





## Grade Level Samples for Grade 6

Applications .....	478
Language Competence .....	524
Global Citizenship .....	574
Strategies .....	612

### General Outcomes

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

<p style="text-align: center;"><b>Applications</b></p>  <p>Students will use German in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p>A-1 to receive and impart information            A-2 to express emotions and personal perspectives            A-3 to get things done            A-4 to form, maintain and change interpersonal relationships            A-5 to extend their knowledge of the world            A-6 for imaginative purposes and personal enjoyment</p>	<p style="text-align: center;"><b>Language Competence</b></p>  <p>Students will understand and produce German <b>effectively</b> and <b>competently</b>.</p> <p>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</p>
<p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the German-speaking world.</p> <p>GC-1 historical and contemporary elements of the cultures of German-speaking peoples            GC-2 appreciating diversity            GC-3 personal and career opportunities</p>	<p style="text-align: center;"><b>Strategies</b></p>  <p>Students will know and use strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <p>S-1 language learning            S-2 language use            S-3 general learning</p>

## Applications

**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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>A-1.1</b> share factual information	<p><i>Students will be able to:</i></p> <p>a. describe people, places, things and series or sequences of events or actions <i>(continued)</i></p>	<p>► <b>My Day</b> Ask the students to prepare presentations on the topic of <i>Mein Typischer/Normaler Tag</i> (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.</p> <p>► <b>Travel Tips</b> 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.</p> <p><b>Extension</b> 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.</p>

**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****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).

**➤ 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).

**MATERIALS**

- Variety of presentation materials; e.g., poster materials, audio recorders, video recorders.
- Travel brochures of German-speaking countries or regions, travel books, magazines, Internet, German newspapers.

**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**

*Students will be able to:*

- a. describe people, places, things and series or sequences of events or actions

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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/Seine 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****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).

➤ **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).

➤ **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).

**MATERIALS**

- Sample recipe in German.

- Video camera, viewing station (optional).

- None required.

**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
<p><b>A-2.1</b> share ideas, thoughts, opinions, preferences</p>	<p><i>Students will be able to:</i></p> <p>a. inquire about and express likes and dislikes</p>	<p>► <b>Food Preference Survey</b> Ask the students to create simple surveys regarding food preferences. Have the students circulate and ask their classmates questions; e.g., <i>Isst du gern Pizza?</i> (Do you like pizza?) The students answer in complete sentences, and the interviewer puts a <i>Ja</i> or <i>Nein</i> (yes or no) in the box beside the respondent's name.</p> <p><b>Extension</b> Have the students prepare surveys related to a theme studied; e.g., favourite people, favourite types of music, favourite hobbies.</p> <p>► <b>Hobbies</b> Present the students with a variety of pictures depicting hobbies. Ask the students which activities they like, using questions such as:</p> <ul style="list-style-type: none"> <li>– <i>Spielst du gern Hockey?</i> (Do you like playing hockey?)</li> <li>– <i>Liest du gern Bücher?</i> (Do you like reading books?)</li> </ul> <p>Students in pairs create a likes/dislikes Venn diagram on hobbies.</p>

**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****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).

➤ **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).

➤ **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.

**MATERIALS**

- None required.

- Picture cards of hobbies.

- None required.

**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**

*Students will be able to:*

- b. record and share thoughts and ideas with others; e.g., keep a journal

A-2.1  
share ideas, thoughts, opinions, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

**MATERIALS**

- None required.

- Photographs from home; e.g., of events such as a sports contest, summer holiday, birthday party.

**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**

*Students will be able to:*

- a. inquire about and share personal experiences involving an emotion or a feeling

A-2.2  
share emotions, feelings

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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.

➤ **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).

**MATERIALS**

- Photographs from home that depict emotion.

- Pictures that depict emotions.

**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**

*Students will be able to:*

- a. encourage or discourage others from a course of action

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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).

**MATERIALS**

- Chart paper, markers.

- Obstacle course, blindfolds.

**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**

*Students will be able to:*

- b. give and follow a simple sequence of instructions

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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.

**MATERIALS**

- None required.

- None required.

**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**

*Students will be able to:*

- a. make and respond to offers and invitations

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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).

➤ **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).

**MATERIALS**

- Sample weekend schedules.

- Invitation samples, paper, markers, e-mail, printer.

- Flash cards with pictures of activities and times of day.

**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**

*Students will be able to:*

- b. inquire about and express ability and inability to do something

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Ability Survey**

Create a grid describing specific actions; e.g.,

*Kannst du ... (can you ...)*

<i>Skilaufen?</i> (Ski?)	<i>Radfahren?</i> (Ride a bike?)	<i>Gitarre spielen?</i> (Play the guitar?)
<i>Snowboarden?</i> (Snowboard?)	<i>Spanisch sprechen?</i> (Speak Spanish?)	<i>Deutsch sprechen?</i> (Speak German?)
<i>Auto fahren?</i> (Drive a car?)	<i>Kaugummi kauen?</i> (Chew gum?)	<i>Schwimmen?</i> (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****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).

**MATERIALS**

- None required.

**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**

*Students will be able to:*

- a. encourage other group members to act appropriately; e.g., work quietly

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

**MATERIALS**

- Chart paper, markers, tape.

**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**

*Students will be able to:*

- b. assume a variety of roles and responsibilities as group members

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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).

**MATERIALS**

- Class list.

- Class chart.

**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	
<b>A-4.1</b> manage personal relationships	<i>Students will be able to:</i>
	a. talk about themselves and respond to the talk of others by showing attention and interest

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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).

**MATERIALS**

- None required.

- Questions.

**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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>A-4.1</b> manage personal relationships	<i>Students will be able to:</i>	
	b. make and break social engagements	<p>► <b>Invitations</b> 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.</p> <p><b>Extension</b> 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.</p>

**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****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).

**MATERIALS**

- E-mail (optional), printer (optional), message board.

**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**

*Students will be able to:*

- a. ask questions to gain knowledge and clarify understanding

A-5.1  
discover and explore

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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.

**MATERIALS**

- Names of characters, movie stars, animals or jobs on cards, tape.

- Chart paper, markers.

**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	
A-5.2 gather and organize information	Students will be able to:
	a. compose questions to guide simple research

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **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****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).

**➤ 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.

**MATERIALS**

- Various reference materials.

- None required.

**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**

*Students will be able to:*

- b. identify sources of information

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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 Wahrung hat Deutschland?* (What type of money do they use in Germany?)
- *Was ist die groe Stadt Deutschlands?* (What’s the biggest city in Germany?)
- *Was ist die popularste 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****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).

➤ **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).

**MATERIALS**

- A wide variety of resources.

- A wide variety of resources on Germany.

**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	
<b>A-5.2</b> gather and organize information	<i>Students will be able to:</i>
	c. record observations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **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.

**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****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.

➤ **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).

**MATERIALS**

- Wall chart, markers, German newspapers or Internet.

- German video clips or commercials.

**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**

*Students will be able to:*

- a. express their views on a variety of topics within their direct experience

A-5.3  
explore opinions and values

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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).

**MATERIALS**

- Poster materials.

- None required.

**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
<p><i>Students will be able to:</i></p> <p>b. gather opinions on a topic within their direct experience</p>
<p><b>A-5.3</b> explore opinions and values</p>

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **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****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).

➤ **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).

**MATERIALS**

- None required.

- None required.

**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	
<b>A-5.4</b> solve problems	<i>Students will be able to:</i>
	a. understand and use problem-solving processes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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?

**MATERIALS**

- None required.

**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**

*Students will be able to:*

- a. use German for fun and to interpret simple humour

**A-6.1**  
humour/fun

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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.)

► **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 mooseum!)

► **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****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.

➤ **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).

➤ **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 ...

**MATERIALS**

- Various sayings, rhymes and tongue twisters in German.

- Sample comic strips in German.

- Humorous German television shows, cartoons, viewing station.

**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
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. use German creatively and for aesthetic purposes</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-6.2 creative/aesthetic purposes</p>	<p>► <b>Collage</b> Have the students create and present collages based on a topic or theme such as friendships, school life or family.</p> <p>► <b>Picture Me</b> 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.</p> <p>► <b>Poems</b> Have the students create patterned poems in German, such as acrostic poems, concrete poems or haiku.</p> <p><b>Extension</b> Ask the students to create a song based on a familiar melody; e.g., <i>Bruder Jakob</i></p> <p><i>Deutsche Schule</i> (German school) <i>Deutsche Schule</i> (German school) <i>Gar nicht schwer</i> (not too difficult) <i>Gar nicht schwer</i> (not too difficult) <i>Viele schöne Spiele</i> (lots of funny games) <i>Viele schöne Spiele</i> (lots of funny games) <i>Und viel mehr</i> (and more to learn) <i>Und viel mehr.</i> (and more to learn.)</p>

**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****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).

➤ **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).

➤ **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).

**MATERIALS**

- Magazines, scissors, glue, markers.

- None required.

- Sample poems in German.

**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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>A-6.3</b> personal enjoyment	<p><i>Students will be able to:</i></p> <p>a. use German for personal enjoyment</p>	<p>► <b>Music Videos and CDs</b> 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.</p>

**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****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).

**MATERIALS**

- 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
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 565 789">a. understand short, simple oral texts in guided and unguided situations</p> <p data-bbox="183 863 248 1094" style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-1.1 aural interpretation</p>	<p data-bbox="613 663 1414 758">➤ <b>What Are They Wearing?</b> Read a description of how someone is dressed. Ask the students to listen to your description and draw the person's clothing.</p> <p data-bbox="613 957 1406 1062">➤ <b>Puppet Show</b> Present a short conversation or section of dialogue from a story. Have the students then act out the scene using puppets.</p> <p data-bbox="613 1167 1425 1440">➤ <b>Story Comprehension</b> Read a simplified fairy tale in German to the students and have them answer questions based on the text. For example: – <i>Wer sind die Hauptpersonen? Beschreibe sie.</i> (Who are the main characters? Describe them.) – <i>Was war das Problem oder der Konflikt in der Geschichte?</i> (What was the problem or conflict in the story?) – <i>Wo spielte die Geschichte?</i> (Where did the story take place?)</p>

**General Outcome for Language Competence**

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

**LC-1 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****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).

➤ **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.

➤ **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).

**MATERIALS**

- A passage describing a person's clothing.
- Puppets, dialogue text.
- Short fairy tales, comprehension questions.

**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
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. produce short, simple oral texts in guided situations</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-1.2 oral production</p>	<p>► <b>My Favourite Foods</b>                      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.</p> <p>► <b>My Weekend</b>                      Brainstorm questions and answers relating to what the students do on weekends; e.g.,</p> <ul style="list-style-type: none"> <li>– <i>Was machst du dieses Wochenende?</i> (What are your plans for the weekend?)</li> <li>– <i>Bleibst du zu Hause? Ich bleibe zu Hause.</i> (Do you stay at home? I stay at home.)</li> <li>– <i>Gehst du ins Kino? Ich gehe ins Kino.</i> (Do you go to the movies? I go to the movies.)</li> <li>– <i>Spielst du Hockey? Ich spiele Hockey.</i> (Do you play hockey? I play hockey.)</li> </ul> <p>Divide the students into partners and have them orally share brief descriptions of what they do on the weekends.</p>

**General Outcome for Language Competence**

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

**LC-1 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****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).

➤ **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).

**MATERIALS**

- None required.

- None required.

**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
<p><i>Students will be able to:</i></p> <p>a. interact, using a combination of phrases and simple sentences, in guided and unguided situations</p> <p><b>LC-1.3</b> interactive fluency</p>	<p>► <b>Puppet Conversations</b> Invite the students to use hand puppets or finger puppets to engage in conversations using familiar patterns; e.g.,</p> <ul style="list-style-type: none"> <li>- responding to an invitation to a party</li> <li>- meeting a new friend</li> <li>- asking for directions.</li> </ul> <p>► <b>Listing Game</b> 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:</p> <ul style="list-style-type: none"> <li>- <i>Ich packe meinen Koffer</i> (I pack my suitcase)</li> <li>- <i>und nehme eine Jacke mit.</i> (and take a jacket with me.)</li> </ul> <p>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 <i>mein/ein</i> endings and articles.</p>

**General Outcome for Language Competence**

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

**LC-1 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****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).

➤ **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).

**MATERIALS**

- Puppets.

- None required.

**General Outcome for Language Competence**

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

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

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>LC-2.1</b> interpretation of written texts	<i>Students will be able to:</i>	
	a. understand short, simple written texts in guided and unguided situations	<ul style="list-style-type: none"><li>➤ <b>Fill in the Blanks</b> Provide the students with a short, simple cloze passage and have them fill in the blanks with the missing information.</li> <li>➤ <b>Comic Book Skits</b> 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.</li> <li>➤ <b>German Stories</b> 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.</li></ul>

**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****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.

➤ **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).

➤ **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.

**MATERIALS**

- A short German language cloze passage.

- Short comic strips or books.

- Simple German language stories.

**General Outcome for Language Competence**

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

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

LC-2.2 written production	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	<p><i>Students will be able to:</i></p> <p>a. produce short, simple written texts in guided situations</p>	<p>► <b>My Pet</b> 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.</p> <p>► <b>What's in the Bag?</b> 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.,</p> <ul style="list-style-type: none"> <li>– <i>Es ist</i> _____. (It is _____ [colour].)</li> <li>– <i>Es ist aus</i> _____. (It is made out of _____ [what it is made of].)</li> <li>– <i>Es kann</i> _____. (It can _____. [verb].)</li> <li>– <i>Es ist</i> _____. (It is _____ [physical attribute].)</li> </ul> <p>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.</p>

**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****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).

**MATERIALS**

- Pictures of pets.

- Paper bags, markers, various objects.

**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**

*Students will be able to:*

- a. derive meaning from visual and nonverbal elements of a variety of media in guided and unguided situations

**LC-2.3**  
viewing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **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****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).

➤ **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.

➤ **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).

**MATERIALS**

- German comic strips, scissors.

- German cartoons, viewing station, graphic organizers.

- Internet.

**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
<p data-bbox="269 493 553 525"><i>Students will be able to:</i></p> <p data-bbox="269 661 565 856">a. express meaning through the use of visual and nonverbal elements in a variety of media in guided situations</p> <p data-bbox="181 884 250 1031"><b>LC-2.4</b> representing</p>	<ul style="list-style-type: none"><li data-bbox="613 661 1443 758">➤ <b>Sports Collage</b> Ask the students to create collages of traditional German sports and Western sports.</li> <li data-bbox="613 926 1443 1058">➤ <b>Arial View Maps</b> Have the students create maps of various familiar locations (e.g., home, school, community) and label important landmarks in German.</li> <li data-bbox="613 1199 1443 1396">➤ <b>Fairy Tales</b> 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.</li></ul>

**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****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).

➤ **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.

➤ **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).

**MATERIALS**

- Sports magazines, scissors, glue.

- None required.

- Simple fairy tales or folk tales in German, art supplies.

**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:*

**LC-3.1**  
phonology

- a. recognize some of the effects that intonation and stress have in different situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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 ...

**MATERIALS**

- None required.

**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:*

- b. use intelligible pronunciation, stress and intonation when producing familiar words or phrases

**LC-3.1**  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **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****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).

➤ **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).

**MATERIALS**

- Various simple German texts.

- Audio recorder, listening station.

**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:*

**LC-3.2**  
orthography

- a. recognize and use some elements of the writing system; e.g., capitalization

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

**MATERIALS**

- None required.

**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:*

- b. apply common spelling rules to write familiar words

**LC-3.2**  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **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****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.

➤ **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).

➤ **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.

**MATERIALS**

- Variety of spelling games.

- Simple text with familiar German words misspelled.

- Computers, printer, German spelling checker.

**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:*

- 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-3.3**  
lexicon

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

**MATERIALS**

- Several sets of cards with pictures of sports and hobbies.
- Poster materials.

**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:*

- a. use, in modelled situations, <sup>★</sup> 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*)

LC-3.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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).

**MATERIALS**

- Personal dictionaries.

- Treasures to hide.

**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:*

- 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*)

LC-3.4  
grammatical elements**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 = <i>ich</i> (I)	1 = <i>gehen</i> (go)
2 = <i>du</i> (you)	2 = <i>spielen</i> (play)
3 = <i>er/sie/es</i> (he/she/it)	3 = <i>kaufen</i> (buy)
4 = <i>wir</i> (we)	4 = <i>singen</i> (sing)
5 = <i>ihr</i> (you)	5 = <i>kochen</i> (cook)
6 = <i>sie</i> (they)	6 = <i>bringen</i> (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**.

**LC-3 attend to form****SAMPLE ASSESSMENT STRATEGIES****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).

➤ **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).

➤ **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).

**MATERIALS**

- Sample activity schedules or timetables.

- None required.

- Dice.

**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:*

- 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*)

LC-3.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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**.

**LC-3 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, independently and consistently, the [given] grammatical elements?

➤ **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).

➤ **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.

➤ **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.

**MATERIALS**

- Markers.

- Flash cards.

- None required.

**General Outcome for Language Competence**

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

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

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>LC-4.1</b> register	<i>Students will be able to:</i>	
	a. experiment with and use informal language in familiar contexts	<p>➤ <b>Common Expressions</b> Review various informal colloquial expressions; e.g., <i>toll</i> (super, great). Create a classroom display using these expressions and encourage the students to use them while working in groups.</p> <p>Have the students keep checklists of colloquial expressions used in class. Have the students track their use of the expressions.</p> <p>➤ <b>Role-play</b> 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.</p>

**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****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).

➤ **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).

**MATERIALS**

- *PONS – Wörterbuch der Jugendsprache, Klett-Verlag, 2008, chart paper, markers.*

- Various informal scenarios.

**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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-4.2 idiomatic expressions</p>	<p><i>Students will be able to:</i></p> <p>a. use learned idiomatic expressions to enhance communication</p>	<p>► <b>Idiomatic Expressions Display</b> Work with the students to illustrate posters that show idiomatic sayings and their meanings; e.g.,</p> <ul style="list-style-type: none"> <li>– <i>Ich drücke dir die Daumen.</i> (I'll keep my fingers crossed.)</li> <li>– <i>Du hast ein Herz aus Gold.</i> (You have a heart of gold.)</li> <li>– <i>Däumchen drehen.</i> (Not doing anything.)</li> </ul> <p>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.</p> <p>► <b>Matching Idioms</b> 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.</p>

**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****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.

➤ **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).

**MATERIALS**

- Chart paper, markers.

- Index cards, various idiomatic expressions.

**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
<p data-bbox="269 493 553 525"><i>Students will be able to:</i></p> <p data-bbox="269 661 581 793">a. experience a variety of accents, variations in speech and regional variations in language</p>	<p data-bbox="613 661 862 688">➤ <b>Television Show</b></p> <p data-bbox="659 695 1438 961">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 observations 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.</p> <p data-bbox="613 997 854 1024">➤ <b>Guest Speakers</b></p> <p data-bbox="659 1031 1409 1129">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:</p> <ul data-bbox="659 1136 1333 1234" style="list-style-type: none"> <li>– older students learning German</li> <li>– someone with a strong accent; e.g., Swiss or Austrian</li> <li>– someone who speaks high German.</li> </ul> <p data-bbox="659 1270 784 1297"><b>Extension</b></p> <p data-bbox="659 1304 1425 1402">Review different expressions used in different regions of Germany; e.g., <i>Guten Tag</i> versus <i>Grüß Gott</i> versus <i>Servus</i> (hello, hi).</p> <p data-bbox="613 1438 886 1465">➤ <b>Audio Recordings</b></p> <p data-bbox="659 1472 1442 1598">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.</p> <p data-bbox="659 1640 784 1667"><b>Extension</b></p> <p data-bbox="659 1673 1425 1738">Ask the students to listen to two different recordings of the same story read by two different readers and compare the two readings.</p>

LC-4.3  
variations in language

**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****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).

➤ **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.

➤ **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.

**MATERIALS**

- German television shows, viewing station.

- Guest speakers.

- Audio recordings of radio broadcasts or announcements in German, listening station.

**General Outcome for Language Competence**

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

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

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize verbal behaviours that are considered impolite

**LC-4.4**  
social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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.

➤ **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).

**MATERIALS**

- None required.

- Recordings of people using impolite verbal behaviours, listening station, chart paper, markers, video camera, viewing station.

**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
<p><b>LC-4.4</b> social conventions</p>	<p><i>Students will be able to:</i></p> <p>b. recognize simple social conventions in informal conversation; e.g., turn taking</p>	<p>► <b>Role-play</b> 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.</p> <p>► <b>Turn Taking</b> Have the students practise expressions for turn taking; e.g.,</p> <ul style="list-style-type: none"> <li>– <i>Du bist dran.</i> (Your turn.)</li> <li>– <i>Du darfst anfangen.</i> (You may start.)</li> <li>– <i>Du kommst zuerst dran.</i> (You are first.)</li> <li>– <i>Es geht links herum/rechts herum.</i> (Left turn/right turn.)</li> </ul> <p>Divide the students into groups and have them play games while practising the turn-taking vocabulary.</p>

**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****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).

**MATERIALS**

- Various props (optional).

- Various board games; e.g., *Mensch ärgere dich nicht*.

**General Outcome for Language Competence**

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

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

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>LC-4.5</b> nonverbal communication	<p><i>Students will be able to:</i></p> <p>a. identify and use appropriate nonverbal behaviours in a variety of familiar contexts.</p>	<ul style="list-style-type: none"><li>➤ <b>Group Work</b> 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.</li><li>➤ <b>Nonverbal Role-play</b> 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.</li></ul>

**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****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).

➤ **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).

**MATERIALS**

- Video camera, viewing station.

- None required.

**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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LC-5.1</b> cohesion/coherence</p>	<p><i>Students will be able to:</i></p>		
	<p>a. link simple sentences coherently; e.g., on a single theme</p>	<p>➤ <b>Story Building</b> 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.</p>	<p>➤ <b>Sorting Sentences</b> Provide the students with a number of sentences or have them create simple sentences on a topic; e.g., <i>Meine Nachbarschaft</i>, <i>Mein Tag</i> (my neighbourhood, my day). Have the students sort the sentences according to categories and then link them together to make simple paragraphs.</p>

**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****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.

➤ **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).

➤ **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).

**MATERIALS**

➤ None required.

➤ None required.

➤ None required.

**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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>LC-5.1</b> cohesion/coherence	<i>Students will be able to:</i>	
	b. use common conventions to structure texts; e.g., titles, captions	<p>➤ <b>German Newspaper</b> 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.</p> <p>➤ <b>Sentence Strips</b> 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.</p> <p><b>Alternative</b> 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.</p>

**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****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).

➤ **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).

**MATERIALS**

- German newspaper.

- Sentence strips.

**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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>LC-5.2</b> text forms	<i>Students will be able to:</i>	
	a. use some simple text forms in their own oral and written productions; e.g., graphs, questionnaires	<ul style="list-style-type: none"><li>➤ <b>Maps</b> Ask the students to draw and label maps of:<ul style="list-style-type: none"><li>– their neighbourhoods</li><li>– their school</li><li>– a shopping mall</li><li>– an imaginary community.</li></ul></li> <li>➤ <b>Timetable</b> Have the students create timetables in German for their daily activities, a train station or bus station or a German television channel.</li> <li>➤ <b>Menus</b> 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.</li></ul>

**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****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).

➤ **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.

➤ **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).

**MATERIALS**

- Sample maps.

- Sample timetables.

- Sample 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**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><b>LC-5.3</b> patterns of social interaction</p>	<p><i>Students will be able to:</i></p> <p>a. use simple conventions to open and close conversations and to manage turn taking</p>	<p>► <b>Classroom Conversation Café</b> 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.</p> <p>► <b>Telephone Call</b> Have the students practise simple telephone conversations and answering the phone by saying one's family name (as is done in Germany).</p>

**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****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).

➤ **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).

**MATERIALS**

- Snacks (optional), drinks (optional), topic cards.

- None required.

## 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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>GC-1.1</b> accessing/analyzing cultural knowledge	<p><i>Students will be able to:</i></p> <p>a. compare some elements of the culture with their own culture; e.g., geography and climate</p>	<p>► <b>Weather Comparison</b>            As a class, create two large maps: one of Germany and another of Canada. Divide each map into four parts labelled <i>Frühling</i>, <i>Sommer</i>, <i>Herbst</i>, <i>Winter</i> (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.</p> <p>► <b>Geography Comparison</b>            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:</p> <ul style="list-style-type: none"> <li>– <i>Größe/Fläche</i> (size)</li> <li>– <i>Landschaft</i>—<i>Berge</i>, <i>Seen</i>, <i>Flüsse</i>, <i>Küste</i> (landscape—mountains, lakes, rivers, coastline)</li> <li>– <i>Grenzen</i> (borders)</li> <li>– <i>Bevölkerung</i> (population)</li> <li>– <i>Bodenschätze</i>—<i>Erdöl</i>, <i>Erdgas</i>, <i>Wasser</i>, <i>Kohle</i> (natural resources—oil, gas, water, coal)</li> </ul> <p>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.</p>

**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****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).

➤ **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).

**MATERIALS**

- Maps for Germany and Canada.

- Resources on Germany and Canada.

**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
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. explore some elements of the culture</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">GC-1.2 knowledge of the culture</p>	<p>➤ <b>Schultüte</b> A <i>Schultüte</i> 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 <i>Schultüte</i> and have them make one to give to Grade 1 students.</p> <p>➤ <b>German Celebrations</b> Have the students learn about the history of various German celebrations; e.g.,</p> <ul style="list-style-type: none"> <li>– <i>Nikolaustag</i> (St. Nickolas Day, December 6)</li> <li>– <i>Weihnachten</i> (Christmas)</li> <li>– <i>Ostern</i> (Easter)</li> <li>– <i>Karneval</i> (Mardi Gras, Carnival).</li> </ul> <p><b>Extension</b> Have the students make <i>Karneval</i> masks.</p> <p>➤ <b>A Day in the Life of ...</b> Assign the students specific parts of the daily routines of:</p> <ul style="list-style-type: none"> <li>– German elementary students</li> <li>– German farmers or engineers</li> <li>– German athletes.</li> </ul> <p>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.</p>

**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****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.

➤ **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 ...

➤ **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).

**MATERIALS**

- Sample *Schultüte*, materials to make and fill the *Schultüte*.

- Various sources of information on German culture, cardstock, mask templates, pipe cleaners, glitter, glue.

- Poster paper, markers.

**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	
GC-1.2 knowledge of the culture	<i>Students will be able to:</i>
	b. identify some things they have in common with people their own age who live in the culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **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****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?

➤ **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).

**MATERIALS**

- Videos on German home or school life, viewing station.

- 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**

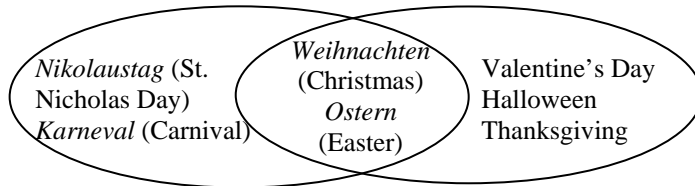
*Students will be able to:*

- a. identify commonalities and differences between the culture and their own culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Venn Diagram**

Have the students complete Venn diagrams identifying commonalities and differences between German culture and their own. For example:



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.,

	<i>Kanada</i>	<i>Deutschland</i>
<i>Zug</i> (train)	<ul style="list-style-type: none"> <li>– <i>Güter</i> (transport goods)</li> <li>– <i>Reisen</i> (travel)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Reisen</i> (travel)</li> <li>– <i>zur Arbeit</i> (to work)</li> <li>– <i>Güter</i> (transport goods)</li> </ul>
<i>Straßenbahn</i> (LRT)	<ul style="list-style-type: none"> <li>– <i>zur Schule</i> (to school)</li> <li>– <i>zur Arbeit</i> (to work)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>zur Schule</i> (to school)</li> <li>– <i>zur Arbeit</i> (to work)</li> <li>– <i>zum Einkaufen</i> (to go shopping)</li> </ul>
<i>Bus</i> (bus)	<ul style="list-style-type: none"> <li>– <i>zur Schule</i> (to school)</li> <li>– <i>zur Arbeit</i> (to work)</li> </ul>	<ul style="list-style-type: none"> <li>– <i>zur Schule</i> (to school)</li> <li>– <i>zur Arbeit</i> (to work)</li> </ul>

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****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).

**➤ 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).

**MATERIALS**

- Various sources of information on German culture.

- Video on German transportation, viewing station.

**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
<p><b>GC-1.4</b> diversity within the culture</p>	<p><i>Students will be able to:</i></p> <p>a. identify commonalities and differences among diverse groups within the culture</p>	<p>► <b>Diverse Groups</b> With the class, brainstorm different ways that groups of people can be classified; e.g.,</p> <ul style="list-style-type: none"> <li>– by generation (older versus younger generations)</li> <li>– by geography (urban versus rural, northern and southern).</li> </ul> <p>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.</p> <p>► <b>Group Brainstorming Jigsaw</b> 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.</p> <p>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.</p>

**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****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).

➤ **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).

**MATERIALS**

- Poster materials.

- None required.

**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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-1.5</b> valuing the culture</p>	<p><i>Students will be able to:</i></p>		
	<p>a. identify similarities between themselves and people of the culture</p>		<p>➤ <b>Web Site Comparison</b> 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.</p> <p><b>Caution</b> Students should be monitored when they use the Internet.</p> <p>➤ <b>E-mail Pals</b> 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.</p> <p>➤ <b>Video</b> 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.</p>

**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****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).

➤ **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.

➤ **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.

**MATERIALS**

- German Web sites.

- E-mail pals, printer, computers.

- Video showing way of life in Germany.

**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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<p><b>GC-1.5</b> valuing the culture</p>	<p><i>Students will be able to:</i></p>	
	<p>b. express an interest in finding out about people their own age who speak German</p>	<ul style="list-style-type: none"><li>➤ <b>Pen Pals/E-mail Pals</b> 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.</li> <li>➤ <b>Field Trip</b> 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.</li> <li>➤ <b>Guest Speakers</b> 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.</li></ul>

### 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

###### 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).

###### ➤ 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).

###### ➤ 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.

##### MATERIALS

- Pen pals or e-mail pals, computer, Internet.

- Bilingual German school or class.

- Guest speakers, photographs.

**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**

*Students will be able to:*

- a. identify similarities and differences between their first language and German; e.g., different social conventions

**GC-2.1**  
awareness of first language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

**➤ 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).

**MATERIALS**

- None required.

- Borrowed words handouts.

**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**

*Students will be able to:*

- a. identify differences and similarities among phonology systems from different languages within their personal experience

**GC-2.2**  
general language knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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.

**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****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).

➤ **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).

**MATERIALS**

- Variety of writing samples from other languages; e.g., Japanese, Chinese, Spanish, Punjabi.
- Audiocassettes or CDs of children's songs in different languages.

**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**

*Students will be able to:*

- b. recognize that in any language there are different words for the same thing

GC-2.2  
general language knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

**MATERIALS**

- Cards with synonyms written on them.

**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**

*Students will be able to:*

- a. recognize and identify similarities and differences between their own culture and other cultures; e.g., occupations, seasonal activities

**GC-2.3**  
awareness of own culture

**SAMPLE TEACHING AND LEARNING 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****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 ...

➤ **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).

➤ **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).

**MATERIALS**

- None required.

- None required.

- Students from other language and culture classes.

**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
<p><b>GC-2.4</b> general cultural knowledge</p>	<p><i>Students will be able to:</i></p> <p>a. recognize that speakers of the same language may come from different cultural backgrounds</p>	<p>► <b>Statistics Game</b> Label several nets or baskets with numbers or percentages. Ask various questions about German speakers; e.g.,</p> <ul style="list-style-type: none"> <li>– How many German speakers are there in the world?</li> <li>– In which countries do people speak German?</li> <li>– How many German speakers are there in these countries?</li> </ul> <p>Have the students answer by throwing a ball in the appropriate basket. Review statistics about the use of German around the world.</p> <p>► <b>German Communities</b> 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.</p> <p>► <b>Language Map</b> 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.</p>

**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****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).

➤ **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).

➤ **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 ...

**MATERIALS**

- German language statistics, nets or baskets, balls.

- Various references, video camera and viewing station (optional).

- World map, markers.

**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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>GC-2.4</b> general cultural knowledge	<p><i>Students will be able to:</i></p> <p>b. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate</p>	<ul style="list-style-type: none"><li>➤ <b>Cause and Effect</b> 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.</li><li>➤ <b>Brochures</b> 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.</li></ul>

**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****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).

➤ **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).

**MATERIALS**

- Pictures of different regions of Germany.
- Various resources about the climate, geography and resources of various regions.

**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**

*Students will be able to:*

- a. identify the limitations of adopting a single perspective

**GC-2.5**  
valuing diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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.

**MATERIALS**

- None required.

**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	
GC-2.6 intercultural skills	<i>Students will be able to:</i>
	a. reflect on their actions and the consequences of their actions for others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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).

**MATERIALS**

- None required.
  
- Various positive and negative scenarios.

**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**

*Students will be able to:*

- b. explore how their perspective is shaped by a variety of factors

GC-2.6  
intercultural skills

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **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****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.

➤ **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).

➤ **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 ...

**MATERIALS**

- None required.

- Various samples of stereotypes.

- Stories told from different perspectives.

**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
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-3.1</b> German language and culture</p>	<p><i>Students will be able to:</i></p> <p>a. identify some careers for which knowledge of German is useful</p>	<p>► <b>Brainstorm</b> 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., <a href="http://www.alis.gov.ab.ca">http://www.alis.gov.ab.ca</a>. Have the students identify jobs in a variety of areas; e.g.,</p> <ul style="list-style-type: none"> <li>– hospitality</li> <li>– business</li> <li>– travel</li> <li>– manufacturing</li> <li>– science</li> <li>– food preparation/service</li> <li>– government.</li> </ul> <p>Have the students, in pairs, create posters that advertise the career benefits of learning German.</p> <p>► <b>Guest Speaker</b> 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.</p> <p><b>Caution</b> Students should be monitored when they use the Internet.</p>

**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****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).

➤ **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.

**MATERIALS**

- Career booklets, Internet Web sites for jobs with German language skills.

- Guest speaker(s).

**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**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>GC-3.1</b> German language and culture	<p><i>Students will be able to:</i></p> <p>b. identify some places that they could visit where German is spoken</p>	<p>► <b>Field Trip</b> Arrange for a field trip to an <i>Oktoberfest</i> or <i>Karneval</i> 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.</p> <p>► <b>Brainstorm</b> 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.</p>

**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****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).

➤ **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).

**MATERIALS**

- None required.

- None required.

**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
<p><b>GC-3.2</b> cultural and linguistic diversity</p>	<p><i>Students will be able to:</i></p> <p>a. identify some countries where there is significant linguistic and cultural diversity</p>	<p>► <b>Culture in My Community</b> 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.</p> <p>Discuss Canada as a multicultural country in which cultural and linguistic diversity is valued and how this is reflected in your own community.</p> <p>► <b>The Towns in Cities</b> 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.</p>

**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****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).

➤ **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).

**MATERIALS**

- None required.

- 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

*Students will be able to:*

- a. identify and use a variety of cognitive strategies to enhance language learning

S-1.1  
cognitive

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

► **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****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).

➤ **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).

**MATERIALS**

- Simple German songs.

- None required.

**General Outcome for Strategies**

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

**S-1 language learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of metacognitive strategies to enhance language learning

**S-1.2**  
metacognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Learning Log**

At various stages of a lesson (i.e., before, during and after), have the students write about their learning in their learning logs, including such things as:

Before beginning a unit or lesson:

- What do I think I will learn?
- What do I already know about the topic?
- What do I hope we will do during this lesson?

During the lesson:

- What things 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****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?

➤ **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).

**MATERIALS**

- None required.

- Brief paragraph in German.

**General Outcome for Strategies**

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

**S-1 language learning****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of social and affective strategies to enhance language learning

**S-1.3**  
social/affective

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **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****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.

➤ **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).

➤ **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.

➤ **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).

**MATERIALS**

➤ None required.

➤ Short text in German.

➤ None required.

➤ Simple written texts in German.

**General Outcome for Strategies**

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

**S-2 language use**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of interactive strategies

**S-2.1**  
interactive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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.

➤ **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 of 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).

**MATERIALS**

- Chart paper, markers.

- None required.

**General Outcome for Strategies**

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

**S-2 language use**

<b>S-2.2</b> interpretive	<b>SPECIFIC OUTCOMES</b>
	<p><i>Students will be able to:</i></p> <p>a. identify and use a variety of interpretive strategies</p>

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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.

➤ **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).

**MATERIALS**

- Guest speaker.

- German text or guest speaker.

- German text.

**General Outcome for Strategies**

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

**S-2 language use**

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
S-2.3 productive	a. identify and use a variety of productive strategies

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **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.
  
- **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****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).

➤ **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).

➤ **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).

**MATERIALS**

- Several sentence starters.

- Various rhymes and songs with repetitive patterns.

- Examples of familiar fables or fairy tales.

**General Outcome for Strategies**

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

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of cognitive strategies to enhance general learning

**S-3.1**  
cognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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).

➤ **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.

➤ **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.

**MATERIALS**

- Reference material, Internet.

- None required.

- Maps of Germany, various information sources, photographs, scissors, glue or tape.

**General Outcome for Strategies**

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

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**S-3.2**  
metacognitive

- a. identify and use a variety of metacognitive strategies to enhance general learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **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****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.

**MATERIALS**

- None required.

**General Outcome for Strategies**

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

**S-3 general learning**

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
<b>S-3.3</b> social/affective	a. identify and use a variety of social and affective strategies to enhance general learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **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.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****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).

➤ **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).

➤ **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).

**MATERIALS**

- None required.

- Various project materials.

- Various materials on various topics.

