	arm
der Rücken	back
die Brust	breast
der Hintern	buttocks

Der Körper	Parts of the Body (continued)
die Backe/die Wange	cheek
das Kinn	chin
das Ohr	ear
der Ellbogen	elbow
die Augenbraue	eyebrow
die Wimper	eyelash
das Auge	eyes
der Finger	finger
der Fingernagel	fingernail
der Fuß	foot
die Stirn	forehead
das Haar	hair
die Hand	hand
der Kopf	head
die Ferse	heel
die Hüften	hips
das Knie	knee
das Bein	leg
die Lippen	lips
der Mund	mouth
der Hals	neck
die Nase	nose
das Schienbein	shin
die Schulter	shoulder
der Zahn/die Zähne	tooth/teeth
der Daumen	thumb
die Zehe	toe
der Körper	torso
der Rumpf	trunk
das Handgelenk	wrist

Die Pronomen	Pronouns
er	he
sein	his
ich	I
es	it
mein	my
unser	our
sie	she
ihre	their
ihr	they
wir	we
du	you
Sie	you (formal)
dein	your
euer	your (plural)
Die Jahreszeiten	**Seasons**
der Herbst	autumn (fall)
der Frühling	spring
der Sommer	summer
der Winter	winter
Verben	**Verbs**
regnen	to rain
backen	to bake
sein	to be
können	to be able to
(ein) kaufen	to buy
zelten	to camp
tragen	to carry
klettern	to climb

Verben	Verbs (continued)
kochen	to cook
fahren	to drive
essen	to eat
gehen	to go
haben	to have
hören	to hear
lieben	to love
(an)malen	to paint
spielen	to play
lesen	to read
suchen	to search, to look for
spitzen	to sharpen (pencil)
rutschen	to slide
schneien	to snow
schwimmen	to swim
schaukeln	to swing
besuchen	to visit
schreiben	to write
möchten	would like to
Das Wetter	**Weather**
wolkig	cloudy
kalt	cold
nebelig	foggy
heiß	hot
Es regnet.	It is raining.
Es schneit.	It is snowing.
sonnig (heiter)	sunny
warm	warm
windig	windy

Idiomatische Ausdrücke	Idiomatic Expressions
Auf die Plätze, fertig, los!	On your mark, get set, go!
Bis morgen!	See you tomorrow!
Das Buch gehört ins Regal.	This book belongs on the shelf.
Das Buch gehört mir.	The book belongs to me.
Das gefällt mir (sehr)!	I like that (very much)!
Das ist toll!	This is fantastic!
Das macht mir keinen Spaß.	I don't enjoy that at all.
Das macht nichts.	That doesn't matter.
Das schmeckt gut.	That tastes good.
Der Hund tut dir nichts.	The dog won't hurt you.
Einverstanden!	Agreed!
Er hat sich verspätet.	He is late.
Gesundheit!	Bless you!
Gib mir …, bitte.	Give me the …, please!
Glück haben	to be fortunate/lucky
Gute Idee!	That's a good idea!
Guten Appetit!	Enjoy your meal!
Herzlichen Glückwunsch/Alles Gute zum Geburtstag!	Happy birthday!
Ich habe Hunger/Durst.	I am hungry/thirsty.
Klar!	Of course!
Komm schon!	Come on!
Mäuschenstill sein	to be as quiet as a mouse
mit dem Kopf nicken	to nod
Sie ist böse auf mich.	She is upset with me/angry at me.
Sport treiben	to play sports
Tschüs(s)!	Bye!
Viel Glück!	Good luck!
Viel Spaß!/Habt Spaß!	Have fun!

Idiomatische Ausdrücke	Idiomatic Expressions (continued)
Viel Vergnügen!	Enjoy yourself/yourselves!
Was gibt's heute Abend im Fernsehen?	What's on television tonight?
Was gibt's zum Abendessen?	What's for dinner?
Was hältst du davon?	What do you think about that?
Was ist hier/denn los?	What's going on (here) ?
Was möchtest du?	What would you like? What do you want?
Ausdrücke für Schüler/ Schülerinnen	Expressions for Students
Note: Always address your teacher, professor or other school personnel as **Sie**! Your fellow students should be addressed as **du** (one) or **ihr** (more than one).	
Bin ich dran?	Is it my turn?
Bitte wiederholen Sie das!	Could you please repeat that? (to teacher)
Darf ich bitte das Fenster aufmachen?	May I open the window, please?
Darf ich bitte zur Toilette gehen?	May I go to the washroom, please?
Darf ich zu meinem Schließfach gehen?	May I go to my locker?
Der Fuß/Kopf/Hals/Bauch tut (mir)weh.	My foot/head/throat/stomach hurts.
Entschuldigung, ich habe meine Hausaufgaben vergessen.	Sorry, I forgot my homework.
Entschuldigung?Wie bitte?	Sorry?Pardon me!
Es macht mir Spaß.	I enjoy it.
Es tut mir Leid.	I am sorry.
Etwas langsamer, bitte.	Slow down, please!
Haben wir Hausaufgaben?	Do we have homework?

Ausdrücke für Schüler/ Schülerinnen	Expressions for Students (continued)
Ich habe das schon gemacht. Ich bin fertig.	I've already done that. I'm done.
Ich habe den Bus verpasst.	I missed the bus.
Ich verstehe das nicht.	I don't understand that.
Ich weiß (es) nicht.	I don't know.
Kann ich das auf Englisch sagen?	Can I say it in English?
Können Sie mir helfen?	Can you help me?
Mein Bus hatte 10 Minuten Verspätung.	My bus was 10 minutes late.
Was heißt ... auf Deutsch?	What's the German word for ...?
Wie heißt das auf Englisch?	How do you say that/this in English?
Welche Seite/Übung?	Which page/exercise?
Ausdrücke für Lehrer/ Lehrerinnen	**Expressions for Teachers**
Alle zusammen.	All together.
Aufpassen! Pass/Passt auf!	Pay attention!
Beeilt euch bitte.	Hurry up! Be quick!
Beende die Geschichte.	Finish the story.
Benutze ein Wörterbuch.	Use a dictionary.
Bilde Sätze.	Make sentences.
Bildet bitte Dreier-/ Vierergruppen.	Please form groups of three/ four.
Bis wieviel Uhr hast du Unterricht?	At what time are your classes over?
Bitte nicht rennen.	Don't run, please!
Blättert um auf Seite ...	Turn to page ...

Ausdrücke für Lehrer/ Lehrerinnen	Expressions for Teachers (continued)
Bleibt sitzen.	Remained seated.
Brauchst du Hilfe?	Do you need help?
Bring mir …, bitte.	Bring me the …, please.
Das ist leider falsch.	That's wrong, I'm afraid.
Das stimmt!	That's right!
Du alleine.	Only you.
Du bist dran.	Your turn.
Du hast Recht.	You are right.
Spielen wir!	Let's play a game!
Setz deine Spielfigur … Felder vor.	Move your marker/game piece ____ spaces ahead.
Ich habe gewonnen.	I have won.
Nehmt euch eine Spielfigur und stellt sie auf das Startfeld.	Choose a different game piece each and place it on "START."
Würfelt der Reihe nach.	Take turns to roll/throw the dice.
Würfle.	Throw the dice.
Rücke drei Felder vor.	Move forward three spaces.
Wenn du eine sechs würfelst, bist du nochmals dran.	If you throw a 6, have another turn.
Wer die höchste Zahl gewürfelt hat, beginnt (fängt an).	The player that rolls the highest number goes first.
Du musst einmal aussetzen!	You miss a turn!
Du musst jetzt … Felder zurück!	You have to go back … spaces.
Peter ist zuletzt dran.	Peter's turn is last.
Du mogelst!/Du schummelst!	You are cheating!
Erzähl von deinem Haustier.	Talk about your pet.

Ausdrücke für Lehrer/ Lehrerinnen	Expressions for Teachers (continued)
Etwas lauter, bitte.	Louder, please! Speak up!
Fangen wir an/Beginnen wir.	Let's begin.
Gehen wir zur Turnhalle!	Let's go to the gym!
Geht langsam.	Walk slowly.
Guten Morgen, Kinder. Guten Tag.	Good morning, children. Good day.
Hast du das verstanden?	Did you understand?
Hat es geläutet?	Did the bell ring?
Hier sind vier Bilder. Was siehst du auf dem ersten Bild?	Here you see a series of four pictures. Describe what you see in the first picture.
Hör auf!	Stop (doing this)!
Hör bitte damit auf./Halt!	Stop it (that), please!
Hör/Hört mir bitte zu!	Please listen to me!
Hört gut zu.	Listen carefully!
Ich bin euer Deutschlehrer. Ich heiße … Wie heißt du?	I'm your German teacher. My name is … What's your name?
Ich helfe dir.	I'll help you.
Jetzt in Gruppen.	Now in groups.
Kann ich helfen?	Can I help?
Kannst du die Arbeitsblätter bitte verteilen?	Could you pass out the worksheets?
Komm/gehe zur Tafel.	Come/go to the board.
Lest den Text auf Seite …	Read the text on page …
Lies vor.	Read out loud.
Mach das Fenster zu.	Shut the window(s).
Mach das nicht.	Don't do that.

Ausdrücke für Lehrer/ Lehrerinnen	Expressions for Teachers (continued)
Mach dein Heft auf/zu.	Open/close your book.
Mach die Tür auf.	Open the door.
Mach/Schalte das Licht an/aus.	Switch on/off the light.
Machen wir weiter.	Let's go on.
Macht die Augen zu.	Close your eyes.
Macht diese Übung als Hausaufgabe.	Do this exercise for homework.
Mal das Bild an.	Colour the picture.
Meldet euch/Zeigt auf.	Raise your hand. Put up your hand.
Moment, bitte.	Just a minute.
Nicht so laut, bitte!	Not so loud, please!
Nicht so schnell, bitte.	Not so fast, please.
Noch einmal bitte!	Could you please repeat that? (to student) One more time. Again. Let's repeat.
Prima! Wunderbar! Toll! Super! Ausgezeichnet! Klasse!	Good! Excellent!
Rate mal.	Guess …
Richtig. Stimmt.	That's right/correct.
Ruhe bitte!	Be quiet! Quiet please!
Sag es noch einmal.	Say it again.
Schade!	Too bad!
Schaut mich an.	Look at me.
Schlagt das Buch auf Seite 25 auf.	Open your textbook at page 25.
Schreib über deine Familie.	Write about your family.
Schreibe das Wort an die Tafel.	Write the word on the board.
Sei(d) ruhig. Ruhe bitte.	Be quiet.

Ausdrücke für Lehrer/Lehrerinnen	Expressions for Teachers (continued)
Setz dich/Setzt euch bitte.	Sit down, please.
Sieh dir die Bilder an.	Look at the pictures.
Steht auf!	Stand up!
Such dir einen Partner.	Find a partner.
Sucht euch bitte einen Partner.	Please form pairs/pair off.
Verstehst du mich?	Do you understand me?
Vorsicht! Passt auf!	Watch out! Be careful!
Warte an der Tür.	Wait at the door.
Was siehst du auf dem Bild?	What do you see in the picture?
Wer ist dran?	Who's turn is it?
Wer ist zuerst dran?	Who is first?
Wer möchte jetzt singen?	Who'd like to sing? Who is going to sing?
Wer will anfangen? Wer ist der erste?	Who wants to start?
Wie bitte?	What was that? (not understood)
Wie sagt man ... auf Deutsch?	How do you say … in German?
Wie schreibt man das?	How do you write/spell that?
Wiederholt mit mir.	Repeat with me.
Wisch die Tafel ab.	Clean the board.
Zeichne ein Zimmer.	Draw a room.
Zuerst du, dann du ...	Now you, and you, then you …

Fragen zum Thema Schule	Questions about School
Hast du gute Noten?	Do you have good grades?
Hast du nette Lehrer?	Are your teachers nice?
Um Punkt halb drei.	At 2:30 sharp.
Um wieviel Uhr fängt die Schule an?	At what time does school start?
Wann hast du Ferien?	When are your holidays?
Wann hast du Pausen?	When are your breaks?

Appendix C: Planning Tools

Instructional Planning Guide

As you design a learning activity, consider 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 grade 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
  - ___ 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 spaces.

❑ 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, for example:

___ 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 whether 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 necessary preparations for alternative testing procedures, resources and materials.
❑ Does the student need:
___ an audio recording of the test
___ a scribe to write down his or her 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 assignments and text due dates on a master calendar and have students write these dates in their agendas.
❑ Show students how to plan for longer assignments by using a calendar.
❑ Show students how to study for an upcoming 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 the task for more condensed periods of time, if necessary.
❑ Prepare an assignment summary with task increments and time line 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

Grade(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

Grade(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Student Activities:

Outcomes:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Lesson Topics:

Unit Focus:

Duration:

Addressing Learner Diversity:

Learning Strategies:

Assessment:

Unit Plan A

Grade(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					

Unit Plan C

Title:	Time line:

General outcome:

Specific outcomes	Learning strategies and activities
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit)	
Assessment strategies and activities	**Enrichment strategies**
Resources	
Home/school/community connections	**Cross-curricular connections**

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	Lesson Description
✦ Applications ✦ Language Competence ✦ Global Citizenship ✦ Strategies **Possible Student Learning Strategies:**	

Differentiation of Instruction	Assessment	Materials
☐ yes ☐ not necessary If yes, description:		

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 is 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.	❍	❍
• I communicate clearly what my expectations of the students are during the class.	❍	❍
• 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.	❍	❍
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	❍	❍
• 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.	❍	❍
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	❍	❍
• I highlight important information by using bold, italics and different coloured text.	❍	❍
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	❍	❍
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	❍	❍
• I repeat important ideas and concepts by rephrasing and using multiple examples.	❍	❍
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	❍	❍
• 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.	❍	❍
• I provide examples and non-examples of concepts.	❍	❍
• 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.	❍	❍
• I provide students with opportunities to discuss concepts with a partner or small group.	❍	❍
• I provide students with opportunities to work with and/or practise new skills and concepts.	❍	❍
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	❍	❍
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	❍	❍

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.
- ☐ 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; e.g., 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).
- ☐ Audio 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
❑ Use less difficult/alternative reading material. ❑ Reduce amount of reading required. ❑ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❑ Set time limits for specific task completion. ❑ Enlarge text of worksheets and reading material. ❑ Extend time to complete tests and assignments. ❑ Use large print editions of tests. ❑ Read test items aloud to student. ❑ Read standard directions several times at start of exam. ❑ Audio record directions. ❑ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	❑ Reduce volume of work. ❑ Break long-term assignments into manageable tasks. ❑ Extend time for completing assignments. ❑ Offer alternative assignments. ❑ Allow student to work on homework while at school. ❑ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❑ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). ❑ Waive spelling, punctuation and paragraphing requirements. ❑ Accept keyword responses instead of complete sentences. ❑ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).	❑ Provide alternative seating: — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ❑ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels). ❑ Permit movement during class activities and testing sessions. ❑ Provide directions in written form: — on board — on worksheets — copied in assignment book by student. ❑ Set time limits for specific task completion. ❑ Extend time to complete tests and assignments. ❑ Allow student to take breaks during tests. ❑ Use multiple testing sessions for longer tests. ❑ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ❑ Provide cues; e.g., arrows, stop signs on worksheets and tests. ❑ Provide a quiet, distraction-free area for testing. ❑ Allow student to wear noise buffer device such as headphones to screen out distracting sounds. ❑ Provide checklists for long, detailed assignments.	❑ Provide a written outline. ❑ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ❑ Provide a specific process for turning in completed assignments. ❑ Provide checklists for long, detailed assignments. ❑ Read and discuss standard directions several times at start of examination. ❑ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ❑ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	❑ Use assistive and adaptive devices: — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ❑ Set realistic and mutually agreed-upon expectations for neatness. ❑ Reduce or eliminate the need to copy from a text or board; e.g., — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. ❑ Extend time to complete tests and assignments. ❑ Alter the size, shape or location of the space provided for answers. ❑ Accept keyword responses instead of complete sentences. ❑ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need 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 an audio 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 the readability of the 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 examinations
❑ allowing students to practise taking similar test questions.

Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

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 approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	PLAN	INTERVIEW
RESEARCH	YOUR IDEA	SURVEY
DISPLAY	CREATE	EVALUATE

Sample Independent Study Agreement

Name:	Grade:	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 alternative 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 names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

- -

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of German
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of German and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in German or in your own language
- find information, using reference materials such as dictionaries, textbooks, grammars and technological aids
- use available technological aids to support language learning; e.g., audio recorders
- 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 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, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a Learning Log

- experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify factors that might hinder successful completion of a task and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective 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 to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- ask for clarification or repetition when you do not understand; e.g., *Was meinst du damit*?, *Kannst du das bitte wiederholen*?
- use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in German
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte*?, *Entschuldigung*?, *Das habe ich nicht verstanden*, raised eyebrows, blank look
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look

- start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will …*
- use a simple word similar to the concept to convey and invite correction; e.g., *Fisch* for *Forelle*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Kann man das sagen*?
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Also …, Was wollte ich sagen …*
- use circumlocution to compensate for lack of vocabulary; e.g., *Das Ding, aus dem man trinkt* for *Glas*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Was du also damit sagen willst, ist …, Du meinst also, dass …*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Verstehst du, was ich meine*?
- use suitable phrases to intervene in a discussion; e.g., *Da wir gerade dabei sind …*
- self-correct if errors lead to misunderstandings; e.g., *Was ich eigentlich damit sagen will …*
- express approval or positive feedback; e.g., *Ich finde das gut.*

Interpretive Language Use Strategies

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

Productive Language Use Strategies

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media

- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

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
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task

- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- discuss strategies with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective General Learning Strategies

- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

Origami Finger Game Folding Directions
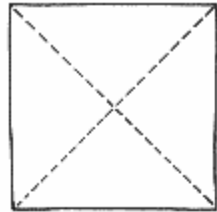
1. Fold color side down on both diagonals. Unfold
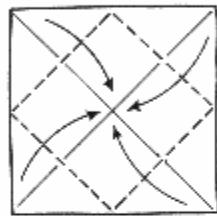
2. Fold all four corners to center
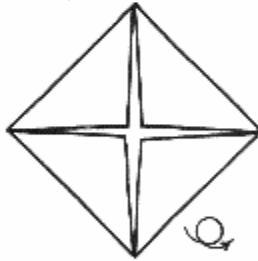
3. Turn paper over
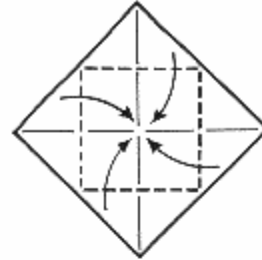
4. Again, fold all corners to center
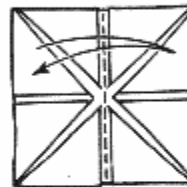
5. Fold paper in half and unfold
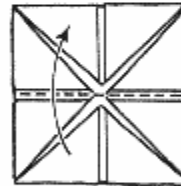
6. Fold in half from top to bottom. Do not unfold.

7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

Sample Long-range Plan

Long-range Plans

Grade Level(s): ___4___   School Year: _____   Teacher: _____

Unit Focus: Classroom Expressions	**Unit Focus**: Meeting People/All About Me
Duration: September	**Duration**: September/October
Unit Description: Teach and post basic classroom expressions to be used throughout the school year. Focus on classroom routines.	**Unit Description**: Students learn and practise questioning techniques. Games reinforce vocabulary for colours, numbers and the alphabet. Students describe a partner and themselves.

Unit Focus: Classroom Expressions

Unit Focus: Meeting People/All About Me

Outcomes (Classroom Expressions):
A–3.1a, b
A–3.2a, b
A–5.3a
LC–4.2a
LC–4.4a, b

Outcomes (Meeting People/All About Me):

A–1.1a, b	LC–1.1a	LC–3.2a, b
A–2.1a	LC–1.2a	LC–3.3a
A–2.2a	LC–1.3a	LC–4.1a, b
A–4.1b, c	LC–2.1a	LC–4.4a, b
A–6.3a	LC–2.2a	LC–4.5a
GC–1.2a	LC–2.3a	LC–5.3a
GC–2.6a	LC–2.4a	S–1.1a
	LC–3.1b	S–2.2a
		S–3.1a

Unit Focus: Family/Christmas	**Unit Focus**: School Life in the Wintertime
Duration: November/December	**Duration**: January/February
Unit Description: Students learn family vocabulary and describe their families, family activities and family Christmas traditions. Students participate in traditional German Christmas activities.	**Unit Description**: Students learn vocabulary for days of the week, months, seasons and classroom items. Bingo, Twenty Questions and memory games are used to reinforce the concepts.

Outcomes (Family/Christmas):

A–1.1a, b	LC–1.1a	LC–4.1a
A–2.1a, b	LC–1.2a	LC–4.3a
A–2.2a	LC–1.3a	LC–4.4a, b
A–3.3a	LC–2.1a	GC–1.1a
A–4.1a, c	LC–2.2a	GC–1.2a
A–5.1b	LC–2.3a	GC–1.3a
A–5.2a	LC–2.4a	GC–1.4a
A–5.3b	LC–3.1b	GC–1.5a
A–6.1a	LC–3.2a, b	GC–2.1a
A–6.2a	LC–3.3a	GC–2.4a
A–6.3a	LC–3.4	GC–2.5a
		GC–2.6a

Outcomes (School Life in the Wintertime):

A–4.1c	LC–2.4a	GC–2.5a
A–5.1a, b	LC–3.1b	GC–2.6a
A–5.2a	LC–3.2b	S–1.1a
A–5.3b	LC–3.3a	S–1.3a
A–6.1a	LC–3.4	S–2.2a
LC–1.1a	LC–4.1a	S–2.3a
LC–1.2a	LC–5.2a	S–3.1a
LC–1.3a	LC–5.3a	S–3.3a
LC–2.1a	GC–1.1a	
LC–2.2a	GC–1.3a	
LC–2.3a	GC–2.1a	

Long-range Plans

Grade Level(s): ___4___   School Year: _____   Teacher: _____

Unit Focus: Easter/Spring	**Unit Focus**: Holidays/Free Time
Duration: March/April	**Duration**: May/June
Unit Description: Students use yes and no questioning techniques. They learn Easter and spring vocabulary and some German Easter traditions.	**Unit Description**: Students learn holiday and sports vocabulary. They work on listening comprehension and sequencing main ideas.

Outcomes (Easter/Spring):

A–1.1a	LC–2.1	GC–1.2
A–2.1b	LC–2.2a	GC–1.3
A–3.3a	LC–2.3a	GC–1.4
A–4.1c	LC–3.1a	GC–1.5
A–5.1a	LC–3.2a, b	GC–2.3
A–5.4a	LC–3.3	GC–2.4
A–6.1a	LC–4.1	GC–2.6
A–6.2a	LC–4.2a	S–1.1
A–6.3a	LC–4.4a, b	S–1.3
LC–1.1	LC–5.1	S–2.2
LC–1.2	LC–5.2	S–2.3
LC–1.3	LC–5.3	

Outcomes (Holidays/Free Time):

A–2.2	LC–2.2a	GC–2.2b
A–3.1a	LC–2.3a	GC–2.3a
A–5.1a, b	LC–2.4a	S–1.1a
A–5.2a	LC–3.1a, b	S–1.3a
A–5.3b	LC–3.2a, b	S–2.2a
A–6.1a	LC–3.3a	S–2.3a
LC–1.1a	LC–4.1a, b	S–3.1a
LC–1.2a	LC–5.1a	S–3.3a
LC–1.3a	LC–5.2a	
LC–2.1a		

Sample Unit Plan 1 (Grade 4)

Time Frame: <u>September</u>
Topic: <u>Classroom Expressions</u>

To be taught during the first few months of school for students to review and use throughout the year.

Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions	Materials
A–3.1a, b A–3.2a, b A–3.3a A–5.3a LC–3.4 LC–4.2a LC–4.4a, b GC–3.1	• Teach and practise an introductions song. • Play a game related to identifying numbers. • Create booklets that use classroom expressions in German. • Discuss with students the value of learning a second language.	Asking for permission/being polite: • *Darf ich bitte zur Toilette gehen?* • *Darf ich einen Schluck Wasser trinken?* • *Darf ich meinen Bleistift spitzen?* • *Bitte.* • *Danke!* Expressions of encouragement/taking turns: • *Bravo!* • *Mach so weiter!* • *Gut gemacht!* • *Prima!* • *Du bist dran!* • *Wie bitte?* • numbers	• Basic classroom expressions posters • Bingo game materials • Magazines

Sample Unit Plan 2 (Grade 4)

Time Frame: <u>September/October</u>
Topic: <u>Meeting People/All About Me</u>

Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions, etc.	Materials	Possible Culminating Tasks

A–1.1a, b
A–2.1a
A–2.2a
A–4.1b, c
A–6.1a
A–6.3a
LC–1.1a
LC–1.2a
LC–1.3a
LC–2.1a
LC–2.2a
LC–2.3a
LC–2.4a
LC–3.1b
LC–3.2a, b
LC–3.3a
LC–4.1a, b
LC–4.4a, b
LC–4.5a
LC–5.3a
GC–1.2a
GC–2.1a
GC–2.6a
S–1.1a
S–2.2a
S–3.1a
	• Interview classmates (inside–outside circle: students ask questions, answer questions, then move to speak to a new partner).
	• Play colour bingo.
	• Play number bingo.
	• Play around the world, using simple math questions with answers under 20.
	• *Abzählreim* (see materials).
	• Take on an imaginary identity and, working with partners, ask and answer questions.
	• Explain that German speakers shake hands when greeting one another.
	• Explain that personal space is closer for Germans than for Canadians.
	• Sing the alphabet song.
	• Show aural comprehension of expression by drawing expressions on empty faces; e.g.,
	  ☺ *Es geht mir sehr gut.*
	  ☺ *Es geht mir gut.*
	  ☺ *Es geht mir so-so.*
	  ☹ *Es geht mir schlecht.*
	• Play card games to practise saying their numbers.
		• Questions and Answers
		Wie heißt du _____? Ich heiße ____.
		Wer bist du? Ich bin ____.
		Wie alt bist du? Ich bin ___ Jahre alt.
		Wie geht's? Es geht mir sehr gut, gut, so-so, schlecht.
		Bist du ein Mädchen/ein Junge?
		Ich bin ein Mädchen/ein Junge.
		Bist du groß oder klein? Ich bin ____.
		Welche Farbe sind deine Augen und Haare?
		Ich habe ___ Augen und ___ Haare.
		Was machst du gern? nicht gern?
		Ich ___ gern (___.)
		Ich ___ nicht gern (___.)
		• numbers 0–20
		• colours: *blau, grün, gelb, rot, braun, weiß, schwarz, blond, orange, rosa, lila, grau.*
		• Greetings: *Hallo, Guten Tag, Tschüss, Auf Wiedersehen*
		• Alphabet
			• *Abzählreim*
			1, 2, 3, 4, 5, 6, 7
			Eine alte Frau kocht Rüben.
			Eine alte Frau kocht Speck. Und du bist weg.
			(This is used to decide who goes first in the card game.)
			• Alphabet song: *Das Deutschmobil*
			• Internet: www.dltk-cards.com (bingo)
			• Deck of cards
				• Students create a visual representation of what they look like, how they feel, what they like/dislike.
				• Students prepare a collage of themselves and write a description.
				• Students conduct an interview, pretending to meet someone for the first time; e.g., a new student.

Sample Unit Plan 3 (Grade 4)

Time Frame: <u>November/December</u>
Topic: Family and Christmas (<u>*Familie/Weihnachten*</u>)

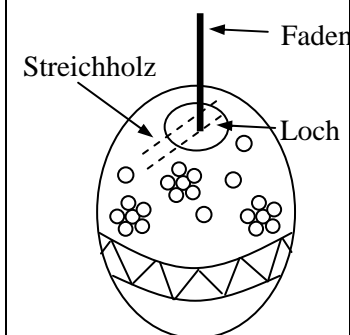| Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions, etc.	Materials	Possible Culminating Tasks

A–1.1a, b
A–2.1a, b
A–2.2a
A–3.3a
A–4.1a, c
A–5.1b
A–5.2a
A–5.3b
A–6.1a
A–6.2a
A–6.3a
LC–1.1a
LC–1.2a
LC–1.3a
LC–2.1a
LC–2.2a
LC–2.3a
LC–2.4a
LC–3.1b
LC–3.2a, b
LC–3.3a
LC–3.4
LC–4.1a
LC–4.3a
LC–4.4a, b
LC–4.5a
LC–5.1a
LC–5.2a
LC–5.3a
GC–1.1a
GC–1.2a
GC–1.3a
GC–1.4a
GC–1.5a
	• Play family member bingo.
	• Create web of family activities (use verbs).
	• Read a picture book about a family.
	• Examine and learn Christmas carols in German.
	• Write a Christmas wish list: *Ich möchte gern ____ haben.*
	• *Gouin* series of sentences describing how to decorate a *Weihnachtsbaum*:
	  1. Teacher says: *Ich nehme die Kugel und hänge sie an den Tannenbaum.* Students repeat phrase.
	  2. *Jetzt hänge ich die Glocke dran.* Students repeat phrase.
	• Choose their favourite Christmas carols and illustrate them.
	• Play 20 Questions with a secret Christmas gift.
	• Guest speakers come in to describe their German Christmas traditions.
	• Write a letter to parents telling what they learned about German Christmas traditions.
	• Design a Christmas card with traditional greetings.
	• Play a Christmas vocabulary memory game.
		• possessive pronouns (*mein/dein*)
		• verbs:
		sein *(ein) kaufen*
		haben *möchten*
		besuchen *spielen*
		essen *lieben*
		backen *kochen*
		• Yes and no questions; e.g., *Hast du Geschwister?*
		• vocabulary:
		Weihnachten
		n. m.
		das Geschenk *der Tannenbaum*
		das Christkind *der Adventskalender*
		das Plätzchen *der Adventskranz*
		        der Schmuck
		f. pl.
		die Schokolade *die Nüsse*
		        die Weihnachtslieder
		        die Familie
		f. m.
		die Mutter *der Vater*
		die Schwester *der Bruder*
		die Oma *der Opa*
		die Tante *der Onkel*
		die Kusine *der Cousin*
		pl.
		die Großeltern
		• Numbers to 50
		• *Frohe Weihnachten und ein Gesundes Neues Jahr!*
			• *Das Deutschmobil*
			• Christmas verse "*Advent, Advent, ein Lichtlein brennt. Erst eins, dann zwei, dann drei, dann vier. Dann steht das Christkind vor der Tür.*"
			• Recordings and words of Christmas carols
			• Boney M Christmas CD containing English and German lyrics
				• Students complete a Family Poster about Christmas and present it orally.
				• Students act out a skit introducing family members.
				• Students create an *Adventskalender* and describe it or they fill the pockets with notes for mom and dad; e.g., *Ich mache mein Zimmer sauber.*

Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions, etc.	Materials	Possible Culminating Tasks
GC–2.1a GC–2.2b GC–2.3a GC–2.4a GC–2.5a GC–2.6a GC–3.2a S–1.1a S–1.2a S–1.3a S–2.2a S–2.3a S–3.1a S–3.3a				

Sample Unit Plan 4 (Grade 4)

Time Frame: <u>January/February</u>
Topic: <u>School Life in the Wintertime</u>

Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions	Materials	Possible Culminating Tasks

A–4.1c
A–5.1a, b
A–5.2a
A–5.3b
A–6.1a
LC–1.1a
LC–1.2a
LC–1.3a
LC–2.1a
LC–2.2a
LC–2.3a
LC–2.4a
LC–3.1b
LC–3.2b
LC–3.3a
LC–3.4
LC–4.1a
LC–5.2a
LC–5.3a
GC–1.1a
GC–1.3a
GC–2.1a
GC–2.5a
GC–2.6a
S–1.1a
S–1.3a
S–2.2a
S–2.3a
S–3.1a
S–3.3a
	• Make a little booklet matching illustrations, seasons and months, then read it to classmates.
	• Play winter vocabulary bingo (see Web sites).
	• Fold a sheet of paper into 8 sections. Square #1 *Meine Woche*; squares 2–8, e.g.., *"Am Montag gehe ich Schlittschuh laufen."* Add one sentence and one illustration to each square.
	• Play a game of Twenty Questions. Provide the students with a list of twenty questions; e.g.,
	Gehst du am Sonntag Schlittschuh laufen?
	Schreibst du in das Heft?
	Liest du ein Buch?
	Malst du ein Bild?
	• Have one student pick an answer card from an envelope. Classmates ask questions until they find the correct question. The student with the answer card answers with *ja* or *nein*.
	• Play the game *"In meiner Schultasche ist _____"*
	Student 1: *"In meiner Schultasche ist ein Lineal."*
	Student 2: *"In meiner Schultasche sind ein Lineal und ein Heft."*
	Student 3: *"In meiner Schultasche sind ein Lineal, ein Heft*
		• days of the week
		• months of the year
		• seasons
		• classroom vocabulary
		n. *m.*
		das Heft *der Bleistift*
		das Buch *der Kuli*
		das Papier *der Radiergummi*
		das Lineal *der Klebstoff*
		         der Spitzer
		         der Lehrer
		         der Schüler
		f.
		die Schultasche
		die Kreide
		die Schere
		die Brottasche
		die Schülerin
		• *Wetter*
		Es ist _____.
		heiß *heiter*
		kalt *windig*
		warm *nebelig*
		sonnig *wolkig*
		Es ____.
		regnet
		schneit
		• verbs: *Schule – schreiben, lesen, hören, (an) malen, gehen.* Winter – *Schlitten fahren, Ski fahren, Snowboarden, Schlittschuh laufen, einen Scheemann bauen, im Schnee spielen*
			• *Das Deutschmobil 1*
			• Songs: *Die Jahresuhr* from Rolf Zukowski *(Rolf und seine Kinder)*
			• Internet: www.dltk-cards.com (bingo)
			• Internet: www.ffh.de (weather report) www.swr1.de
				• Students prepare an oral weather report pretending to be a weather forecaster on television; e.g., *Am Sonntag wolkig mit Regen. Temperatur 17°.*
				• Have a discussion about weather in Germany.

Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions	Materials	Possible Culminating Tasks
	und eine Schere."	• Vocabulary *Karneval (Fasching)* *die Maske* *Helau!* (*nari naro* [said in Germany at parades]) *Rosenmontag* *Altweiberfastnacht* *die Hexe* *der Umzug*		

Sample Unit Plan 5 (Grade 4)

Time Frame: March/April
Topic: Easter/Spring

Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions	Materials	Possible Culminating Tasks

A–1.1a
A–2.1b
A–3.3a
A–4.1c
A–5.1a
A–5.4a
A–6.3a
A–6.1a
A–6.2a
LC–1.1
LC–1.2
LC–1.3
LC–2.1
LC–2.2a
LC–2.3a
LC–3.1
LC–3.2a, b
LC–3.3
LC–4.1
LC–4.2
LC–4.4b
LC–5.1
LC–5.2
LC–5.3
GC–1.1
GC–1.2
GC–1.3
GC–1.4
GC–1.5
GC–2.3
GC–2.4
GC–2.6
S–1.1
	• Students work in groups and generate *ja/nein* questions using word lists (brainstormed) or picture cards; e.g., *Hast du ein Osterei? Ja, ich habe ein Osterei./Nein, ich habe kein Osterei.*
	Siehst du ein Osterei?/Seht ihr ein Osterei? Ja, wir sehen ein Osterei./Nein, wir sehen kein Osterei.
	• *Gouin* series—to make decorated Easter eggs.
	• Easter cards—make, decorate
	• Twenty Questions cards with a spring/Easter theme.
	• Create a chain activity of Easter/spring sentences. *Ich esse Schokolade. Tim isst Schokolade und ich esse Eier.*
	Tim isst Schokolade, Rose isst Eier und ich kaufe Blumen.
	• Read a simple Easter story and respond to it; e.g., *"Das Buch ist toll."*
	• *Frühling/Ostern* bingo
	• Role-play—skit about Easter/spring, using modelled sentences.
	• Scavenger hunt—home or class activity.
	• Fortune teller (focus on topical questions).
		• *ja/nein* questions (for spring/Easter pictures)
		• Vocabulary
		n. *m.*
		das Gras *der Baum*
		das Blatt *der Wind*
		das Wetter *der Regen*
		Ostern *März*
		das Frühjahr *April*
		                der Korb
		f. *pl.*
		die Blume *die Schokoladeneier*
		die Schokolade *die Zuckereier*
		die Sonne *bunte Eier*
		die Luft *die Familien*
		                die Blätter
		adjectives
		windig, warm, heiter, sonnig, klar, bewölkt
		expressions
		Frohe Ostern!
		verbs
		besuchen
		essen
		suchen
		Rad fahren
		n. *m.*
		das T-Shirt *der Regenschirm*
		das Fahrrad *der Rock*
		                der Ball
		                der Hut
			• *Deutsch Mobil*
			• Word lists/picture cards—theme spring/Easter
			• Calendar pictures
				• Create own bingo card (dltk-cards.com/bingo)
				• Easter verses at www.blinde-kuh.de.
				• Making a decorated Easter egg:
				Ei ausblasen
				Ei mitbringen
				Streichholz abbrechen
				Faden anbinden
				Streichholz ins Loch stecken
				Ei bunt anmalen
				Ei aufhängen

Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions	Materials	Possible Culminating Tasks
S–1.3 S–2.2 S–2.3 S–3.1a	• *Zeitangabe*—flip book of time verb and nouns to create sentences. • Students use magazines and flyers to choose and describe a spring wardrobe; e.g., *Mein Modebuch.* • Students play a memory game, making singular and plural forms. • Students practise using idiomatic expressions while playing bingo or snakes and ladders; e.g., *Toll!* *Gut gemacht!* *Du hast Pech gehabt.* *Du hast Glück gehabt.*	*f.* *pl.* *die Hose* *die Schuhe* *die kurze Hose die Sandalen* *die Tasche* *die Socken* *die Jeans* *die Gummistiefel* *die Bluse* *die Jacke* *die Sonnenbrille* verbs *tragen* *haben* *sein* • *Für die Schule: Ich trage eine rote Hose/ein blaues T-shirt/grüne Sandalen.* • *Für eine Party: Ich trage …* • *Für eine Familienfeier: Ich trage ...* • *Für meine Freizeit: Ich trage ...*		

Sample Unit Plan 6 (Grade 4)

Time Frame: May/June
Topic: Holidays/*Freizeit*

Outcome Focus	Key Teaching and Learning Activities	Vocabulary, Grammatical Elements, Expressions	Materials	Possible Culminating Tasks
A–1.1a A–2.2 A–3.1a A–5.1a, b A–5.2a A–5.3b A–6.1a A–6.2a LC–1.1a LC–1.2a LC–1.3a LC–2.1a LC–2.2a LC–2.3a LC–2.4a LC–3.1a, b LC–3.2a, b LC–3.3a LC–3.4 LC–4.1a, b LC–5.1a LC–5.2a LC–5.3a GC–2.2b GC–2.3a S–1.1a S–1.3a S–2.1a S–2.2a S–2.3a S–3.1a S–3.3a	• Choral or echo activities. • Students conduct a survey to find out their favourite activities. The class makes a graph of the results. • Charades—students make up simple sentences for others to act out. • Play the game *"In meinem Koffer habe ich … (Akkusativ).* einen Sonnenhut/ eine Badehose/ ein Handtuch.* • Play card game of "Go Fish" with summer vocabulary. • Play memory game. • Class discussion of cognates. • Listening comprehension activity. Provide students with a series of pictures. Describe a picture and the students must identify it. • Use the *Deutschmobil #1* or add to own personal dictionary. • Sequencing of sentence parts. Write up a few sentences and cut them up. Students must put them back together in the correct order. • Discuss summer holidays in Germany.	• Vocabulary: Hobbies/*Freizeit*: *n.* *m.* *das Handtuch* *der Badeanzug* *das T-shirt* *der Bikini* *das Schwimmbad* *der Koffer* *das Kleid* *der Sonnenhut* *der See* *der Rock* *f.* *pl.* *die Badehose* *die Sandalen* *die Shorts* *die Schuhe* *die Sonnenbrille* *die Hose* *die Sonnenschutzcreme* verbs *Fußball spielen* *Tennis spielen* *Baseball spielen* *Rad fahren* *Skateboarden* *Skaten (in-line Skaten)* *Klavier spielen* *Gitarre spielen* *schaukeln* *rutschen* *klettern* *schwimmen* *zelten* *Ich kann _____.* *Du kannst _____.* *Ich spiele gern _____.* *Spielst du gern _____?* • *Akkusative* *Artikel (der, die, das, einen, eine, ein)*	• Pictures of activities • Flash cards of summer clothing, activities • Internet: www/dltk-cards.com • *Das neue Deutschmobil #1 Arbeitsbuch Vokabelbuch*	• A simple travel brochure in which students pick a destination and include the following information: – *Wir fahren nach ____.* – *Hier kann man _verb_.* – *Hier trägt man _____.* – *Hier isst man _____.* – *In den Koffer packen wir _____ …* – ⎫ – ⎬ to be filled in independently by the students. – ⎭ • Students pick their favourite month of the year and make a poster including typical weather in that month and any special holiday activities they like to do in that month.

Lesson Title: Self-introduction (30 minutes)

Date and Class: Day 1
Objective: Students will learn to introduce themselves. They will comprehend and pronounce two questions and answers.

1. *Wie heißt du? Ich heiße _____.* (What is your name? My name is _____.)
2. *Bist du ein Mädchen? Ja, ich bin ein Mädchen.* (Are you a girl? Yes, I'm a girl.)
   Bist du ein Junge? Ja, ich bin ein Junge. (Are you a boy? Yes, I'm a boy.)

Outcomes Addressed

Applications: 1.1a, 5.1b
Language Competence: 1.1a, 1.2a
Global Citizenship: 2.4a
Strategies: 1.1a

Materials Required

Chart with song
Popsicle sticks labelled with male and female names

Teaching and Learning Activities

1. Teach the song *"Ich bin ich"* to the tune of "Twinkle, Twinkle Little Star."
   Ich bin ich und (I am I and)
   Du bist du (You are you)
   Ich heiße _____. (My name is _____.)
   Wie heißt du? (What's your name?)
2. Introduce yourself.
   Ich heiße _____. (My name is _____.)
   Wie heißt du? (What's your name?)
3. Do a choral response and have students repeat:
   a. individually
   b. in rows
   c. whole class
4. Introduce the next question.
5. Form an inside–outside circle. Students ask and answer questions, then move to the next person and repeat.
6. Give the students secret identities (popsicle stick with name on it). They mingle with others, asking and answering the questions. Students keep track on paper of all the names of the students.
7. Repeat song as students are ready to leave, if time permits.

Opportunity for Assessment

Anecdotal Notes
Observe students as they ask and answer questions. Record anecdotal notes of the extent to which students are able to ask simple questions and share basic information.

Lesson Title: Greetings

Date and Class: Day 2
Objective: Students will learn to ask and answer the question:

      Wie geht's? (How are you?) → *Es geht mir sehr gut.* (I'm very well.)
                                               gut. (well.)
                                             so-so. (so-so.)
                                             schlecht. (bad.)

Outcomes Addressed

Applications: 2.2a
Language Competence: 1.2a, 4.4a
Global Citizenship: 2.6a
Strategies: 1.1a

Materials Required

Cards with answers
Handout of blank faces
Pictures of people with expression

Teaching and Learning Activities

1. Review song *"Ich bin ich* (I am I)*."* Practise singing the song.
2. Review expressions: *Mädchen* (girl) / *Junge* (boy). Give an oral comprehension quiz. Say: *Ich heiße <u>Maria</u>*. (My name is <u>Maria</u>.) Students write M or J for *Mädchen/Junge* (girl/boy).
3. Teach *Wie geht's?* (How are you?) and model answers on the board.
     😊 *Es geht mir sehr gut.*
     ☺ *gut*
     😐 *so-so*
     ☹ *schlecht*
4. Students repeat question and answers.
5. Divide the students into two groups. Group 1 receives a card with one of the four faces.
     😊 *Es geht mir sehr gut.*
     ☺ *gut*
     😐 *so-so*
     ☹ *schlecht*
   The students partner with a person with a card. The student without a card asks *Wie geht's?* (How are you?) The other person responds with the card/face appropriate answer. The student without a card gets the card and finds a new partner without a card. Continue for predetermined amount of time.

Opportunity for Assessment

Learning Log
After circulating among the class and exchange greetings, students reflect on their learning and on how well they were able to respond to and express basic emotions and feelings.

Lesson Title: Learning Numbers Zero to Ten

Date and Class: Day 3
Objective: Students will learn the numbers from 0–10. They will learn to recognize the number words
and to pronounce them.

Outcomes Addressed

Applications: 3.3a, 5.3a
Language Competence: 3.3a
Global Citizenship: 2.5a
Strategies: 1.3a, 2.3a

Materials Required

Flash cards with numbers

Teaching and Learning Activities

1.   Review what students have learned thus far.
2.   Teach the numbers from 0–10. Students repeat chorally, in rows and individually.
3.   Hold up flash cards with simple mathematics equations. *Was ist zwei plus eins?* (What is two plus
one?) *Was ist acht minus drei?* (What is eight minus three?) Students respond orally with an answer
(answers must be below 10). Ask *Was ist deine Telefonnummer?* (What is your telephone number?)
Students practise first with a partner, then answer in the large group.
4.   Play game *Wisch weg!* (Wipe away!) Class is divided into two teams. Numbers from 1 to 10 are
written on the board twice (on both sides) in digits. One student from each side runs to the board and
erases the number that you call out.

Opportunity for Assessment

Informal Observation
Observe students as they participate in the "wipe away" game. Make mental notes of the extent to which students are able to listen attentively to the opinion expressed and express turn taking.

Lesson Title: Emotions and Feelings

Date and Class: Day 4

Objective: Students will review expressions learned by finding pictures of people in magazines and making a booklet that describes the faces.

Title: *Das bin ich.* (Here I am.) *Ich heiße* _____. (My name is _____.)

Ich bin ein Mädchen/ein Junge. (I am a girl/boy.)

eine Frau/ein Mann. (a woman/a man.)

Es geht mir sehr gut. (I'm very well.)

gut. (well.)

so-so. (so-so.)

schlecht. (bad.)

Outcomes Addressed

Applications: 5.2a
Language Competence: 2.2a
Global Citizenship: 2.1a
Strategies: 2.3a, 3.3a

Materials Required

Teacher-made booklet as sample
Magazines

Teaching and Learning Activities

1. Review expressions.
2. Model sentences on the board and show the booklet as an example.
3. Explain the assignment. Students must:
   – find three pictures of people with different expressions to which the German vocabulary words apply, or draw three pictures
   – paste/draw pictures into blank booklets
   – write sentences below the pictures
   – make the title page entitled: *Das bin ich!* (Here I am!)
   – present their booklets to the class orally.

Differentiation of Instruction

Special education needs students can be expected to:
- find pictures
- write fewer words; e.g.,
  name
  Junge/Mädchen (boy/girl)
  Sehr gut (very good/well)
  Gut (good/well)
  So-so (so-so)
  Schlecht (bad)
- present to a partner or to the teacher.

Opportunity for Assessment

Rating Scale
Create an outcome-based rating scale and share it with students before they find or draw pictures of
different emotions. Use the rating scale to assess how well students are able to gather simple information
and produce simple written words and phrases in guided situations.

Lesson Title: A Number Poem

Date and Class: Day 5
Objective: Students will review previously taught material, learn a number poem and how to ask and answer the question: *Wie alt bist du? Ich bin __ Jahre alt.* (How old are you? I am __ years old.)

Outcomes Addressed

Applications: 6.1a, 6.2a
Language Competence: 1.2a
Global Citizenship: 1.2a
Strategies: 2.3a, 3.3a

Materials Required

Abzählreim (counting rhyme) poem on chart paper

Teaching and Learning Activities

1. Review materials taught on Day 4. Students jot down information they invent; e.g., Name: Maria, *Telefonnummer* (telephone number)*, Mädchen/Junge* (girl/boy)*, sehr gut* (very well)*, gut* (well)*, so-so* (so-so)*, schlecht* (bad).
2. Post questions and answers on chart paper in the classroom for students to refer to. Students get together with a partner and take turns asking/answering the questions and giving the information they made up.
3. Introduce the following poem:
    1, 2, 3, 4, 5, 6, 7

    Eine alte Frau kocht Rüben. (An old woman cooks carrots/beetroots.)
    Eine alte Frau kocht Speck. (An old woman cooks bacon.)
    Und du bist weg. (And you are gone.)
    Students practise repeating the poem.
4. Review and practise numbers from 0–10. Ask *Wie alt bist du?* and teach the answer *Ich bin ____ Jahre alt.* (How old are you? I am ____ years old.) Write this on the board. Students practise the question and answer with different partners.
5. Students copy the question and answer in their notebooks.

Opportunity for Assessment

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with students before they ask and respond to classmates about their age. Students use the checklist to determine if they are able to use German for fun and use simple social and affective strategies, with guidance, to enhance general learning.

Sample Lesson Plan 2

Lesson Title: Family Members

Date: Day 1   **Class:** Grade 4

Outcomes

✦ Applications
  1.1a

✦ Language Competence
  3.3a, 3.4a

✦ Global Citizenship
  2.1a

✦ Strategies
  1.1a, 1.3a

Objective

Students will learn the names of family members and use the following sentence forms:

– *Wo ist _____?* (Where is _____?)
– *Hier ist _____.* (Here is _____.)

Teaching and Learning Activities

1. Write the family names and articles on the board. The students echo the words as you read them.
2. Ask the students to guess English cognates for the family members vocabulary.
3. Ask the students to look at a family picture with labels and numbers; e.g.,
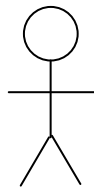
① *der Vater*
(the father)
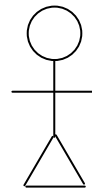
② *die Mutter*
(the mother)

4. Model the game "*Wo ist_____? Hier ist _____.* (Where is _____? Here is _____." Students find partners. Student 1 begins and asks "*Wo ist der Vater?*" (Where is the father?) Student 2 points to the picture and says "*Hier ist der Vater.*" (Here is the father.) Students take turns asking and answering questions about the family members.

Differentiation of Instruction

☐ yes ☐ not necessary

If yes, description:

Assessment

Checklist and Comments
Create an outcome-based checklist and share it with students before they ask and answer questions about family members. Use the checklist to assess if students are able to identify family people using appropriate vocabulary.

Materials

Pictures of a family
Das Neue Deutschmobil, Lehrwerk für Kinder, p. 32

Lesson Title: Family Tree

Date: Day 2   **Class:** Grade 4

Outcomes

✦ Applications
  1.1b

✦ Language Competence
  2.4a, 3.3a, 3.4a

✦ Global Citizenship
  N/A

✦ Strategies
  1.1a

Objective

Students will learn the names of family members and use the following sentence forms:

– *Wo ist_____?* (Where is_____?)
– *Hier ist _____.* (Here is _____.)

Teaching and Learning Activities

1. Review the previous day's listening activity using the family picture with the numbers. Ask twice "*Wo ist der Onkel?*" (Where is the uncle?) The students reply in chorus "*Hier ist der Onkel.*" (Here is the uncle.) and point at the picture. They write the number on a list of 1–10 collected by the teacher.

2. Ask the students to look at the articles of the family members. The students list words under *der* (the), *die* (the), *das* (the), *die* (the) headings. Ask the students if they see a pattern with the articles and encourage the conclusion that males are *der*, females are *die*, plural is *die*.

3. Introduce the words *mein/dein* (my/yours), modelling with actions:
   – *Das ist dein Kuli.* (That is your pen.)
   – *Das ist mein Kuli.* (That is my pen.)
   – *Das ist deine Tasche.* (That is your bag.)
   – *Das ist meine Tasche.* (That is my bag.)

4. Students create a family tree or make a booklet or folded page picture.

Meine Familie (My Family)

Hier ist mein Vater. (Here is my father.)

picture *Hier ist meine Mutter.* (Here is my mother.) p. 1			

The students continue on the next day or finish as homework.

Differentiation of Instruction	Assessment	Materials
☐ yes ☐ not necessary If yes, description:	**Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create a family tree or booklet. Students use the checklist to determine if they are able to use visuals of nonverbal communication to express meaning in guided situations.	Students review masculine, feminine and neuter articles. Students will use the *meine/mein* (my/my) form. Students use the sentence form *"Hier ist mein(e) _____."* (Here is my _____.)

Lesson Title: Finding Family Members

Date: Day 3   **Class:**   Grade 4

Outcomes

✦ Applications
  1.1a

✦ Language Competence
  1.3a

✦ Global Citizenship
  N/A

✦ Strategies
  1.1a

Objective

Students learn the following sentences:
– *Ich bin ein Sohn und ein Bruder.* (I am a son and a brother.)
– *Ich bin eine Tochter und eine Schwester.* (I am a daughter and a sister.)

Teaching and Learning Activities

Give each student a family name card. Have them find family members. Student 1 states what is on the card with "*mein*" (my), "*Hier ist meine Mutter.*" (Here is my mother.) and says, "*Hier ist dein Vater.*" (Here is your father.) Student 2 says, "*Hier ist mein Vater und hier ist deine Mutter.*" (Here is my father and here is your mother.) Students trade cards and find a new partner and repeat for as long as desired.

Extension: Add age, favourite colour and food on each family name card. Encourage students to describe the family member.

Differentiation of Instruction

☐ yes ☐ not necessary

If yes, description:

Assessment

Anecdotal Notes
Observe students as they find their family members. Record anecdotal notes on the extent to which students are able to interact, using a combination of words and phrases, in guided situations.

Materials

Cards with article and family names (one for each student)

Lesson Title: Family Activities

Date: Day 4   **Class:** Grade 4

Outcomes

✦ Applications
  6.3a

✦ Language Competence
  2.2a, 3.3a, 3.4a

✦ Global Citizenship
  2.1a

✦ Strategies
  1.1a

Objective

Students learn verbs associated with family activities in the *wir* (we) (infinitive) form with *ich* (I).

Teaching and Learning Activities

1. The class brainstorms to create a web based on family activity words. Post the picture cards as they are named. Students might need to use English words or find words in an English/German dictionary.
2. List verbs in *ich* (I) and *wir* (we) (infinitive form). Students identify 10 verbs that fit their families and generate 20 sentences (10 *ich*, 10 *wir*); e.g.,
   Ich schwimme.   *Wir schwimmen.*
   (I swim.)   (We swim.)
3. Students share their sentences orally with a partner.

Differentiation of Instruction

☐ yes ☐ not necessary

If yes, description:

Assessment

Peer-assessment Checklist
With the students, collaboratively create an outcome-based peer-assessment checklist before they prepare the sentences. Students use the checklist to determine if their peers are able to use German for personal enjoyment and to produce simple written words and phrases in guided situations.

Materials

Picture cards of family activities with German words.

Sample Lesson Plan 2 (continued)

Lesson Title: What Does Your Family Do On Weekends?

Date: Day 5   **Class:** Grade 4

Outcomes

✦ Applications
   5.2a

✦ Language Competence
   3.3a, 3.4a

✦ Global Citizenship
   N/A

✦ Strategies
   2.1a, 2.2a

Objective
Students survey classmates on favourite family activities for the weekends.

Teaching and Learning Activities
1. Review activity words learned from Day 4.
2. Provide students with a table template. They can write ten names in the first column and five activity words across the top.
3. Students circulate among their classmates and ask what is their family's favourite activity on weekends.
4. Students take turns to share about the most and the least popular activities among classmates surveyed.

Differentiation of Instruction

☐ yes ☐ not necessary

If yes, description:

Assessment

Learning Log
After sharing their survey results, students reflect on their learning and on how well they were able to gather simple information.

Materials

Activity words and sample questions and answers on chart paper, table template.

Vocabulary Lists for Day 1, Day 2 and Day 5

Day 1 and Day 2

der Vater (the father)	*die Tochter* (the daughter)
der Sohn (the son)	*die Schwester* (the sister)
der Bruder (the brother)	*die Tante* (the aunt)
der Onkel (the uncle)	*die Kusine* (the cousin [female])
der Cousin (the cousin [male])	*die Großmutter (Oma)* (the grandmother)
der Großvater (Opa) (the grandfather)	*die Eltern* (the parents)
die Mutter (the mother)	*die Großeltern* (the grandparents)

Day 5 – Activity Words

schwimmen (swim)	*basketball spielen* (playing basketball)
ins Kino gehen (go to the movies)	*fussball spielen* (playing soccer)
in die Kirche gehen (go to church)	*eishockey spielen* (playing hockey)
wandern (hiking)	*einkaufen* (go shopping)
lesen (reading)	

Day 5 – Asking Questions

Was macht deine Familie am Wochenende? (What does your family do on weekends?)	
Was macht Ihr gern am Sonnabend? (What is your favourite activity on Saturdays?)	
Was macht Ihr am Sonntag? (What do you do on Sundays?)	

Day 5 – Providing Answers/Sharing Information

Meine Familie geht am Wochenende gern wandern. (My family likes to go hiking on weekends.)	
Meine Familie geht am Wochenende sehr gern einkaufen. (My family likes to go shopping on the weekend very much.)	
Wir spielen gern Fußball am Wochenende. (We love playing soccer on weekends.)	

Appendix D: Graphic Organizers

How I Contribute to Group Work

My role in this group is _____

_____.

I do my job by:

- _____

- _____

- _____

I say things like:
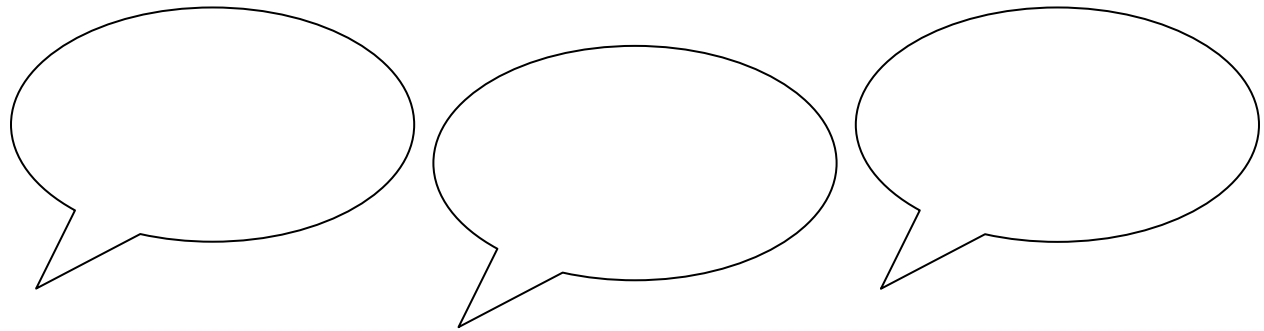
The most challenging part of this job is _____.

The best part of this job is _____.

I would rate my performance in the role of _____

as _____.

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, *Kindergarten to Grade 9 Health and Life Skills 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?

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
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!		

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
• Can use hand gestures and facial expressions to help the other person understand • Don't be afraid to make mistakes!	• What do I do if I don't know how to say a word? • What do I do if I don't understand what the other person is saying?	

Step 3 | **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**
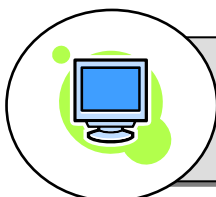
MS Word allows you to create your own chart electronically using the options in the **Table** menu.

KWL Chart

Name: _____   Date: _____

Step 1 **What I know**	**Step 2** **What I want to find out**	**Step 3** **What I have learned**

How to Use a Brainstorming Web
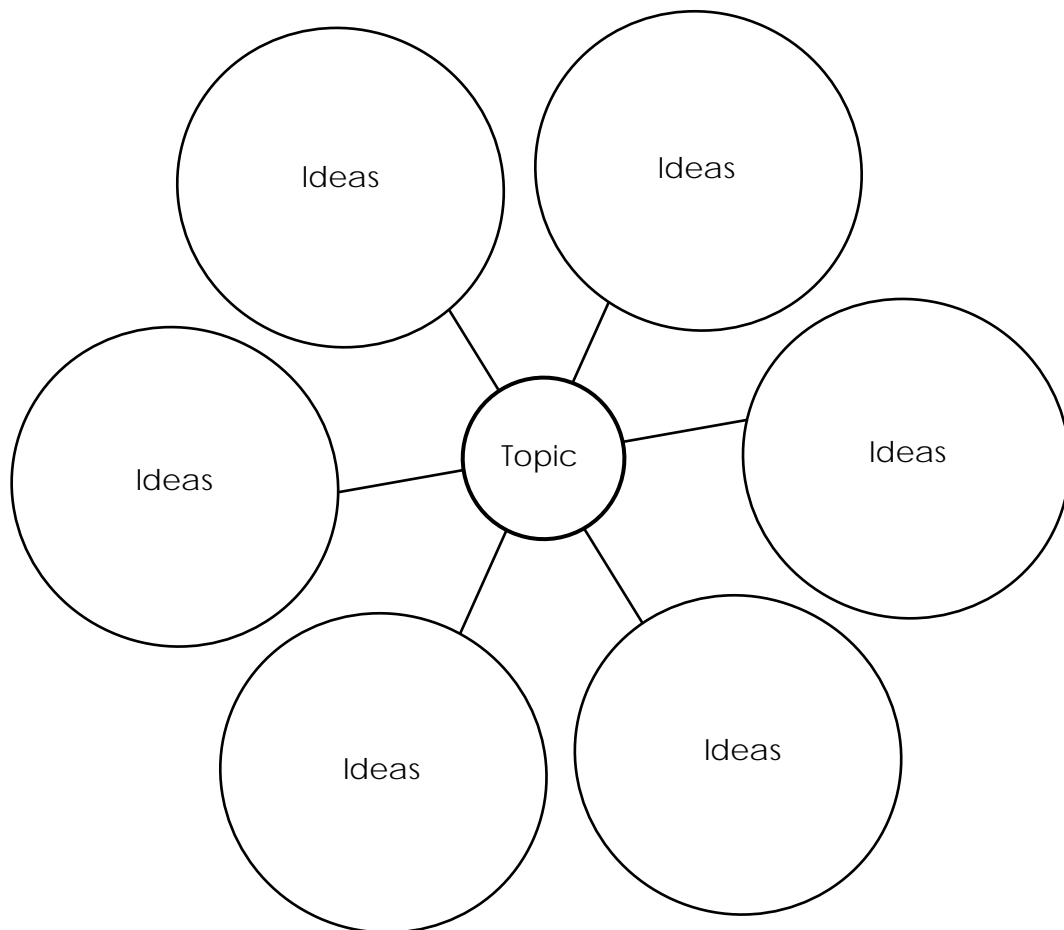
Step 1   Identify your topic and use it as the title. Write it in the centre of your web.

Step 2   Identify categories of information and label each of the outer bubbles.
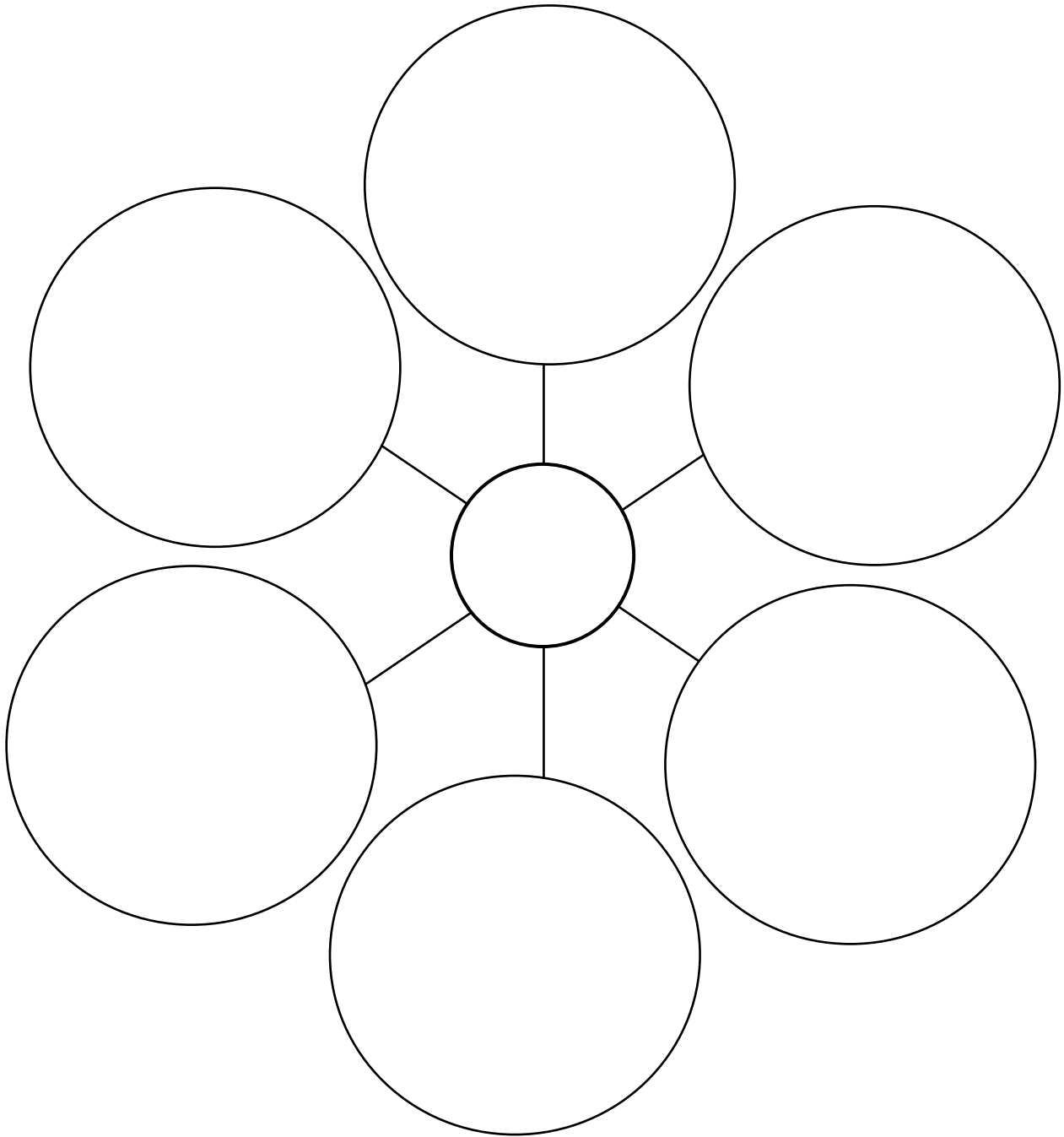
Step 3   Brainstorm and jot down ideas in each category.
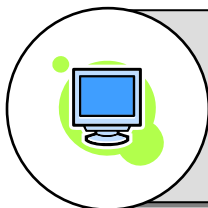
Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

Brainstorming Web

Name: _____   Date: _____

Idea Builder

1. Key idea

_____

2. Draw it

3. Facts

_____

_____

_____

_____

4. Sample sentence

_____

_____

_____

_____

5. Examples

_____

_____

_____

6. Non-examples

_____

_____

_____

7. Definition

_____

_____

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.
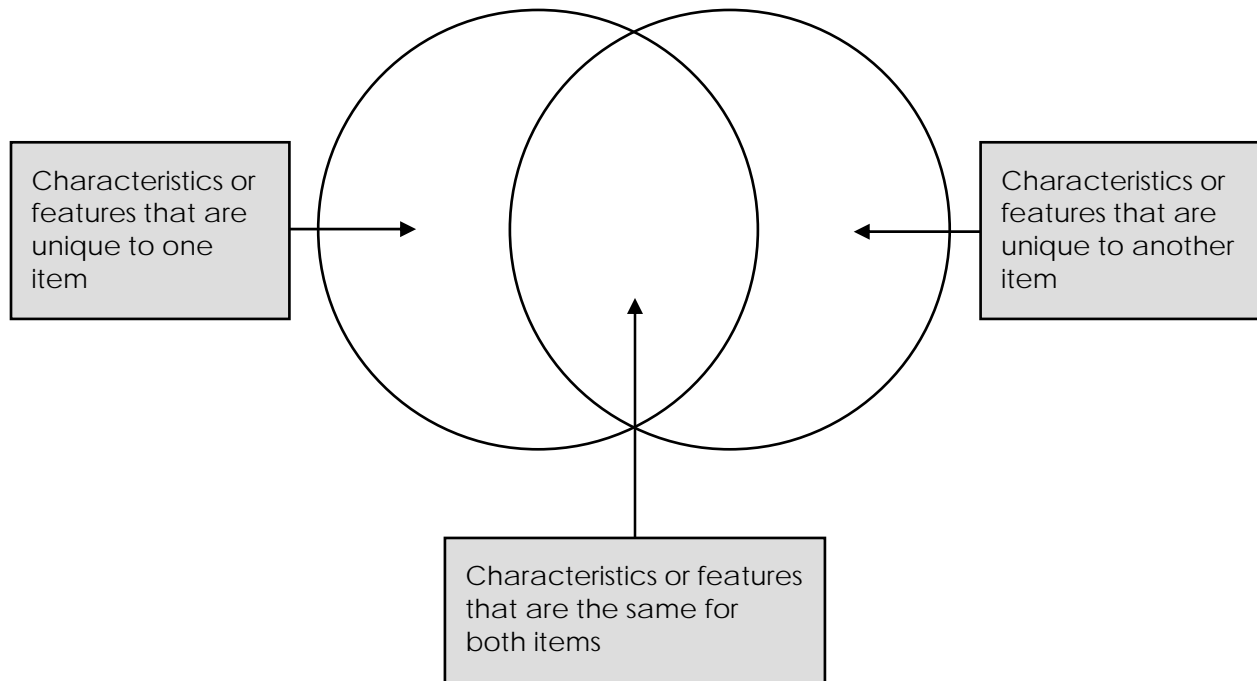
You can use mind maps for many things, such as:
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

Sample Mind Map
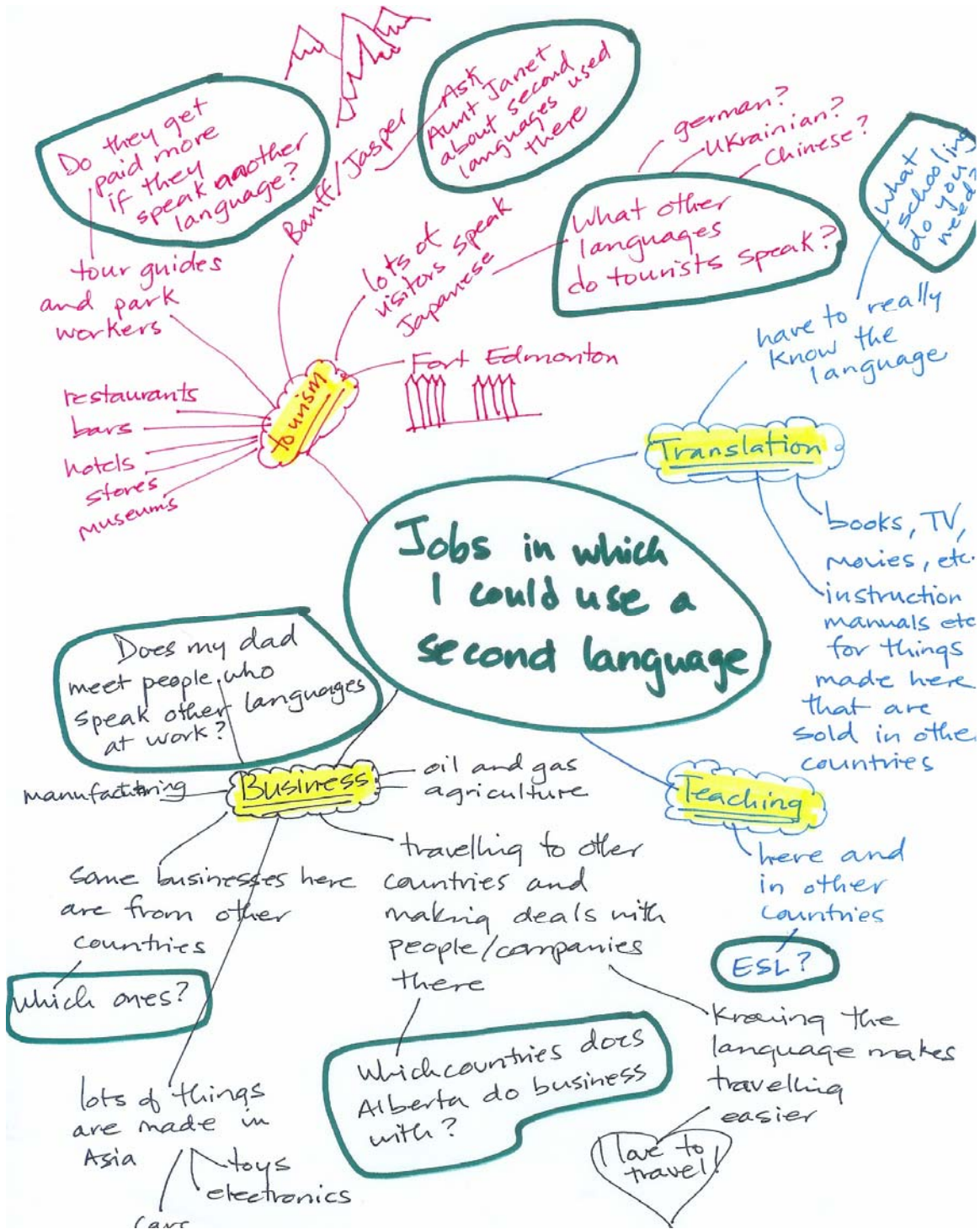
In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

How to Use Venn Diagrams

| Characteristics or features that are unique to one item | → | | ← | Characteristics or features that are unique to another item |

Characteristics or features that are the same for both items

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.
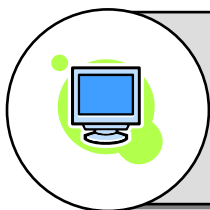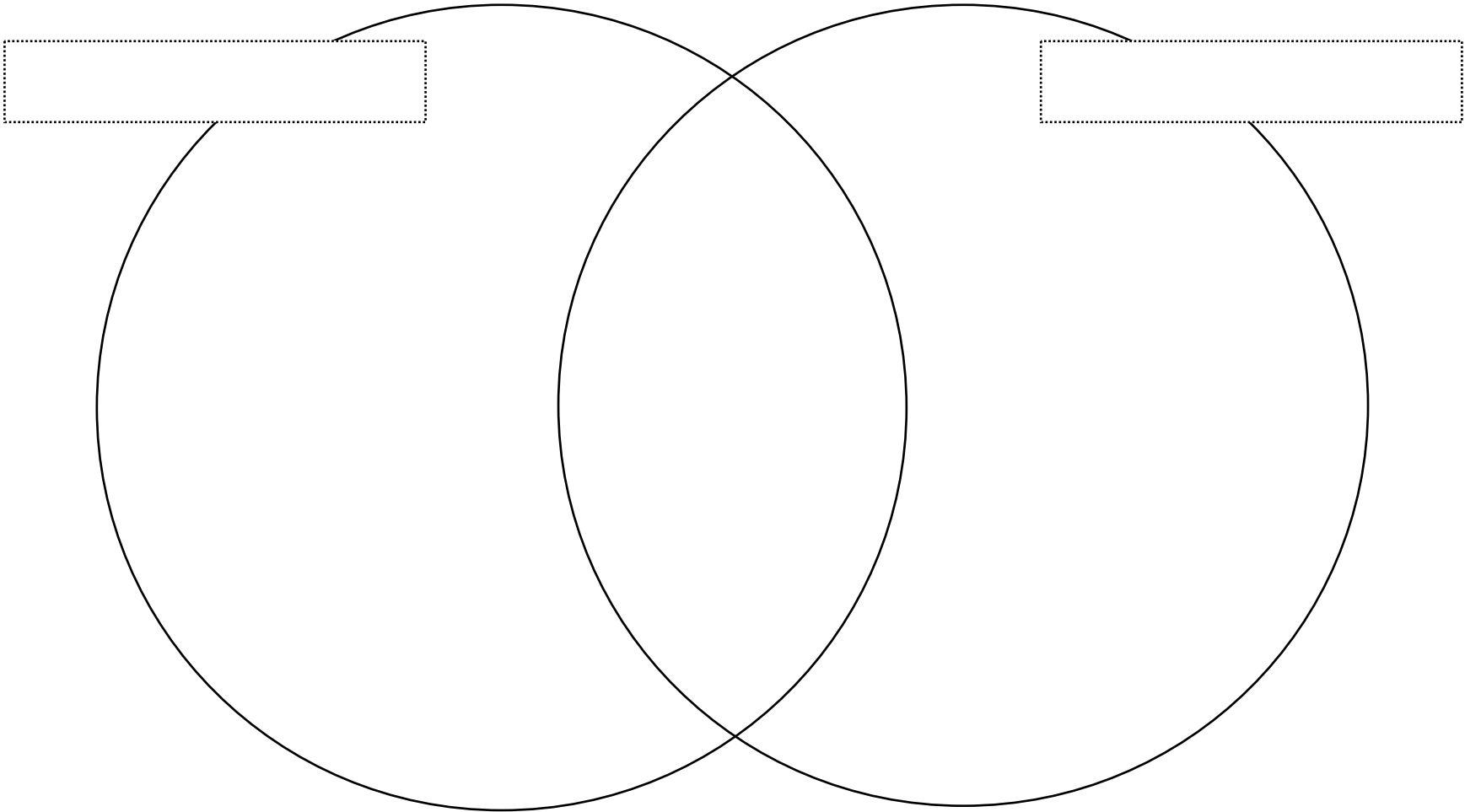
MS Word has a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.

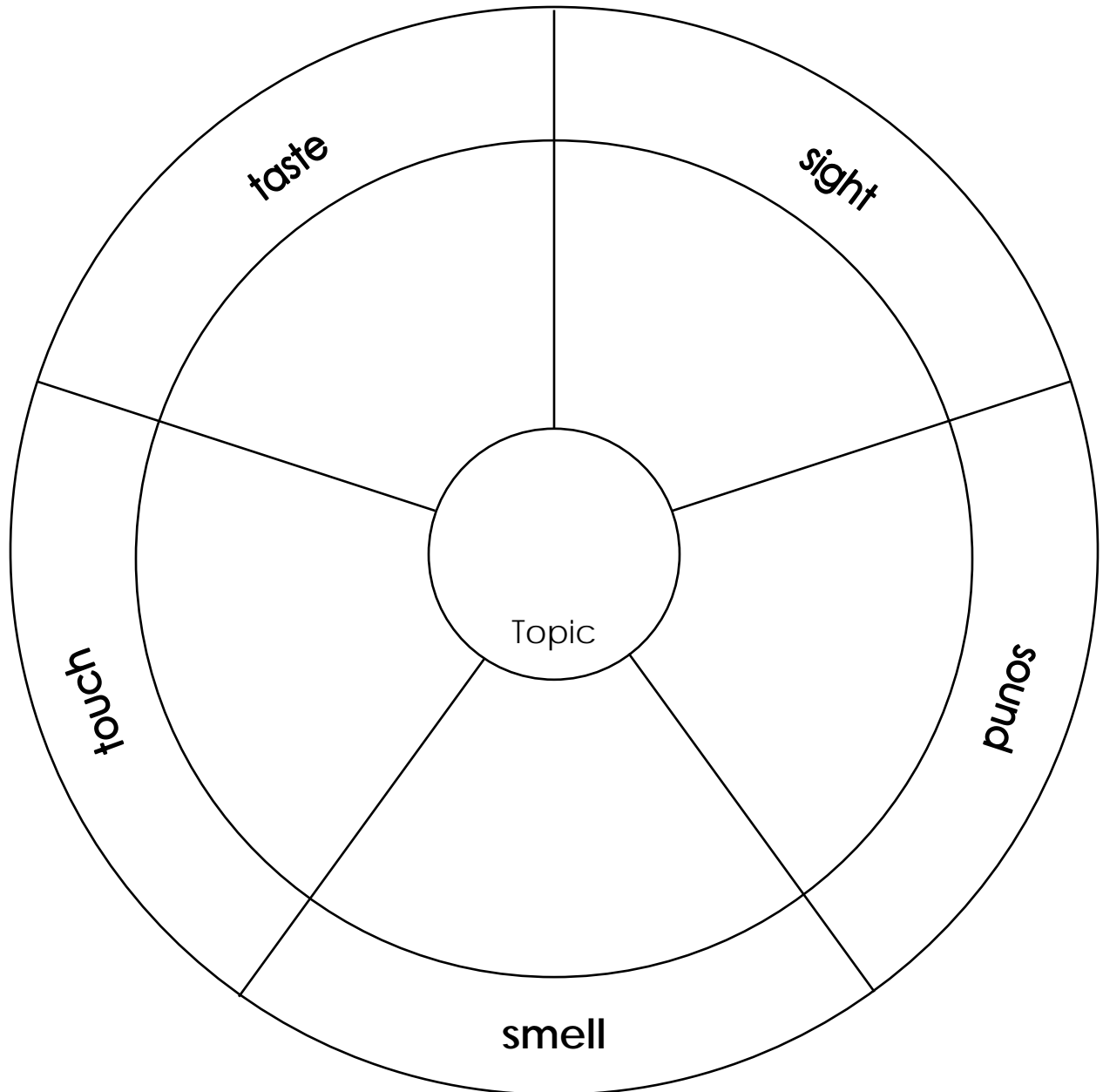# Venn Diagram

Name: _____   Date: _____

Five Senses Wheel

Name: _____   Date: _____

taste

sight

touch

Topic

sound

smell

Triple T-chart

Name: _____   Date: _____

Title/Topic: _____

Looks like:	Sounds like:	Feels like:

Y-chart

Name: _____   Date: _____

Feels Like

Sounds Like   Looks Like

Five Ws and HI

Name: _____   Date: _____

Fill in the chart with questions on your topic that you want to find answers to.
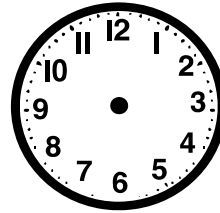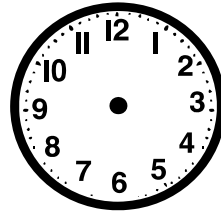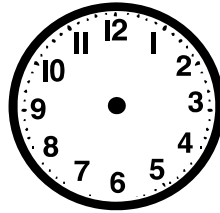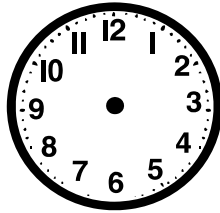
Who? List questions about **people**.	
What? List questions about **things** and **events**.	
Where? List questions about **places**.	
When? List questions about **times** and **dates**.	
Why? List questions about **reasons**, **causes** and **purposes**.	
How? List questions about **the way things happen**.	
If? List questions about **things that might happen**.	

A Day in the Life

Name: _____   Date: _____
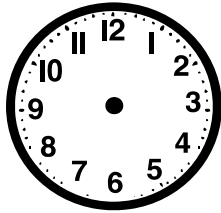
How to Use PMI Charts

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
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.
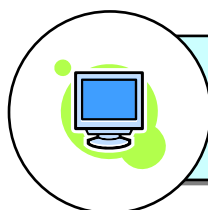
MS Word allows you to create your own chart electronically using the options in the **Table** menu.
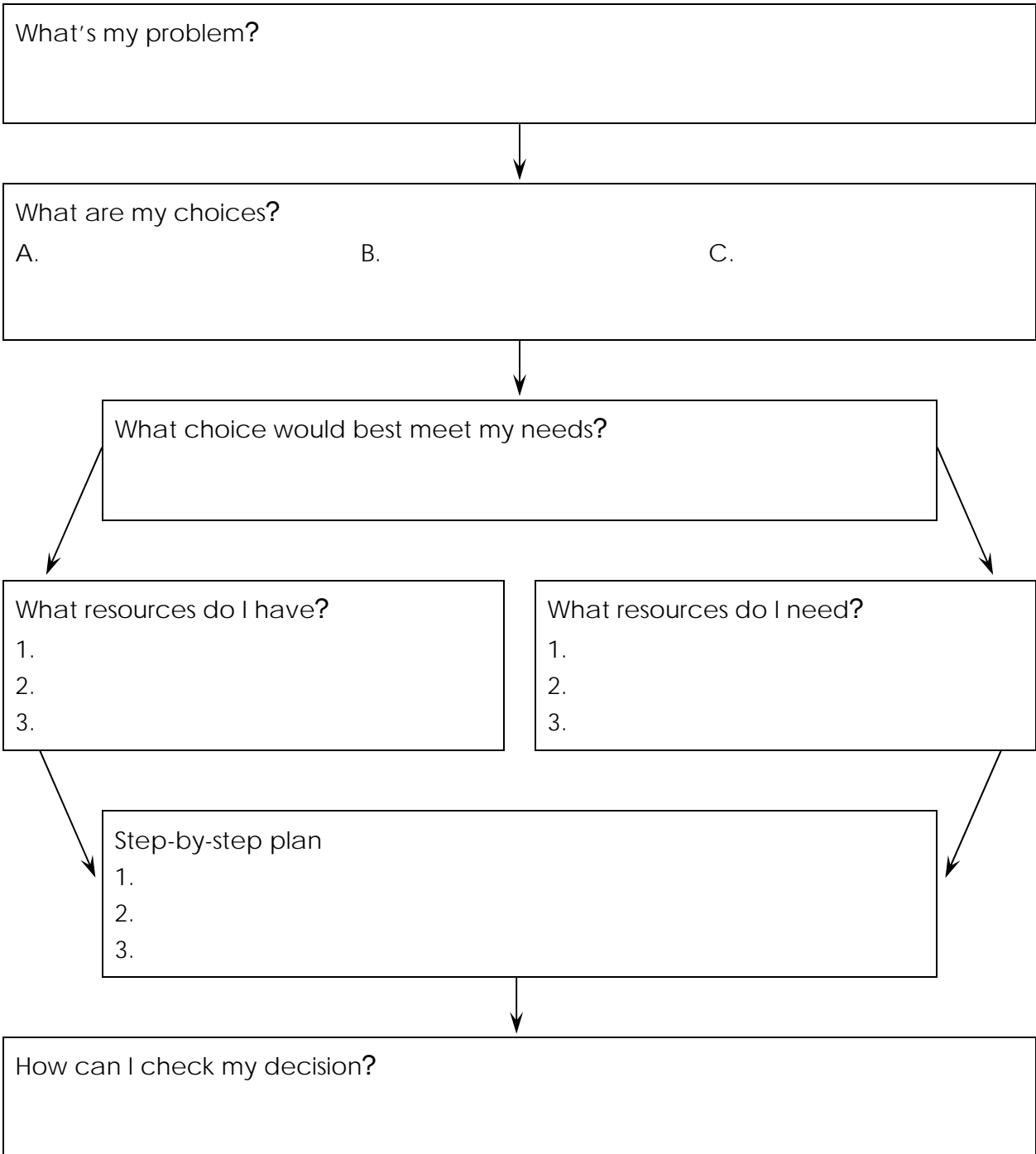
PMI Chart

Name: _____   Date: _____

Title: _____

Plus	Minus	Interesting Information

What I Have, What I Need

What's my problem?

↓

What are my choices?

A.   B.   C.

↓

What choice would best meet my needs?

↙   ↘

What resources do I have?

1.
2.
3.

What resources do I need?

1.
2.
3.

↘   ↙

Step-by-step plan

1.
2.
3.

↓

How can I check my decision?

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

Making a Decision

Issue: _____   Option: _____

	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		
My decision:		
My reasons for this decision:		

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

Identify the problem

_____

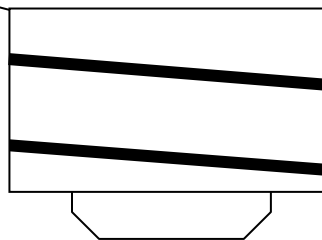_____

_____

Describe possible solutions

_____

_____

_____

Evaluate the potential consequences of each solution

_____

_____

_____

Act 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

Family   Peers

Decision to be made

_____
_____
_____
_____

Values   Cultural beliefs
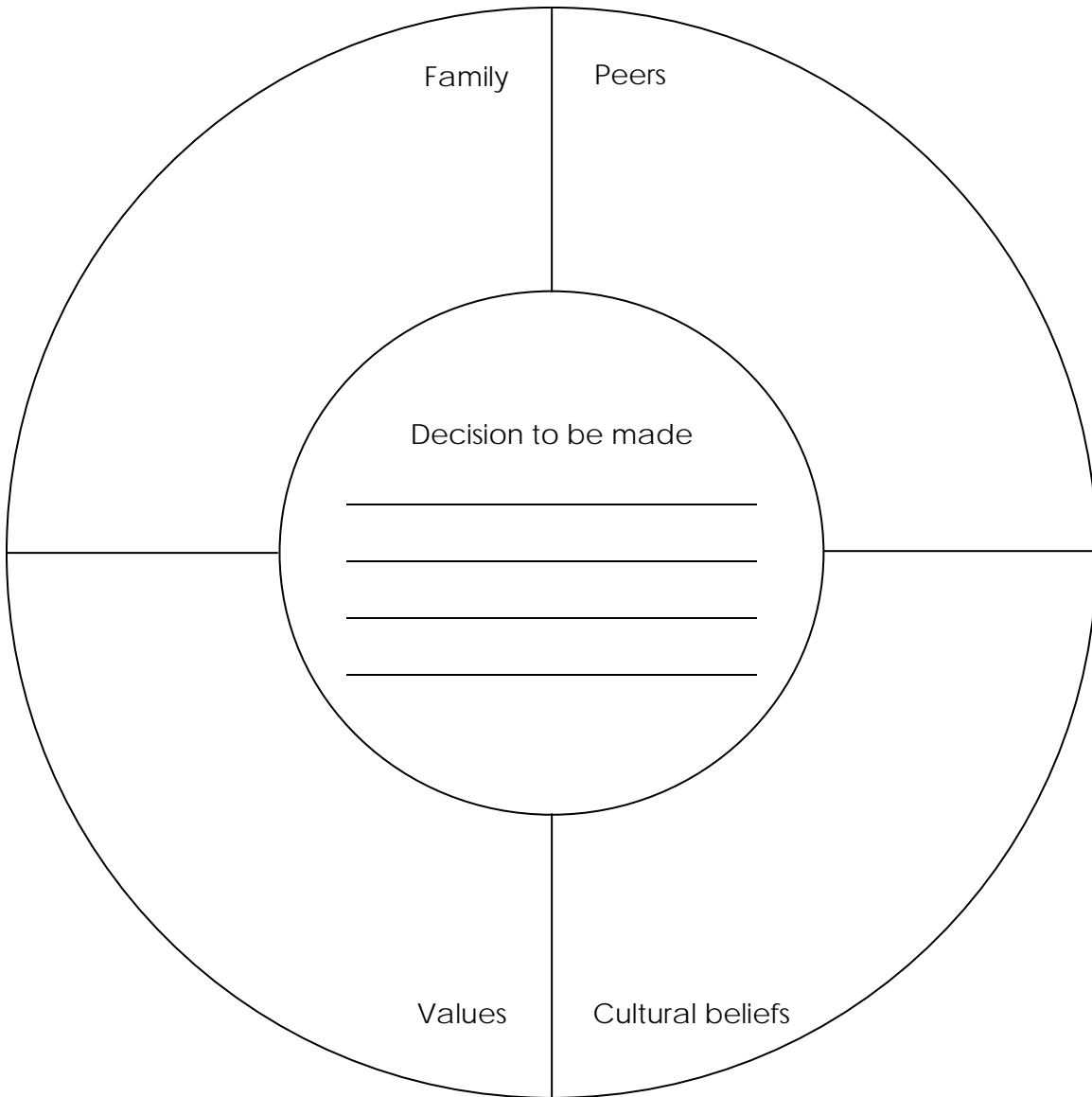
Questions you need to ask to help you make this decision

_____   _____
_____   _____
_____   _____
_____   _____

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.

Did I reach my goal?   ☐ yes   Why or Why not? _____

☐ almost   _____

☐ no   _____

Goal-setting Organizer 2

Date: _____

Name: _____

Goal	My goal is to …
Rationale	I chose this goal because …
Action plan	To reach this goal, I will …
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

Goal-setting Organizer 3
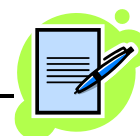
Name: _____   Date: _____

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 _____
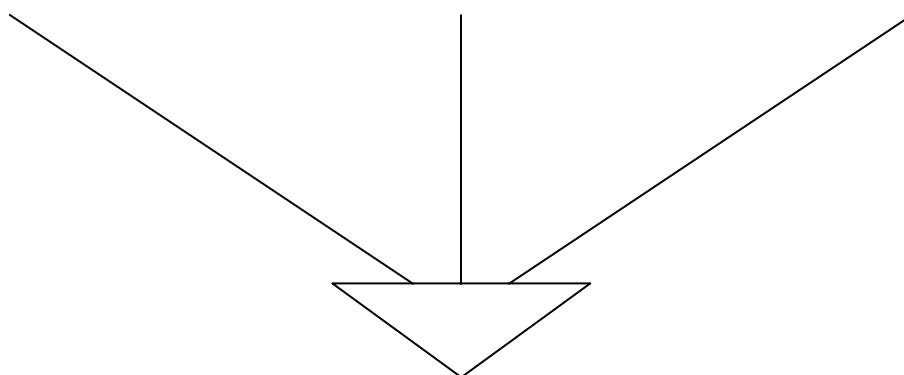
I will know I have reached my long-term goal when _____

_____

_____

Goal-setting Organizer 4

Name: _____   Date: _____

What Can Affect Your Goals?

Personal commitment

Personal habits

Goal

_____

_____

_____

Support of others

Personal resources (including skills)
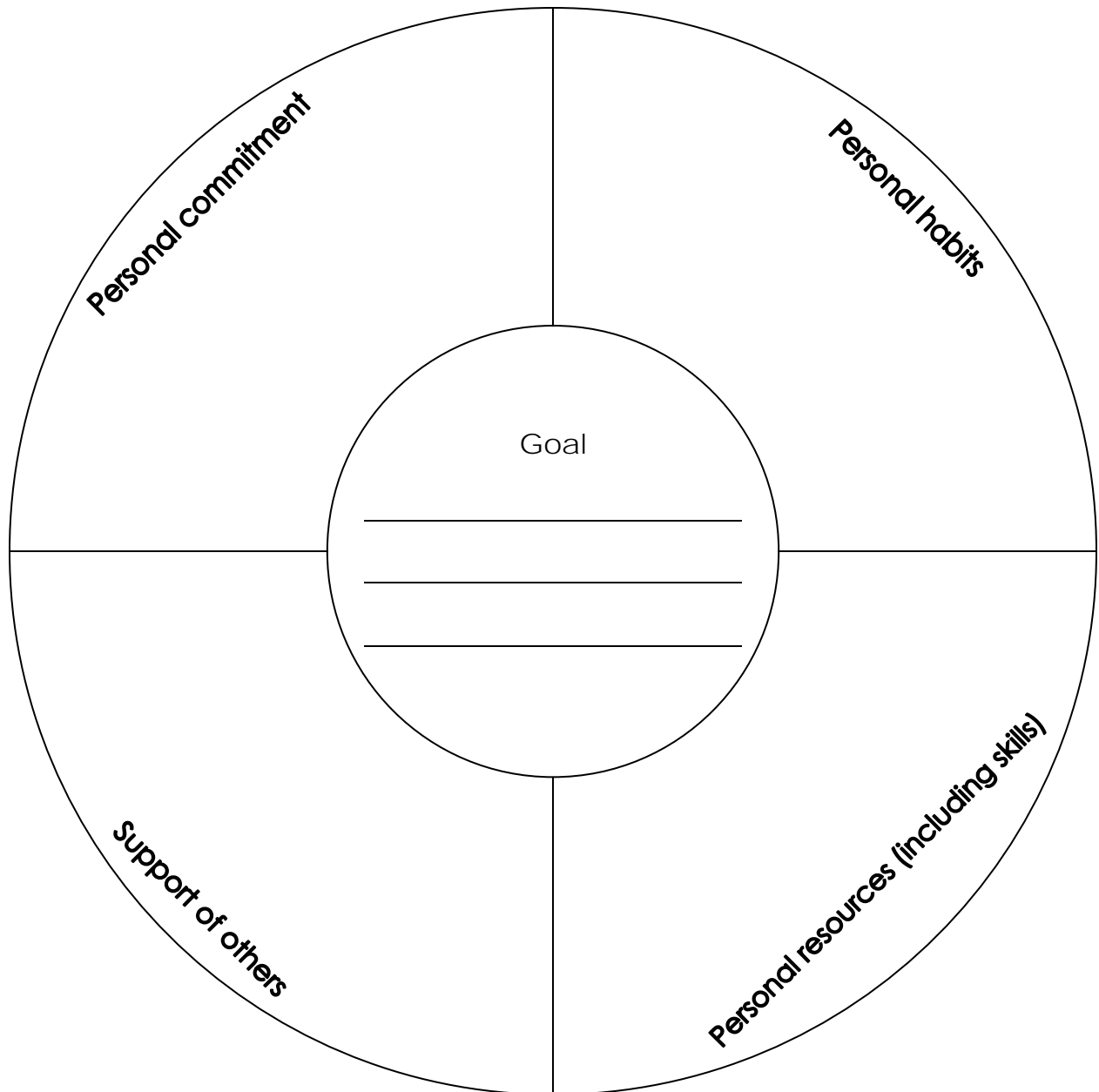
Appendix E: Assessment Blackline Masters

Self-assessment Checklist

| Name: | Louis | Klasse: | 6 | Datum: | April 2 |

Ich kann …	Ja	Noch nicht
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:	Klasse:	Datum:

Ich kann …	Ja	Noch Nicht

Self-assessment Rating Scale

Name:	Sophia	**Klasse:**	5	**Datum:**	April 22

	Nie	Manchmal	Gewöhnlick	Immer
Ich kann …				
• 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: All criteria in this sample address outcome A–2.2b. 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.

Self-assessment Rating Scale

Name:	Klasse:	Datum:

Ich kann …

	Nie	Manchmal	Gewöhnlick	Immer
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____	●	●	●	●

Peer-assessment Checklist

Name:	Nicole	Klasse:	6	Datum:	February 14
Mein Partner kann:	Janelle	Betätigung:	Es wird ein Namengedicht geschrieben		

Mein Partner kann:	Ja	Noch Nicht
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 mire 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 zue Verbesserung: checking 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

Name:		Klasse:	Datum:	
Mein Partner kann:		*Betätigung:*		

Mein Partner kann:	Ja!	noch nicht

Etwas, das mire an deiner Arbeit besonders gefiel, war: _____

_____

_____

Ein Vorschlag zur Verbesserung:_____

_____

_____

Self-assessment Checklist and Goal Setting

| Name: | Tah | Klasse: | 4 | Datum: | February 1 |

Kriterium:	Ja	Noch Nicht	Was ich als nächstes machen werde …
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: Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

Self-assessment Checklist and Goal Setting

Name:	*Klasse:*	*Datum:*

Kriterium:	*Ja*	*Noch Nicht*	*Was ich als nächstes machen werde …*

Long-term Goal Setting

Name:	Douglas	**Klasse:**	4	**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. Gonzales, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Germany and, maybe, showing 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: **Klasse:**   **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 (Grade 4)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up several body parts.
Josh	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences 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 manage turn-taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A–3.3a manage turn-taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A–3.3a 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–1.3a use a repertoire of words and phrases within a variety of lexical fields.	✓		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 (Grade 4)	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional Ukrainian songs	A-6.1a use the language for fun	(Yes)	Not yet
Marc	Sept. 23	Singing traditional Ukrainian songs	A–6.1a use the language for fun	(Yes)	Not yet
Andreas	Sept. 23	Singing traditional Ukrainian songs	A–6.1a use the language for fun	Yes	(Not yet)
Su Mei	Oct. 1	Singing the alphabet song	LC–1.2a name the letters of the German alphabet	Yes	(Not yet)
Jack	Oct. 1	Singing the alphabet song	LC–1.2a name the letters of the German alphabet	(Yes)	Not yet
Ali	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the German alphabet	(Yes)	Not yet
Maya	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the v alphabet	(Yes)	Not yet
Philip	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the German alphabet	(Yes)	Not yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC–1.2a name the letters of the German alphabet	(Yes)	Not yet
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	LC–1.2a name the letters of the German alphabet	(Yes)	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

Grade: 4	**Date:** May 3	**Activity:** Individual Q and A

Specific Outcome: S–2.3a use simple productive strategies, with guidance

	Has met the outcome:	
Student Names:	**Yes**	**Not Yet**
• Jan	☑	☐
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☐	☑
• Marissa	☐	☑
• Su Mei	☑	☐
• Abe	☐	☑
• Elise	☑	☐
• Nour	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Spanish; 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 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

Student Names:	Has met the outcome:	
	Yes	Not yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

Checklist and Comments 2

Grade: 4	**Date:** October 5	**Activity:** Telephone conversations (invitations)

Specific Outcome(s): A–3.2a respond to offers, invitations and instructions;

LC–1.1a pronounce some common words and phrases comprehensibly;

LC–1.1b use intonation to express meaning; LC–1.3a use a repertoire of words

and phrases in familiar contexts, within a variety of lexical fields

---

<u>Lance</u>   **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

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

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____ **can:**
(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

_____

Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt

Specific Outcome: A–3.3b encourage other group members to act appropriately

Student meets the outcome:

Student Name:	Never	Sometimes	Usually	Always
• Jeremy				●
• David		●		
• Raj			●	
• Sunita			●	
• Alicia		●		
• Kendra		●		
• Taylor	●			
• Billy			●	
• Dimitri		●		
• Kim		●		
• Tran				●
• Frida			●	
• Tim		●		
• Tania		●		
• George			●	
• Lilly			●	
• Hannah		●		
• Wes		●		

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 1

Grade:	Date:	Activity:

Specific Outcome:

_____

_____

Student meets the outcome:

Student Name:	Never	Sometimes	Usually	Always
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●
• _____	●————	————●————	————●————	————●

Rating Scale 2

Grade:	4	Date:	November 12	Activity:	Unit: My Family

Specific Outcome(s): A–1.1a share basic information; e.g., their name; A–1.1b identify people, places and things; LC–1.2c write some words of personal significance; LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC–2.5a produce simple written words and phrases in guided situations; S–2.3a use simple productive strategies, with guidance

---

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

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

Rating Scale 3

Grade: 5	Date: March 10	Activity:	Reading out some familiar words

Specific Outcome(s): LC–1.1b use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (Language Competence/ phonology)

Levels of performance and corresponding criteria:

★★★★   Demonstrated **excellent** pronunciation on all words—**no** errors

★★★   Demonstrated **good** pronunciation on almost all words—a **few** errors

★★   Demonstrated **acceptable** pronunciation on 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.

Rating Scale 3

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

Rubric (Grade 4)

Name: Jeanne	**Date:** October 17	**Activity:** Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand 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: | | Date: | | Activity: | |

Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist

| **Name:** | Ellen | **Date:** | November 14 | **Activity:** | Telephone Conversation |

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Work habits

☐ worked independently   ☐ worked with some assistance
☐ worked with minimal assistance   ☐ 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:		Date:		Activity:	

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits
- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

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