

9 -YEAR PROGRAM
Guide to Implementation

German

LANGUAGE and CULTURE

[GRADE] — **7**

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9-YEAR PROGRAM
Guide to Implementation

German

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Grade 7

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The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

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Chapter 1

Introduction

Chapter Summary

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

Purpose of This Guide

This guide to implementation is intended to support the Grade 7 portion of the German Language and Culture Nine-year Program (the program of studies). It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new German program of studies. The grade level samples provided in Chapter 8 are designed to give teachers a clearer idea of what the outcomes in the program of studies mean and to offer some sample ideas on how to teach to those outcomes. The samples are not meant to be read or used chronologically. The activities cover a range of degrees of difficulty, and it is expected that teachers will adapt the samples in this guide to reflect the needs and interests of their students.

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

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners

- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members
- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

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

Engaging Students in Meaningful Tasks

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., parts of the body) or while carrying out a project (e.g., planning a family vacation). Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

Maximizing Student Interaction

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

Ensuring Student Awareness and Use of Thinking and Learning Strategies

➔ For more information ...

German Language and Culture
Nine-year Program,
Grades 7–8–9

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

Because all students do not instinctively use language learning strategies, many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies, have reflected on their usefulness and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

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

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

Transferring First Language Knowledge

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

Understanding the Culture

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

Learning about the target culture in the second language classroom also allows students to develop deeper awareness of their own culture as well as other world cultures. With a greater awareness of the cultural diversity in our world, students become more respectful of people of different backgrounds who speak other languages. It is hoped that cultural learning within second language education will help create long-term positive effects on Alberta's students, including development of empathy toward people of different ethnic backgrounds and appreciation for the linguistic and cultural make-up of the Canadian people.

Understanding the Learner

The Nature of Grade 7 to Grade 9 Learners

The German Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

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

Language and literacy learning at the Grade 7 to Grade 9 level requires a unique classroom culture and climate that is different from that required for younger and older students. Students at Grade 7 to Grade 9 are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 7 to 9 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students' learning.

Learners in grades 7 to 9 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 7 to 9 that learners demonstrate ability to use abstract thinking in order to understand and to use conceptual reasoning in order to take meaning from hypothetical situations.

The grades 7 to 9 learner typically responds well to learning environments that promote teamwork and a sense of belonging for each individual. Consistent reward through positive reinforcement is required in order to make every student feel accepted for his or her contribution to the classroom environment. Equally important to the sense of belonging is the need for the grades 7 to 9 learner to feel like, and be treated as, a unique individual. Creating or facilitating opportunities for students to express their personal preferences with peers supports the development of learner individuality.

Grades 7 to 9 learners are also in the process of developing a sense of accountability for their actions, choices and decisions. Allowing students to make choices and decisions within the boundaries of the learning environment helps them to be aware of the natural consequences of their actions. Providing young adolescent learners with freedom of choice within the realistic realms of the second language program also motivates students and facilitates their learning. Since decision making can be a difficult process for some students at the grades 7 to 9 level, guidelines and frameworks should be provided by the teacher.

At the grades 7 to 9 level, young adolescent learners begin to experiment with roles as active or passive participants and with the types of contributions they will add to the social make-up of the classroom. This is a good time for students to experiment with leadership roles and with roles as facilitators and recorders when working in groups or when participating in whole-class activities guided by the teacher.

Students at the grades 7 to 9 level tend to favour educational activities that require cooperative participation from their peers mixed with a certain degree of competition. In this case, educational games where students compete in teams by applying the new concepts prove to be a highly effective tool for the classroom. In this situation, young adolescent learners are engaged in enjoyable activities that induce alertness and that are low stress, where learning is maximized, storage of information is prolonged and recall is facilitated.

Adolescent learners at the grades 7 to 9 level also show a tendency to seek activities that have a “high thrill payoff”; research found that the central nervous system of adolescents functions with a higher level of dopamine, a neurotransmitter connected to pleasure and movement. This may result in a greater need for stimulation by movement and risk-taking. With this in mind, use of kinaesthetic activities and games that engage learners through movement can become a powerful teaching strategy. It is important throughout to sustain a fair atmosphere in the classroom.

Research also shows that learning is increased when the student is challenged but not threatened by the activity. It is necessary for the teacher to select activities at the appropriate difficulty level in order to challenge students in a motivating way. Selection of age-appropriate supporting material is also very important for the grades 7 to 9 learner.

Grades 7 to 9 learners retain information most efficiently when they can make connections between what they are learning in the classroom and the real world outside. Instruction that is delivered through thematic contexts that are usually project-oriented and focus on task-based learning tend to give students the greatest connections between classroom learning and real-world applications. Researchers find that people of all ages learn best by solving realistic problems. It is important for teachers to allow students to experiment with the concepts through real-life simulations. Student learning is also enhanced when students are given opportunities to participate in activities that impact others outside of the class, such as individuals in the community.

The classroom teacher plays an influential role in the learning process of students at the grades 7 to 9 level. These students learn behaviours and gain information by observing the teacher and his or her behaviour. Students also seem to excel in the learning process when they are effectively connected to their learning environment—the educator, their peers and the content of the program.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 with little or no previous exposure to the German language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some enter with strong cultural knowledge and higher proficiency in listening and speaking German but little proficiency in reading and writing. Occasionally, students will enter this program with little or no English or German language proficiency. Therefore, a diverse range of student language abilities exists in German language and culture classrooms.

The German Language and Culture Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 7 level would have had some degree of exposure to the German language in grades 4 to 6. The degree of exposure to the language also depends on the amount of time awarded by the school for the learning of German, the language proficiency of the teacher, as well as student and teacher access to resources such as textbooks, workbooks, videos, listening CDs, CD-ROMs and language labs. When planning instruction, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

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

Outside Influences

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

Classroom Factors

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

Personal Characteristics

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

Factors that Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in junior high school settings:

Instructional Time

Consistent exposure to the target language through all four parts of language skill/proficiency—listening, reading, speaking and writing—is necessary for second-language acquisition to occur with adolescent learners. The amount of time spent learning a second language also impacts linguistic development. Research shows that fluency in a second language is not attainable with a mere 95 hours of language instruction per year for a period of six years; a greater amount of instructional time is needed for functional bilingualism to occur. With this in mind, it is essential for the second language teacher to focus on communicative activities that promote fluency as often as possible. The teacher also needs to encourage students to seek opportunities outside of the classroom to use the language; e.g., watching movies in German, or with German subtitles, or dining at restaurants.

Aptitude

Second-language acquisition is influenced by the personal nature of the learner. While it is clear that every student is born with an inherent aptitude for different kinds of learning, those with strong cognitive traits such as risk-taking, verbal communication and music abilities seem to display greater aptitude for learning a second language. While educators cannot influence how much aptitude a student has, they can use other factors to motivate and engage the learner.

Timing

Research has found that second-language acquisition differs according to the age of the learner. The learning process follows a different pattern when the learner begins at the age of 5, 15 or 25. Researchers argue that the critical learning periods marked by puberty change the way in which learning a second language is processed in the brain. Younger learners acquire both grammar and pronunciation “naturally,” while older adolescents and adults show tendencies of using conscious, analytical thinking skills to understand and be able to apply grammatical concepts. Nevertheless, the learner’s brain after puberty still shows flexibility and plasticity as the student consciously learns new vocabulary and semantics of language. Since the stage of brain development and puberty play a role in language learning, classroom teachers may find that younger learners (elementary and some early Grade 7 learners) are able to acquire language by merely listening and repeating while the older (late Grade 9 learners) need to have explanations of language function followed by examples and opportunities to apply the concepts in guided situations.

Second language teachers need to plan their lessons accordingly. For younger learners, it is recommended to expose the student to the language as much as possible without causing stress. Teaching vocabulary and basic grammar can be done informally in the second language as it is absorbed by the learner. It is recommended, however, to teach more complex grammatical structures in the native language to avoid stressing the learner. A similar example involves pronunciation. Younger learners are able to learn how to enunciate words more accurately with less effort in comparison to older learners. Educators who emphasize perfect pronunciation with older learners can cause more stress, which can inhibit these learners from taking risks and trying to use new vocabulary. It is argued that the greater the emphasis the educator puts on accurate use of language, the less fluent the learner becomes in a given time. Educators who concentrate on the use of language for communicating a message as a whole end up promoting fluency over accuracy.

Motivation

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

Planning

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

Consistency

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

Opportunity

A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language and culture programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community and by participating in relevant extracurricular activities.

Linguistic Relationship among Languages

The target language and those in which the students are already fluent may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn because of similarities in grammar, vocabulary and sound systems and because of the ease of transfer of first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.

Gender

There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.

Multiple Intelligences and Second Language Learning

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

Gardner's Types of Intelligence

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

Logical-mathematical Intelligence: The ability to calculate, detect patterns, reason deductively and think logically.

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

Kinesthetic Intelligence: The ability to coordinate bodily movements.

Musical Intelligence: The capacity to recognize and compose musical pitches, tones and rhythms.

Interpersonal Intelligence: The capacity to understand the intentions, motivations and desires of other people. This intelligence allows people to work effectively with others.





Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs, and the capacity to understand oneself and to appreciate one's feelings, fears and motivations.

Naturalist Intelligence: The ability to learn by exploring nature. This intelligence enables human beings to recognize, categorize and draw upon certain features of the environment.





The Possible Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential:** Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses:** Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun:** The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment.**
- **Learning is enhanced through music and rhythm:** Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action:** While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others:** Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

Gardner's Multiple Intelligences

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

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

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

Brain Research and Second Language Learning

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

Learning and the Brain

Evidence reveals that the brain is more flexible than previously thought. Recent findings suggest that while some functions of the brain are fixed at birth, others are shaped by experience and learning (Genesee 2000). Mechelli et al. (2004) also found that the brain’s structure changes according to the environment it finds itself in. According to Sousa (2006), learning a second language enhances learning and mental competency in all subject areas as well. Furthermore, signs of cortical development in the performance of motor tasks after learning new words were seen in a study by Karni et al. (1995). The cortical map can even change in adulthood as a result of an enriched environment or learning experience (Randall 2007). It goes without saying that teaching can make a difference in brain development, and teachers should not give up on older learners (Karni et al. 1995). Another advantage of learning a second language is that learning something new helps the brain develop by building new neural pathways and connections (Caine and Caine 1994).

Teaching with the Left and Right Brain in Mind

Teaching with the left and right hemispheres of the brain in mind is not enough. The two halves do not operate separately. The brain system interacts together as a whole with the external world. A requirement of brain-based instruction is making connections within the brain and between the brain and the outside world (Genesee 2000).

When learning happens, the brain works the left and right hemispheres, receiving input from multiple external sources such as auditory, visual, spatial and motor. In other words, both hemispheres work parallel to each other (Genesee 2000). Parallel processing, also known as brainswitching, is the act of playing with language by switching back and forth from the left to the right hemisphere of the brain. Two examples of this technique are the total physical response (TPR) and a conversation with an imaginary friend in a second language (Asher 2001).

In sum, children cannot be categorized as exclusively left-brained or right-brained learners.

Critical Period

A sensitive period exists, usually extending up to puberty, when the brain is especially receptive to learning languages; beyond this point, the ability decreases. According to Asher (2001), students acquire near-native accent if they learn a language at a young age, usually before puberty, and they can acquire many languages with excellent pronunciation before Grade 8 if they are provided with a stress-free environment. Jean Piaget found that puberty is the most critical stage for language learning (Brown 1994, pp. 52–53), and some research suggests that the “window of opportunity”

closes at the time of the formative years (Herschensohn 2007). Plasticity of the brain is the highest during childhood (Hadley 2002), and as the brain develops, it is more difficult to acquire a second language (Brown 1994). Skehan (1998, p. 234) refers to the importance of the learner's memory capacity, which declines after a certain age, starting in adulthood, and adulthood marks a decrease in incremental learning (Gullberg and Indefrey 2006).

Children process language information in a different region of the brain than adults and this explains why learning a second language for them is easier and faster (Multhaup 1998). When children learn a language, the same part of the brain responsible for automatic brain function or "deep motor area" is what children use; therefore, language becomes second nature to them (Hadley 2002). The information and skills in the deep motor area of the brain are set during early childhood and this area closes at about 18 years of age. For this reason, adults do not think automatically in another language as children do, even as children are unaware that they are learning a second language (Brown 1994).

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

1. **Build in reflection:** It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning:** "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom:** Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).
4. **Teaching from the bottom up and the top down:** Teaching and learning can be done from the bottom up (simple to complex) and from the top down (complex to simple). Brain research shows that the brain can process complex information as well as lower information simultaneously (Sousa 2006).
5. **Children learn languages naturally:** Children have the ability to learn and excel in the pronunciation of a foreign language (Krashen 1982). Acquiring language is effortless for a young child since it is learned naturally (Armstrong and Rogers 1997).
6. **A second language improves other subject areas:** Acquiring a foreign language early in life is not detrimental to basic skills, but rather shows positive results in areas of standardized testing (Armstrong and Rogers 1997). Children who study a second language score higher on verbal standardized tests conducted in English as well as on math and logic skills than children with just one language (Met 1998).
7. **Cognitive development is increased:** Children who participate in a foreign language show greater cognitive development in areas such as mental flexibility, creativity, divergent thinking and higher order thinking skills (Hakuta 1990).
8. **Self-image improves:** Studying a foreign language improves self-esteem and a sense of achievement in school (Caine and Caine 1994).

9. Children become multicultural: Children who study a foreign language acquire a sense of cultural pluralism, openness and appreciation of other cultures (Met 1998). Children maintain family heritage, culture and language by learning a second language (Hakuta 1990).

Sample strategies to support brain-based learning:

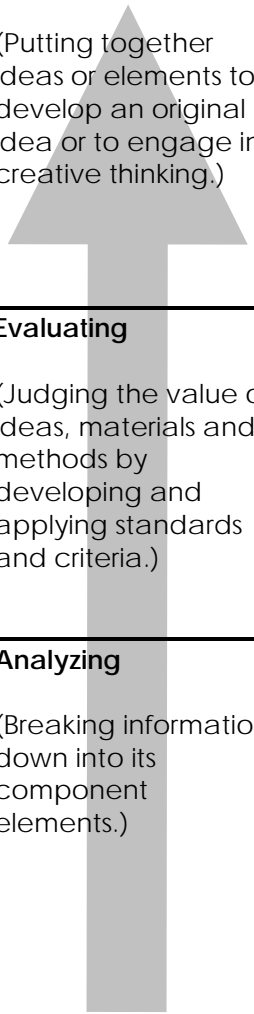
- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, “equality” in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process, through reflection and metacognition, what and how they have learned.
- Account for individual learning preferences.
- Engage learners in tasks that require both the right and left hemispheres of the brain, such as using the total physical response method to teach a grammar concept (Caine and Caine 1994).
- Teach with topics that are interesting to students and enable them to associate language with the specific context at hand. Let the students make connections to the world around them, and introduce topics that are important and interesting (Hadley 2002).
- Teach vocabulary in a real-life context to improve acquisition (Hakuta 1990).
- Provide a rich learning environment that will contribute to motivation (Multhaup 1998, p. 88).
- Encourage students to play with the language in order to feel comfortable and to develop fluency (Asher 2001).
- Incorporate activities that encourage students to search for meaning behind terms, concepts and ideas (Sousa 2006).
- Present information in context so that the learner can identify patterns and connect with previous experiences (Archibald 2000).
- Create an atmosphere that is low in threat and high in challenge (Caine and Caine 1994).

Language learning is a natural process; it can be done without intervention. By understanding how the brain learns naturally, language teachers can increase their success in the classroom. Although brain research does not specify what to teach, how to organize complex sequences of teaching, or how to work with students with special needs, it complements teachers’ own understanding about learning based on practical and classroom-based research (Genesee 2000).

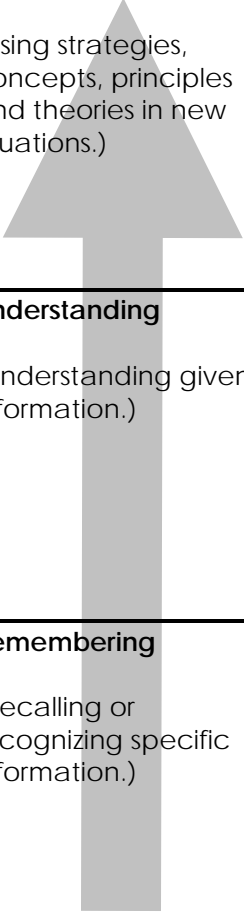
Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. The six levels of the original model have recently been revisited and revised to reflect a more accurate explanation and description of actions in the taxonomy. One major change is that the six major categories are now in verb form. Since the taxonomy reflects different forms of thinking and since thinking is an action, verbs are now used to more accurately reflect the spirit of the taxonomy. Another difference is the renaming of the former "Knowledge" category to "Remembering." Lastly, "Comprehension" is now "Understanding" and "Synthesis" changed to "Creating" in order to better reflect the nature of the thinking described by each category. All of the changes help to make the taxonomy a more authentic tool. Understanding and Remembering are the lower or more concrete levels of thinking. Creating, Evaluating and Analyzing represent higher or more complex levels of thinking. Applying, which falls just below the higher levels, can be less or more complex depending on the task.

Sample Activities Organized in the Bloom's Taxonomy Model

		Actions	Products	Learning Activities	
Higher-order thinking		Creating (Putting together ideas or elements to develop an original idea or to engage in creative thinking.)	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisement Painting	<ul style="list-style-type: none"> • Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, a story or an article • Write headlines in newspaper style on current issues in a German-speaking country • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on German cultural beliefs • Compose a poem, a skit, a role-play or an advertisement • Create hypothetical real-world situations in German culture • Create an infomercial
	Evaluating (Judging the value of ideas, materials and methods by developing and applying standards and criteria.)	Checking Hypothesizing Critiquing Experimenting Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasion Speech	<ul style="list-style-type: none"> • Evaluate solutions to cultural dilemmas • Express and justify opinions on creative German cultural products • Give and support opinions on issues • Evaluate TV shows, movies or cartoons • Write an editorial, giving and supporting an opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in German, decisions of what sites to visit • Read an editorial newspaper, respond and send the response • Evaluate Web pages as sources of information in German 	
	Analyzing (Breaking information down into its component elements.)	Comparing Organizing Deconstructing Attributing Outlining Structuring Integrating	Survey Database Abstract Report Graph Spreadsheet Checklist Chart Outline	<ul style="list-style-type: none"> • Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, a poem and other authentic material • Analyze a scene from the German culture • Find evidence to support an opinion • Compare own customs with German customs • Conduct a survey and analyze the results • Analyze typical foods of a German-speaking country for nutritional value • Identify the best route to a historic site in a German-speaking country • Play the role of a tourist who bargains in German 	

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

		Actions	Products	Learning Activities
Lower-order thinking	<p>Applying</p> <p>(Using strategies, concepts, principles and theories in new situations.)</p> 	Implementing Carrying out Using Executing	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal	<ul style="list-style-type: none"> • Dub cartoons or television shows • Instruct others to prepare a German cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in a German-speaking country • Interview classmates on their daily activities • Plan a menu for occasions typical of German culture • Make shopping lists for various German cultural or social events • Apply rules of cultural protocol for dining in a German-speaking country • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
	<p>Understanding</p> <p>(Understanding given information.)</p>	Interpreting Exemplifying Summarizing Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline	<ul style="list-style-type: none"> • Arrange lines of dialogue • Fill out authentic forms in German • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from a German-speaking country • Define words • Listen to and paraphrase in English a conversation in German • Draw pictures from verbal descriptions of a German cultural scene or object • Understand text written in German
	<p>Remembering</p> <p>(Recalling or recognizing specific information.)</p>	Recognizing Listing Describing Identifying Retrieving Naming Locating Finding	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction	<ul style="list-style-type: none"> • Arrange lines of dialogue • Fill out authentic forms in German • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from a German-speaking country • Define words • Listen to and paraphrase in English a conversation in German • Draw pictures from verbal descriptions of a German cultural scene or object • Understand text written in German

Benefits of Second Language Learning

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

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

Personal Benefits

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

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

Cognitive Benefits

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

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

Academic Benefits

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

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

Societal Benefits

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



Chapter 2

Planning

Chapter Summary

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

Introduction

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

Program of Studies

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

➔ For more information ...

Appendix A
General and
Specific Outcomes
Chart

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

Alignment

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

Implementing the Program of Studies

The German Language and Culture: 9-year Program Guide to Implementation, Grade 7 is designed to assist teachers as they plan for and implement the Grade 7 portion of the German Language and Culture Nine-year Program, Grades 7–8–9 (the program of studies). The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective German classroom program.

The Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for specific outcomes from Grade 7. These activities and assessment strategies are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

German language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning. Opportunities for authentic learning moments (e.g., interviews with or presentations by guests speaking the target language, field trips) or for simulated authentic situations (e.g., shopping trips, the preparation of an authentic dish) should be provided.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

Instructional Time

Language and culture programs of study are developed based on a recommended 95 hours of instructional time per grade level, or a suggested 150 minutes per week. This is 10 percent of the total instructional time.

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

Class Groupings

→ For more information ...

Chapter 4
Differentiated
Instruction

Many classrooms will contain students at the same grade level with varying proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability can be accommodated in a single classroom.

German Program Collaboration

Effective German language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of German-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized by establishing networks of communication with local high schools offering congruent language programs, by being aware of employment opportunities that require a second language or by engaging in activities with languages/classes from other schools.

Materials

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

Tips for Choosing Appropriate Instructional Materials

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

Planning for Professional Development

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

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

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

Student Motivation

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

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

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

Planning Considerations

Prior Language Experience

The German Language and Culture Nine-year Program, Grades 7–8–9 assumes that students have had three years of continuous, articulated instruction in German language and culture. There may be students in the program who have German language experience in settings outside of the classroom; e.g., at home, with extended family, in the community. A few individuals may choose to begin the program in junior high school, knowing that beginning the nine-year program at this time will be a challenge. Some of these late-starting students already have second language competency, perhaps in German or in a language related to German. These students may learn German more quickly and easily than those who began their study of German in Grade 4.

To meet students' diverse language backgrounds, skills and varying language learning needs in the classroom, teachers should first assess students' language levels and then differentiate instruction as necessary.

Student and Parent Awareness

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

Language of Instruction

As the ultimate goal of the German Language and Culture Nine-year Program, Grade 4 to Grade 12, is to have students use German for a variety of purposes in a variety of situations, German should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities be done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

Choice of Topics and Tasks

→ For more information ...

Appendix B
Sample Text Forms

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

Opportunities for German Language Use and Real-life Applications

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

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

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

Knowing the Students

→ For more information ...

Chapters 3, 4, 5
and 6

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

Diversity of Needs

→ For more information ...

Chapters 4, 5 and 6

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

Plan with an Applications Focus

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

Getting to the Destination

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



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



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



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



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

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

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

Plan for Strategic Learning

➔ For more information ...

Chapter 3

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

Integrate Outcomes

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

Outcome Integration: A Sample, Grade 7

Activity	Students research a German-speaking region and prepare a report containing information on several aspects of that region. The information will include things that one would experience there; for example, what one would likely see or hear. Students then engage in short conversations with their classmates, present their findings and answer any questions that anyone has.
Applications	A-1.1 <i>share factual information</i> a. provide information on several aspects of a topic; e.g., give a simple report
Language Competence	LC-3.4 <i>grammatical elements</i> c. use, independently and consistently, the following grammatical elements: <ul style="list-style-type: none">regular verbs (present tense)
Global Citizenship	GC-1.1 <i>accessing/analyzing cultural knowledge</i> a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities
Strategies	S-2.1 <i>interactive</i> a. identify and use a variety of interactive strategies; e.g., <ul style="list-style-type: none">start again, using a different tactic, when communication breaks down

Identify Instructional Strategies

➔ For more information ...

Chapter 3

To help students achieve selected outcomes from the program of studies and to best meet the needs of students, teachers need to use specific instructional strategies. Teachers choose a planning approach that suits their needs: thematic, task- or project-based, or a combination. The activities teachers develop or select need to fit with selected teaching and learning strategies and the specific outcomes targeted.

Identify Assessment Tools

➔ For more information ...

Chapter 7

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

Planning Approaches

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

Thematic Approach

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

Thematic planning can be helpful to teachers of multi-age and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment; e.g., traditions in Grade 7, leisure/entertainment in Grade 8, health and safety in Grade 9.

Task- or Project-based Approach

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

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

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another. For example, students could develop an itinerary for a week-long trip to a German-speaking city or country, plan a budget for one week's worth of shopping expenses, or order a three-course meal in a restaurant.

Effective tasks and projects:

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

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

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

Year Plans

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Appendix B
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

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

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

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

Unit Plans

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

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

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

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

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

Developing a Unit Plan

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

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

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

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

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

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

The differences between general unit questions and specific unit questions

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

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

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

Specific unit questions can:

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

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

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

➔ For more information ...

Appendix B
Instructional
Planning Guide

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

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

Tips for Developing a Unit Plan

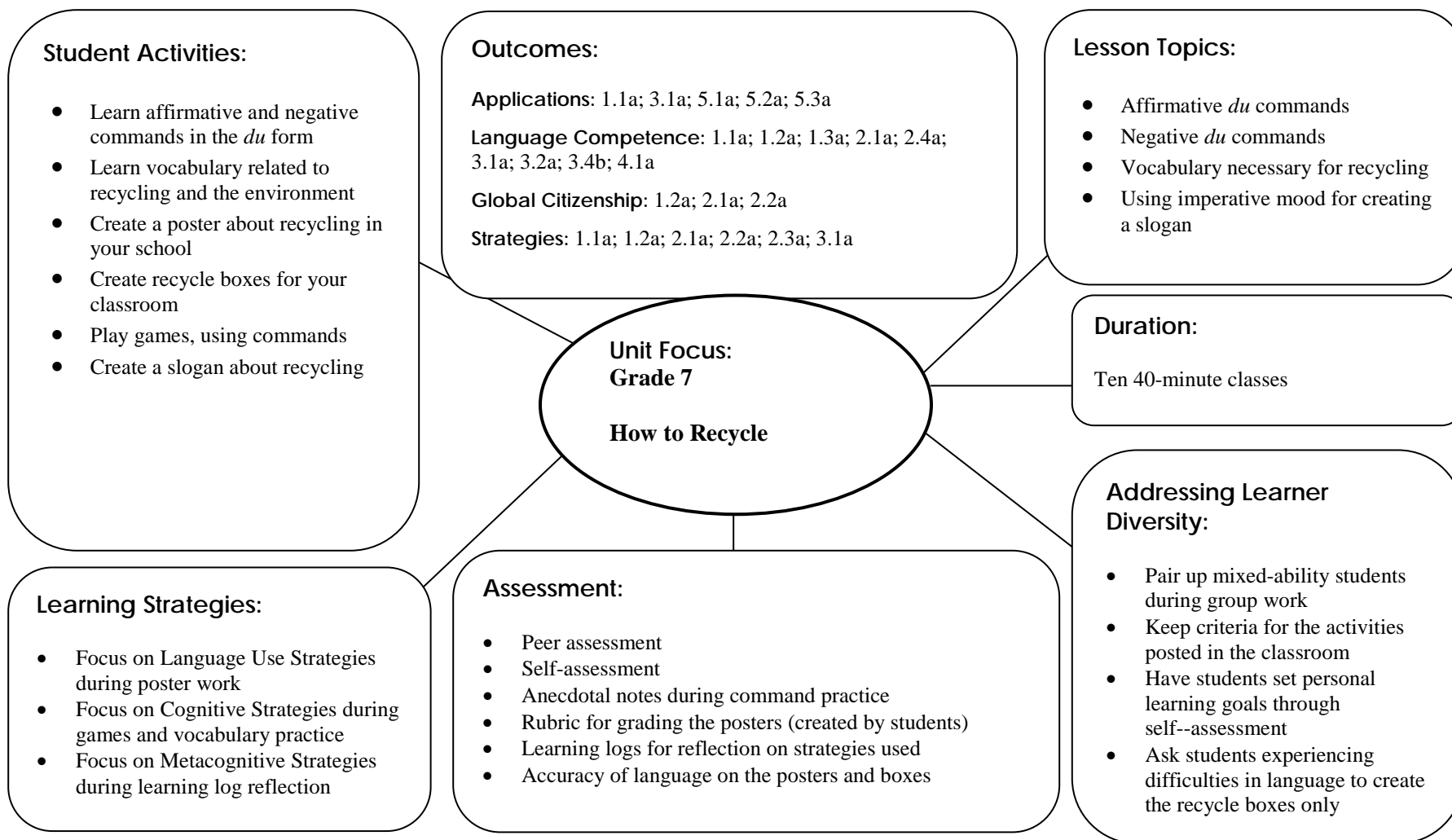
1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students’ communicative competence in German and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes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

Unit Planning Checklist

Have I ...

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

Sample Unit Plan



Lesson Plans

→ For blank templates ...

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

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

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

Consider the following questions when planning a lesson:

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

Lesson Planning Checklist

Does my lesson plan ...

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

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

Sample Lesson Plan

Lesson Title: Activities with My Friends

Date and Class: January 11, 2010, Class 7B

Outcomes Addressed:

Applications: A–2.1a inquire about and express agreement and disagreement, and approval and disapproval / A–3.2a state personal actions in the past, present and future / A–4.1a initiate and participate in casual exchanges with classmates

Language Competence: LC–1.3a engage in short, routine exchanges, with pauses for planning and repair / LC–3.1a use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases / LC–3.3a recognize that one word may have multiple meanings, depending on the context / LC–5.3a initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates

Global Citizenship: GC–1.2b identify similarities and differences between themselves and German-speaking people their own age

Strategies: S–2.1a identify and use a variety of interactive strategies / S–2.3a identify and use a variety of productive strategies

Materials Required:

Flash cards, photographs or pictures showing a variety of appropriate activities for adolescents.
Video recording and viewing equipment (optional).

Teaching and Learning Activities:

With students, brainstorm various social activities of interest to them; e.g., sports, going out, club meetings, shopping.

Students circulate and ask one another in German what their favourite social activities are. Encourage students to remember nonverbal communication associated with social activities.

After a few minutes, ask students to offer their favourite activity and a classmate's favourite activity. (*Hallo*) *Ich singe gern und Klaus fährt gern Rad.* (I like to sing and Klaus likes to ride his bicycle.)

Once students have had sufficient time for their interactions, consider allowing different student groups to present their conversations to the class. Extend this activity to include information on when, where and/or with whom students do the activities.

Differentiation of Instruction:

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

Have students who are gifted create a mini video that shows a group of students discussing their social activities.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained outcomes A-2.1a and A-4.1a during their conversations.



Chapter 3

Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. Strategies help learners know what to do, how to do it, when to do it and why doing it is useful.

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

To become successful strategic learners, students need:

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

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

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

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

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ For more information ...

Appendix B
Sample List of
Learning Strategies

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

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

➔ For more information ...

German Language and Culture
Nine-year Program,
Grades 7–8–9

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

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

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

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

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

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive, interpretive and productive.**

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

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

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

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive, metacognitive and social/affective.** There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the German language.

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

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

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

Teaching Learning Strategies

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

Tips for Teaching a New Learning Strategy

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

Instructional Strategies

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

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

The following instructional strategies can be used across grade levels.

Auditory Discrimination Activities

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

Possible Student Learning Strategies:

Cognitive

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

Interpretive

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

☉ Find the Right Sound

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

☉ Sort the Sounds

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

Categorizing

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

Possible Student Learning Strategies:

Cognitive

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

Cloze Activities

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

Possible Student Learning Strategies:

Social/Affective

- Seek the assistance of a friend to interpret a text

Interpretive

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

☉ Letter-level Cloze

Select high frequency words from students’ oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a “do now” activity.

☉ Word-level Cloze

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

Tips for Cloze Activities

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

Cooperative Learning Activities

➔ For more information ...

Chapter 4
Using Collaborative Learning

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

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

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

Possible Student Learning Strategies:

Social/Affective

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

Interactive

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

Tips for Cooperative Learning Activities

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

☉ Brainstorm Carousel

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

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

☉ Corners

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

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

Example

When discussing friends and activities, place a symbol representing a different season in each corner of the room—a snowflake, an autumn leaf, a spring flower, a bright sun. Ask a question such as: *Which is your favourite season and why?*

Students move to the season corner that represents their favourite season. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

◎ Eight Square

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

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

Example:

Find someone who can:			
name 3 social activities in German	name three body parts in German	name four different types of stores in German	sing you a simple song in German
identify a difference between his or her first language and German	name two modes of transportation in German	name three items of clothing in German	name a strategy for remembering new vocabulary

☉ Focus Trio

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

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

☉ Informal Groups

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

☉ Inside–outside Circle

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

Example

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

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

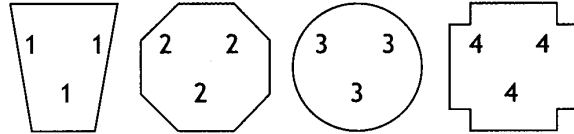
☉ Jigsaw

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

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

1	2	1	2	1	2
3	4	3	4	3	4

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



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

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

Tip for Jigsaw Activities

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

⦿ Numbered Heads

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

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

⦿ Round Robin

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

Example

Students are grouped into fours and asked to name an activity they enjoy doing with their friends. Students take turns until each one has named three activities. Each student could then be asked to identify his or her favourite activity of the three.

☉ Talking Chips

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

☉ Think–Pair–Share

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

☉ Three-step Interview

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

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

☉ Three-to-one Technique

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

Demonstration

Demonstration allows for discussion and modelling of particular skills or processes that help students acquire procedural knowledge; e.g., taking students step by step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

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

Example

Demonstrate how to play the traditional board game *Mensch ärgere dich nicht*, how to introduce a friend to the class and so on.

Didactic Questions

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

Possible Student Learning Strategies:

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

Forming Learning Groups

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

☉ Chalkboard List

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

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

☉ Pairing Up Partners

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

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

☉ Random Groups

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

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards
- parts of the body
- foods
- stores and what one buys there.

Gallery Walk

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

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

➔ For more information ...

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

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

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

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

Possible Student Learning Strategies:

Social/Affective

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

Tips for Games Activities

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

Gouin Series (Echo-acting)

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

- I get the lettuce, tomatoes, cucumbers and peppers out of the refrigerator.
- I wash all the vegetables.
- I shred the lettuce with my hands.
- I cut the tomatoes into small pieces.
- I peel the cucumber.
- I cut the cucumber into slices.
- I cut the peppers into strips.

- I toss the vegetables.
- I add dressing on my salad.
- I eat my salad.

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

Graphic Organizer Activities

➔ For more information and blank templates ...

Appendix C

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

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

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

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

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

Possible Student Learning Strategies:

Cognitive

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

Social/Affective

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

☉ Brainstorming Webs

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Appendix C

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

Tips for Brainstorming

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

☉ Concept Map

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

☉ Decision Making (PMI Chart)

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Appendix C

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

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

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Appendix C

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

☉ Flowchart

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

☉ Idea Builders

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Appendix C

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

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

☉ KWL Charts

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Appendix C

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

Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under “what we Know,” information students know or think they know about a selected topic. Next list questions students want to answer about the topic under “what we Want to know.”
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under “what we Want to know.”
3. After the investigation, students identify what they learned, and that information is listed under “what we Learned.” Students complete the activity by contrasting the information listed under “what we Learned” with that listed under “what we Want to know.”
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

☉ Mind Maps

➔ For more information ...

Appendix C

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

☉ Story Maps

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

Tips for Story Map Activities

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

☉ Triple T-chart

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Appendix C

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

☉ Venn Diagram

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Appendix C

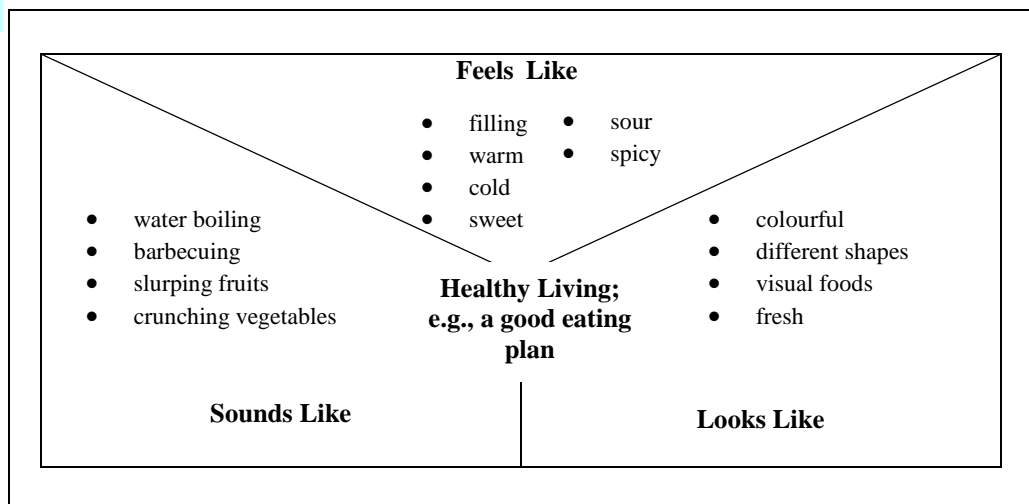
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix C.

☉ Y-charts

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Appendix C

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



Group Roles

➔ For a blackline master ...
Appendix B
Group Roles Organizer

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

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

When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize that all roles are equally important and contribute to the success of the group.

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

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

➔ For more information ...
Chapter 7

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

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

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

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

Independent Study

➔ For more information ...

Chapter 5
Independent Study

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

Possible Student Learning Strategies:

Cognitive

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

Metacognitive

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

Tip for Independent Study

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

Information Gap Activities

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

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

Possible Student Learning Strategies:

Social/Affective

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

Interactive

- Indicate lack of understanding verbally or nonverbally

Information Gap Activity Example

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

Interviews and Surveys

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

Possible Student Learning Strategies:

Interactive

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

Tips for Interviews and Surveys

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

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., the questions and answers necessary when eating out, shopping or travelling. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example A: Help Expressions

Excuse me, teacher! Can you help me, please?
Excuse me, can anybody help me?
Hello! I need help, please.
Hey you! Help me.
Help!

Example B: Classroom Permission

May I go to the washroom, please?
May I get some water, please?
May I go to the library, please?
May I go to the office, please?
May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive

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

Productive

- Use words that are visible in the immediate environment

Learning Logs

➔ For more information ...

Chapter 7
Learning Logs

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

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

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

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

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

Tips for Learning Logs

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

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

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)

What activities did we do?

What did I learn?

What strategies did I use during the activities?

Looking in (Relate)

What did I like or dislike about the learning experience?

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

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

Looking forward (Reflect)

What would I like to learn more about?

What goals could I set for myself?

How might what I learned help me in the future?

Possible Student Learning Strategies:**Metacognitive**

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

Mini-lessons

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

Possible Student Learning Strategies:**Cognitive**

- Listen attentively

Metacognitive

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

☉ Turn and Talk

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

Reading Instructional Strategies

⦿ Author's Chair

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

Tips for Author's Chair

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

⦿ Comprehension

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

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

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic (i.e., recognizing letters and their sounds), syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

⦿ Read-aloud

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

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

◎ Readers' Theatre

In readers' theatre, students read aloud from existing scripts, adapted scripts or scripts they have written themselves. The performance requires minimal costumes, props or sets, and the texts do not have to be memorized. Readers' theatre, however, is very effective in the classroom as it does the following:

- It requires the students to truly understand the text in order to find the mood, action and characterization of the story.
- It develops skills such as cooperation and risk taking.
- It develops oral skills such as pronunciation, articulation, projection and expression.
- It provides an opportunity for all levels of students to participate, as roles can be of varying lengths and difficulties.
- It develops writing skills if students write their own scripts or adapt existing stories, poems or plays.
- It improves listening skills, as students must know when it is their turn to read and what action they are to perform.
- It develops imagination and creativity, as students, not the set, costumes or props, must create the story in the minds of the listeners.
- It creates less anxiety, as the whole text does not need to be memorized.
- It allows casting that is not gender specific, as one reader can perform several roles or even become animals or things.
- It permits large roles, such as the narrator, to be shared by more than one student.

Tips for Readers' Theatre Activities

1. Choose an existing script. These are not easy to find in German so you will have to adapt a story or a poem for the class. It is wise to choose a story that has a clear plot, with actions or descriptions that can be easily mimed, well defined characters and a good balance between narration and dialogue and that allows for a fairly equitable participation by all students.
2. Put each script into a 3-hole folder. As the scripts can be used as props, ensure that the colour, design and size of the folders do not detract from the story.
3. When the roles are cast, ask each reader to highlight his or her lines with a highlighter.
4. Have all performers, except the narrator, sit on a stool, preferably one that rotates to aid entrances and exits. Narrators often stand with their script placed on a music stand or a podium.
5. Train the readers to use offstage focus when they read. This involves their looking out at the audience and reading towards an imaginary spot located in the centre of and slightly above the heads of the audience. If the students use onstage focus and do it poorly, they merely look like actors who have not memorized their lines. Offstage focus also cuts down on giggling by adolescents who are looking at each other. Offstage focus forces the readers to read well enough to create the story in the mind's eye of the audience. Narrators can either face the audience or the actors depending on what they are saying.
6. Have students get into groups and rehearse their text. Circulate and assist in the direction of the production; student directors can also be used. Remind students to listen carefully to the narrator and to mime the actions or descriptions he or she is reading. Ask the readers to find a character for their role as well as a voice, a body stance etc. in order to make their personage come alive for the audience even though they are merely sitting on a stool and reading.

7. Entrances and exits of characters are easily made by turning on the stools, especially if one student is playing several roles. A back to the audience indicates that the character is not present at that time. Organize as well an orderly entrance and exit of all readers on the stage or playing area.
8. Be especially vigilant to ensure that the scripts in their folders do not distract from the reading by being opened or closed unnecessarily, by being dropped etc.
9. After some experience with prepared scripts, students (especially those whose knowledge of German may be slightly more advanced) can be asked to adapt stories or write their own scripts.
10. Share the performances with others.
11. Enjoy the experience!

A variation on the traditional approach to readers' theatre is to consider using a VoiceThread. VoiceThread is a free online tool (<http://voicethread.com>) that allows users to upload a document or image and use the record feature to perform the readers' theatre. This online tool has positive implications for second language learners.

☉ Shared Reading

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

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

☉ Storytelling

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

An alternative to conventional storytelling is to use digital storytelling. There is an abundance of emerging storytelling tools that can be used in the second language classroom. For example, the StoryTools Web site (<http://cogdogroo.wikispaces.com/StoryTools>) provides a list of 50 open source storytelling tools that are easy to use when presenting a story.

☉ Total Physical Response Storytelling

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

Possible Student Learning Strategies:

Interpretive

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

Productive

- Use nonverbal means to communicate

Tips for TPR Storytelling

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

Reflective Discussions

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

Research Projects

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

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

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

Possible Student Learning Strategies:

Cognitive

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

Interpretive

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

Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or an imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

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

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

Possible Student Learning Strategies:

Metacognitive

- Rehearse or role-play language

Productive

- Use knowledge of sentence patterns to form new sentences

Tips for Role-play

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

Sharing Circle

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

It is important that the rules for sharing circles be discussed prior to the first sharing circle, such as “accept all ideas,” “do not insult anyone,” “ask questions if you don't understand,” “be sure to be able to see all members of the circle.”

Tips for Sharing Circle Activities

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

Sketch to Stretch

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

Tips for Sketch to Stretch

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

Slim Jims

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

Visual Imaging

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

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

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

◎ Flash Cards

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

Possible Student Learning Strategies:

Cognitive

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

☉ Making Words

Make word cards for long or difficult words by dividing the words into short syllables (e.g., *Um welt ver schmutz ung*). In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:

Metacognitive

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

Cognitive

- Look for patterns and relationships

☉ Personal Dictionaries

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

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a picture, a cognate, an example of its correct usage or a translation if necessary.

Possible Student Learning Strategies:

Cognitive

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

Metacognitive

- Check copied writing for accuracy

☉ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:

Cognitive

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

Productive

- Use words that are visible in the immediate environment

◎ Portable Word Pockets

Create an extra copy of each word posted on the word wall and store these extra copies in an envelope or pouch under a heading (e.g., parts of the body, foods, clothing). Encourage the students to use these words for sorting activities or for reference.

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. While computer-assisted language learning has been used for years by language teachers to supplement face-to-face language learning, there recently has been a plethora of emerging assistive technologies that are web-based and open-sourced; i.e., anyone can change or share them, and they are widely available. These Web 2.0 tools have greatly added to the list of ICT skills and processes that have typically been addressed by technology in the classroom.

Current ICT Skills and Processes Addressed by Technology in the Classroom

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting
- communicating information
- conversing with students in other classes
- connecting
- building community

The recent development of Web 2.0 tools has shifted the paradigm from “learning *from* technology” to “learning *with* technology.” Effective use of Web 2.0 tools, e.g., blogs, wikis, Skype, podcasting, can increase a language learner’s ability to collaborate and communicate in the target language. These tools can provide opportunities for students to hone their use of vocabulary and can extend students’ working understanding of the target language by allowing them access to more authentic environments and contexts within which to practise the language. The ICT skills and processes that students develop through the use of Web 2.0 tools and other technology in the classroom can be related to learning strategies included in the program of studies.

ICT Skills and Processes	Learning Strategy Examples
<ul style="list-style-type: none"> gathering and identifying information 	<ul style="list-style-type: none"> find information, using reference materials
<ul style="list-style-type: none"> classifying and organizing 	<ul style="list-style-type: none"> group together sets of things—vocabulary, structures—with similar characteristics
<ul style="list-style-type: none"> summarizing and synthesizing 	<ul style="list-style-type: none"> use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember
<ul style="list-style-type: none"> collaborate 	<ul style="list-style-type: none"> collaborate with students on language learning projects regardless of geographical distance
<ul style="list-style-type: none"> communicate 	<ul style="list-style-type: none"> communicate with others
<ul style="list-style-type: none"> connect 	<ul style="list-style-type: none"> connect with students in target language communities
<ul style="list-style-type: none"> build community 	<ul style="list-style-type: none"> build networks of students who have similar needs and interests

ICT Curriculum in German Language and Culture Classrooms

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

Under the guidance and direction of their teachers, German language and culture students meet foundational operations and knowledge outcomes by using ICT tools in appropriate ways and by understanding what tools are best for specific tasks. For example, by using a Web 2.0 tool like SlideFlickr (<http://www.slideflickr.com>) to present a language project, students demonstrate knowledge of a specific tool or technology and use it in an effective way; e.g., students can create and embed Flickr slide shows. Students can provide a written or an audio accompaniment on a topic that is of personal interest to them. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of German, they also provide opportunities for teachers and students to expand communication horizons that bring cultures and worlds together. Digital tools and applications such as blogs, wikis, videoconferencing, podcasts, Skype, mailing list servers and discussion boards are particularly effective in this regard.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration. Activities in this guide have been written so that those which incorporate ICT tools can easily be adjusted to meet the various realities of Alberta classrooms. Teachers are in the best position to judge which ICT tools will be most effective in their classrooms. Teachers should consider carefully the amount of time and effort required to achieve a stated outcome within an activity, and then focus on two to three tools per grade. Consistent practice will help students become comfortable with the tools.

Teacher-oriented Integration

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

Student-oriented Integration

ICT, and Internet-based technologies in particular, contribute to students' active participation in learning tasks and have great potential to enhance and extend the principles of good language instruction. Online journals, blogs, personal Web sites and shared content through digital devices are not just examples of how students can use technology for learning, they are also ways in which teachers can modify and adapt traditional language activities so as to harness the potential that Web 2.0 tools have to offer. The traditional exchanging of letters between students can be modified by using a tool such as ePals (<http://www.epals.com>). Students in Alberta can connect with German-speaking students in Mexico and Latin America online at <http://yourwebapps.com> and engage in real-time group discussions. For live, conversational language speaking opportunities, videoconferencing and Skype are two tools students can use.

Web 2.0 tools like blogs, wikis, podcasts, Skype and videoconferencing provide students with opportunities to:

- connect with others outside the classroom and inside the target language-speaking area
- reach a wider audience through online publishing
- link with others who have similar needs and interests, thereby increasing their chances of engaging in meaningful conversation in the target language and enriching the connection to the community of the target language
- use scaffolding to enhance learning and to solve problems
- provide feedback, reflection and revision
- build global and local communities.

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used in the classroom to help students achieve specific outcomes for Grade 7 from the program of studies.

Technology	Specific Outcomes (Grade 7)	Integration Suggestions—Using Technology in the Classroom
word processing	LC-3.3b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S-2.3a. identify and use a variety of productive strategies	<ul style="list-style-type: none"> Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning. Students can use the following online tools to create, collaborate and communicate: <p>Blogger https://www.blogger.com</p> <p>Blogger in the Classroom http://tinyurl.com/29qdtb</p> <p>Zoho Wiki http://tinyurl.com/2su83u</p> <p>PBWiki http://pbwiki.com</p> <p>Google Docs http://tinyurl.com/2zktwe</p> <p>Google Docs & Spreadsheets in the Classroom http://tinyurl.com/3cc58n</p> <p>Google Sites http://sites.google.com</p> <p>Google Page Creator in the Classroom http://tinyurl.com/2ul59s</p> <p>Online Word Processing http://tinyurl.com/yqzne4</p>
spreadsheets	A-2.1a. inquire about and express agreement and disagreement, and approval and disapproval	<ul style="list-style-type: none"> Students ask one another about their food preferences and create a spreadsheet to display the information. <p>Google Docs http://tinyurl.com/2zktwe</p> <p>Google Docs & Spreadsheets in the Classroom http://tinyurl.com/3cc58n</p>

Technology	Specific Outcomes (Grade 7)	Integration Suggestions—Using Technology in the Classroom
draw/paint/ graphic applications	A-6.2a. use German creatively and for aesthetic purposes S-2.3a. identify and use a variety of productive strategies	<ul style="list-style-type: none"> Students create collages and other artwork, using electronic graphics and text. Students use web-based mind mapping tools to brainstorm ideas using German: Gliffy http://www.gliffy.com Mindmeister http://www.mindmeister.com Mindomo http://mindomo.com
Internet	GC-1.1a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities S-1.1a. identify and use a variety of cognitive strategies to enhance language learning	<ul style="list-style-type: none"> Students search the Internet for information on German culture worldwide, then share the information in group presentations.
e-mail	A-4.1a. initiate and participate in casual exchanges with classmates	<ul style="list-style-type: none"> Students exchange e-mails with students from another German language and culture class in Canada or with German-speaking students from around the world. Students collaborate and communicate with their peers in other countries. (E-mail offers many opportunities for social interaction using the German language.) Gmail http://www.gmail.com ePals http://www.epals.com/
multimedia applications	LC-3.3b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S-2.3a. identify and use a variety of productive strategies	<ul style="list-style-type: none"> Students use a CD-ROM German/English dictionary to look up words. Students create their own videos. In addition to Windows Movie Maker and Mac's iMovie: Animoto http://animoto.com/ Photo Story Tutorials and Tips http://tinyurl.com/2xneae

Technology	Specific Outcomes (Grade 7)	Integration Suggestions—Using Technology in the Classroom
clip art/media clips	LC-5.2a. recognize a variety of text forms delivered through a variety of media	<ul style="list-style-type: none"> • Students examine a variety of German media clips. • Students access online videos from YouTube, Google Videos and TeacherTube and use them to teach German and to extend their understanding of the language. <p> http://www.youtube.com http://www.video.google.com http://www.teachertube.com </p>

The technological devices and tools listed in the chart above can be used to enhance existing lesson plans and can be used as a basis for lesson plans. Ideally, many activities that incorporate ICT tools should be long-term; i.e., half a year/year-long projects that different students can add to over time. Such projects allow for more passive students to practise, gain self-confidence and participate meaningfully. Again, it is the teacher who will decide how best to use ICT tools in lesson planning.

Web Links

LearnAlberta.ca

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

Other Web Links

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

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



Chapter 4

Students with Special Education Needs

Chapter Summary

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

Cognitive Strategy Instruction

Cognitive strategy instruction may be especially useful when working with students with special education needs, but it can be equally useful for students at all levels and abilities.

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

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

Consider the following guidelines for teaching cognitive learning strategies:

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

The Importance of Motivation

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

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

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

1. Include a sociocultural component in classroom instruction.

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

2. Develop students' cross-cultural awareness.

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

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

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

4. Help students increase their success.

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

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.

- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

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

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

Characteristics of Students with Special Education Needs

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

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

Individualized Program Plans (IPPs)

➔ For more information ...

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

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

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

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

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

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

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

The following accommodations are frequently used to support students with special education needs in grades 7 to 9.

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

Differentiated Instruction

→ For more information ...

Appendix B
Examples of
General
Accommodations,
Examples of
Instructional
Accommodations

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

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

Differentiating Content

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

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

1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using German to get things done (Applications); however, while most students are making and responding to suggestions (Grade 7), some students could work on giving and responding to advice and warnings (Grade 8), while other students could make and respond to suggestions or requests in formal situations (Grade 9).

2. Overlapping Instruction

In overlapping instruction, some or all of a student’s outcomes for the instructional activity are drawn from sources other than the standard subject-area program of studies and are based on goals identified in that student’s IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal

of using pictorial symbols to express basic requests within the classroom, while the other students use German vocabulary to do the same task.

3. Additional Instruction

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

Differentiating Process

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

Differentiating Products



For more information ...

Appendix B
Sample Text Forms

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

Program Planning for Differentiation



For more information ...

Appendix B
Instructional
Planning Guide

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

1. Identify underlying concepts.

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

2. Choose instructional strategies.

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

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

3. Choose strategies for student practice.

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

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

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

4. Choose strategies for assessment and evaluation.

➔ For more information ...

Chapter 7

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

Using Collaborative Learning

➔ For more information ...

Chapter 3
Cooperative
Learning Activities

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

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

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

Reflection

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

Social Skills

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

Accountability

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

Variety

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

Strategies for Students with Attention Difficulties

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

Students experiencing difficulties with attention may:

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

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

1. Create structure to focus attention.

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

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

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

3. Allow time for movement.

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

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g., "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If middle school students are typically spending more than ninety minutes a night on homework, this may be counter-productive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

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

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
 - asking politely for help
 - focusing on work
 - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.

- Use coloured file cards with key messages, such as “talk in a low voice” or “keep working.” If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

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

Strategies for Students with Memory Difficulties

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

Students experiencing difficulties with memory may:

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

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

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

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.

- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

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

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

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

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

- Label class supplies and class work. Encourage students to use folders and binders with different colours, labels and pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.

- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or in their notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

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

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

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



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

mother	die Mutter ✓	mother ✓	die Mutter ✓
father	der Vater ✓	father ✓	der Vater ✓
brother	die Schwester ✗	brother ✓	der Bruder ✓
	der Bruder		

Strategies for Students with Listening Difficulties

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

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

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

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

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

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

→ For more information ...

Appendix B
How "Listener-friendly" Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that are presented
- provide examples and non-examples of concepts
- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

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

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

Strategies for Students with Reading Difficulties

➔ For more information ...

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

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

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

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

1. Create extra support for students with reading difficulties.

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

2. Teach students specific reading strategies.

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



Chapter 5

Students Who Are Gifted

Chapter Summary

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

Characteristics of Students Who Are Gifted

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

Common Intellectual Characteristics of Students Who Are Gifted

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

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

Common Affective Characteristics of Students Who Are Gifted

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

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

Asynchronous Development

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

Students with asynchronous development:

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

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

Implications for Learning and Teaching

➔ For more information ...

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

For some children who are gifted, a combination of the characteristics mentioned above may lead to difficulties in relations with peers and authority figures, avoidance of risk-taking or excessive self-criticism.

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

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

Individualized Program Plans (IPPs)

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

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

Flexible Pacing

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

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

How to successfully implement flexible pacing:

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

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 7 program of studies could move to the Grade 8 or Grade 9 class for German.

Enrichment Strategies

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

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 7 <ul style="list-style-type: none">• providing information on several aspects of a topic	<ul style="list-style-type: none">• Using a vocabulary list, students work in groups of two or three to write a short script about friends travelling to a popular German-speaking travel destination. They share a reading of their script with the class.	<ul style="list-style-type: none">• Students interview community members who speak German, and are familiar with a German-speaking travel destination, write about what they learned from the interview, and then present what they have learned to the class.
Grade 8 <ul style="list-style-type: none">• developing reading skills in German	<ul style="list-style-type: none">• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	<ul style="list-style-type: none">• Students read a story written above grade level and develop graphic organizers or answer questions on the story to illustrate comprehension.
Grade 9 <ul style="list-style-type: none">• exploring the use of language for fun and to interpret humour	<ul style="list-style-type: none">• Students listen to or read a variety of traditional songs, folk tales or stories in German.	<ul style="list-style-type: none">• Based on their research and understanding of the language and culture, students develop a new song, folk tale or story and teach it to the class in German.

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Alternative Learning Activities/Units

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

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Appendix B
Alternative
Learning Activities
Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. For example, students may be provided with different ways to present a project; e.g., PowerPoint, Web pages, videos, posters or brochures, puppet shows, and live skits. Beyond this, some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instructional time. See the following sample menu.

Alternative Learning Activities Menu

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

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

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

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

Independent Study

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

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

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

Possibilities for independent study include:

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

➔ For more information ...

Appendix B
Sample
Independent Study
Agreement

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

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

Advanced Thinking Processes

➔ For more information ...

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

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. The taxonomy can be used when contemplating learning opportunities for students who are gifted. Bloom proposes that at the most basic level people remember and understand. At higher levels people learn how to apply principles and to analyze, evaluate and create. Assuming that students have no background in a topic of investigation, they would move from remembering and understanding to applying before working with the higher-order skills of analyzing, evaluating and creating. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

1. lower to higher ↓ 2. ↓ 3. ↓	Category Remembering	Definition Ability to remember previously learned facts and ideas.	Activities tell • recite • list • memorize • remember • define • locate	Sample Products workbook pages • quiz or test • skill work • vocabulary • facts in isolation
	Illustrative Examples <ul style="list-style-type: none"> Recite, in German, the names of body parts (e.g., head, hand, finger). List the ingredients of a simple recipe. 			
	Category Understanding	Definition Understand concepts and information.	Activities restate in own words • give examples • explain • summarize • translate • show symbols • edit	Sample Products drawing • diagram • response to question • revision • translation
Illustrative Examples <ul style="list-style-type: none"> Explain, in German, how to play a game. Demonstrate, using German, how something works. 				
Category Applying	Definition Transfer knowledge learned from one situation to another.	Activities demonstrate • use guides, maps, charts, etc. • build • cook	Sample Products recipe • model • artwork • demonstration • craft	
Illustrative Examples <ul style="list-style-type: none"> Interview a school volunteer who speaks German. Listen to a partner describe an object in German and draw what the partner describes. 				

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

Taxonomy of Thinking (continued)

4.

Category

Analyzing

Definition

Understand how parts relate to a whole. Understand structure and motive. Note fallacies.

Activities

investigate • classify
• categorize •
compare • contrast
• solve

Sample Products

survey •
questionnaire • plan
• solution to a
problem or mystery •
report • prospectus

Illustrative Examples

- Choose an important vocabulary word in German and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing and contrasting English and German.

5.

Category

Evaluating

Definition

Establish criteria and make judgements and decisions.

Activities

judge • evaluate •
give opinions • give
viewpoint • prioritize
• recommend •
critique

Sample Products

decision • rating •
editorial • debate •
critique • defence •
verdict • judgement

Illustrative Examples

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

lower to
higher

6.

Category

Creating

Definition

Re-form individual parts to make a new whole.

Activities

compose • design •
invent • create •
hypothesize •
construct • forecast
• rearrange parts •
imagine

Sample Products

lesson plan • song •
poem • story •
advertisement •
invention • other
creative products

Illustrative Examples

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

Mentorships

➔ For more information ...

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

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

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

Guidelines for mentorships:

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

Providing Additional Opportunities

→ For more information ...

Appendix B
Sample Text Forms

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

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



Chapter 6

English Language Learners

Chapter Summary

About English Language Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

About English Language Learners

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

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

Canadian-born English Language Learners

First Nations, Métis and Inuit (FNMI) peoples

- may speak English, French, an FNMI language or a combination of languages in their homes and communities
- can differ greatly from community to community
- have skill in their first language, which influences further language learning that ranges from fluent to minimal
- may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking

Francophone people

- come from within the province and from other areas of Canada
- may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school

Hutterites, Mennonites or members of other religious groups

- attend school within their communities and learn English to meet the outcomes of the program of studies
- have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials

Canadian-born children of immigrants

- have parents who may not speak English, limiting family support in schooling
- in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born English Language Learners

Recently arrived immigrants

- make up a large group of English language learners in Alberta schools
- may arrive at any time in the school year, and could be at any grade level
- usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language

Refugees

- have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation
- may not have wanted to leave their home countries
- may be worried about family members who have been left behind
- may have received little or no formal schooling and may have complex needs that go beyond learning English as a second language
- may qualify for additional assistance from the federal government on arrival
- may require assistance from government and from social and community agencies for several years

Challenges for English Language Learners

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

Cultural Considerations

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

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

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

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

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

The Role of Culture in Second Language Learning

Learning a second language often involves getting to know a new culture. By the time a child is 5 years old, the first culture is already deeply rooted in his or her value and belief systems. The first culture of English language learners influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

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

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

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

Impact of Learning Preferences

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

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

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

Other Learning Impacts

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

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

Understanding Cultural Differences in Student Behaviour

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

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

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

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

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

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

Feedback on Pronunciation

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

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

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

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

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

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

Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. English language learners, including those who are learning a language in addition to English, as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. The most important of these is facility with language learning skills.

Success in acquisition of multiple languages is based on proficiency in the first language, the recency of acquisition of a subsequent language, linguistic distance and interlanguage transfer. Students learning English as a second language may find it beneficial to learn another language as it may improve their understanding of English.

Second Language Acquisition

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

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

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

Tips for Teachers of English Language Learners

- 1. Be conscious of the vocabulary you use.**
Choose simple, straightforward words that are in everyday use.
- 2. Provide additional wait time when students are responding to questions.**
- 3. Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
- 4. Recycle new words.**
Reintroduce new words in a different context, or use recently learned words to introduce or expand a concept.
- 5. Rephrase idioms or teach their meanings.**
English language learners often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
- 6. Clearly mark transitions during classroom activities.**
To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will ...", "now it's time for ...".
- 7. Give clear instructions.**
Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
- 8. Use many nonverbal cues.**
Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
- 9. Periodically check to ensure English language learners understand.**
English language learners may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
- 10. Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**
Concrete objects, charts, maps, pictures, photographs, gestures, facial expressions and so on form an important complement to oral explanations for English language learners.
- 11. Provide written notes, summaries and instructions.**
- 12. Use the students' native languages to check comprehension and to clarify problems.**
If you or some of your students speak the first language of your English language learner, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most English language learners will only need this additional support for a limited time or in rare situations.

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

13. Communicate interest in students' linguistic development, and set expectations.

14. Respond to students' language errors.

When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

In creating an effective learning environment for English language learners, it is important for teachers to consider the learning environment from the student's perspective.

English language learners learn best when they:

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

Celebrating Cultural Differences

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

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for English Language Learners

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

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
Grade 7	Provide information on several aspects of a topic.	Using a vocabulary list, students work in groups of two or three to write a short script about friends travelling to a popular German-speaking travel destination. They read the script together.	The English language learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
Grade 8	Develop reading skills in German.	Class reads grade-level story and discusses.	The English language learner will highlight words understood. The English language learner will sit with a buddy and follow the text.
Grade 9	Explore the use of language for fun and to interpret simple humour.	Students listen to or read a variety of traditional songs, folk tales or stories in German.	The English language learner may display prior knowledge of a song and teach the song to classmates.

Choosing Instructional Strategies

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

Cooperative Learning

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Chapter 3

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

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

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

Group Discussion

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

The challenges of group discussion are that English language learners may not have sufficient listening comprehension skills, may misinterpret body language and may have difficulty with expressing their personal opinions, as this may not have been encouraged in their previous educational setting.

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

Technology

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Chapter 3

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

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions

- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by allowing them to work independently at their own pace, present information in a new way and provide oral presentation of written text (in some cases). Interacting using technology may also be less threatening and intimidating for English language learners than interacting in person.

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

Suggestions for Assessment

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Chapter 7

Appendix D
Assessment
Blackline Masters

With English language learners, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of English language learners is difficult because of the varying abilities of these students to express themselves. Some differentiation of assessment practices may be necessary. For example:

- Have students point to the picture of a correct answer (limit choices).
- Have students circle a correct answer (limit choices).
- Instruct students to draw a picture illustrating a concept.
- Instruct students to match items.
- Have students complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test students orally in English or in the native language.
- Give open-book tests.
- Ask students to retell/restate (orally and in writing).
- Instruct students to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.
- Have students explain (orally and in writing) how an answer was achieved.
- Have students complete fill-in-the-blank exercises.
- Have students define/explain/summarize (orally and in writing).

The bulleted list of assessment practices has been adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.

Reporting the Progress of English Language Learners

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

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



Chapter 7

Classroom Assessment

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Assessment and Evaluation Resources

Introduction

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

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:

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

Assessment practices should:

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

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

Evaluation

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

Taken together, the information from assessment and evaluation helps teachers make decisions about *what* to focus on in the curriculum and *when* to focus on it.

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

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

Assessment for Learning

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Appendix D

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

Examples of assessment for learning activities include the following:

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

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

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

Assessment of Learning

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

Examples of assessment of learning activities include the following:

- At the conclusion of a unit on “My Family,” students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in German. The collages are then presented orally in German. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.

Caution

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

- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a German vocabulary word with the corresponding word in English. The test is marked and contributes to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

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

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

Determining the Assessment Purpose

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

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

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

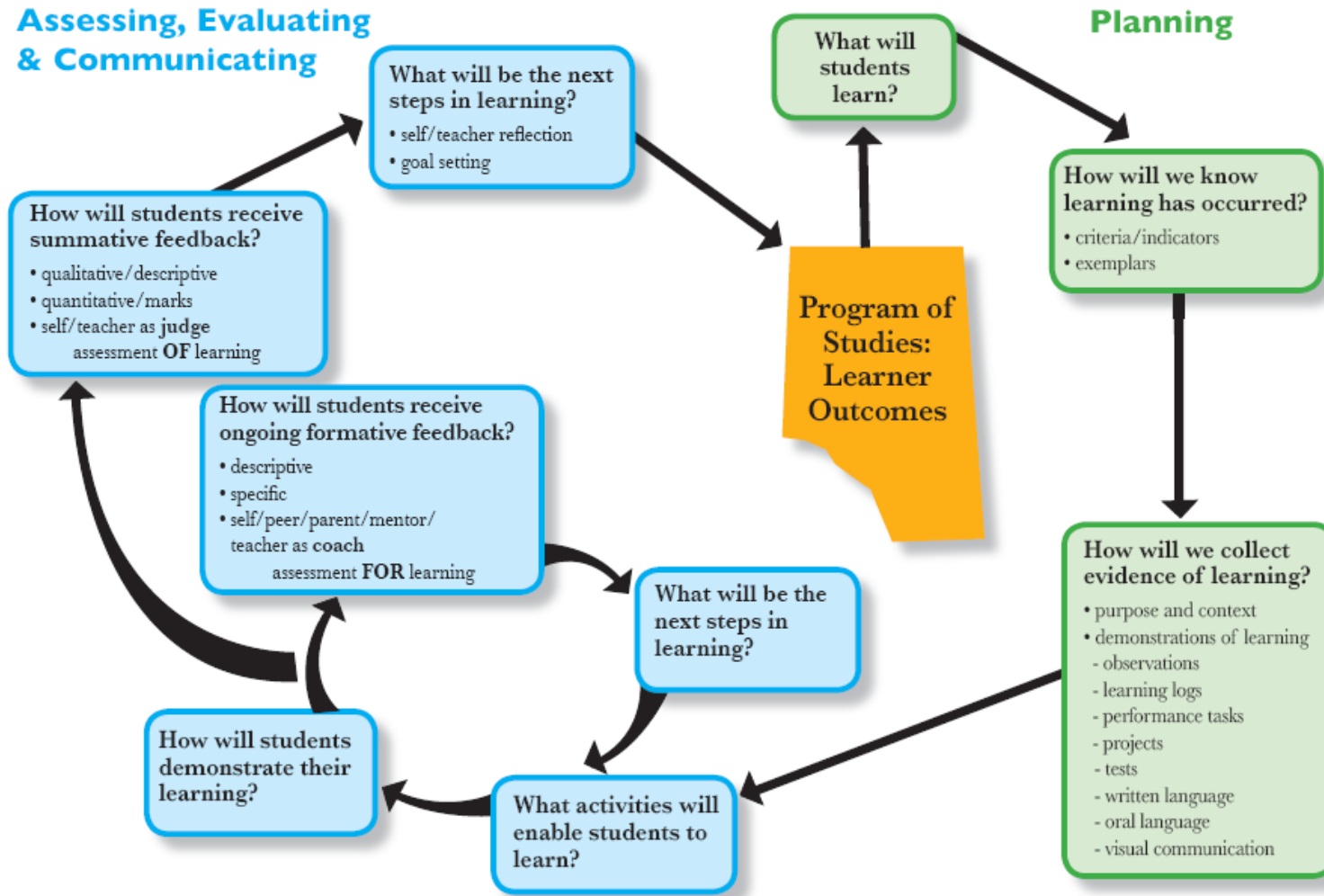
Meaningful Assessment

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

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

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

Assessing Student Learning in the Classroom



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

Principles of Effective Classroom Assessment

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

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

Assessment reflects intended outcomes from the program of studies.

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

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

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

Assessment criteria are clearly communicated.

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

Assessment employs a variety of strategies.

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

Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies. It is not necessary for the teacher to assess all students on all outcomes during a class or an activity. This is often not feasible. As assessment is continuous and ongoing, it can be expected that all students will eventually be assessed on the ability to meet all outcome objectives.

Assessment involves students in the process.

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

Assessment demonstrates sensitivity to individual differences and needs.

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

➔ For more information ...

Chapter 6
Suggestions for
Assessment

Chapter 7
Assessment
Accommodations
for Students with
Special Education
Needs

Appendix B
Examples of
Assessment
Accommodations

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

Assessment includes many different tools and processes.

Assessment tools and processes include:

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

Assessment should:

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

Assessment Accommodations for Students with Special Education Needs

➔ For more information ...

Chapter 4

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

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

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

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

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

Student-directed Assessment

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

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

When self-assessment activities, goal setting and peer assessment are integrated into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

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

Conferencing

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

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

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

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

The purpose of conferencing is to:

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

Tips for Conferencing with Students

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

In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

Personal Reflection and Self-assessment

➔ For blackline masters ...

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

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

When students self-assess, they:

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

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

Reflecting on Content

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

Reflecting on Information Processing

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

Reflecting on Communication

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

Reflecting on Collaboration and Cooperation

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

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

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

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

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

Portfolios

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

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

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

Effective portfolios:

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

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

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

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

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

Goal Setting

→ For blackline masters ...

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

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

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

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

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

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

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

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

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

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

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

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

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool; they should not be over or underused so that their value is diminished.

Guided Reflection

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

Metacognitive Reflection

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

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

Learning Lists

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

Peer Assessment

➔ For a blackline master ...

Appendix D
Peer-assessment
Checklist

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

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

Peer assessment could be facilitated by having students:

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

Teacher-directed Assessment

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

Checklists, Rating Scales and Rubrics

→ For blackline masters ...

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

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

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

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

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

Tips for Developing Checklists, Rating Scales and Rubrics

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

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

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

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

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

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

➔ For more information ...

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

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

➔ For blackline master ...

Appendix D
Rubric

Developing Rubrics and Scoring Criteria

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

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy

to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

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

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

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

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

Teachers may choose to increase or decrease the number of levels for the rubric, as well as the amount of detail within each level.

It is important to be clear what it is teachers are assessing in a rubric. Content may be the focus, or performance, and within each category there are a number of subcategories. Below is a rubric of descriptors that teachers can use as a standard for the rating of parameters. The rubric may be useful when composing level descriptions.

Evaluation of Content and Performance				
	Meets Excellence	Exceeds Acceptable	Meets Acceptable	Approaches Acceptable
A. Focus on Content				
Accuracy, correctness, precision, clarity	clear, precise, accurate, systematic, error-free	mostly accurate, mostly correct, mostly clear	somewhat accurate, somewhat correct, somewhat clear	inaccurate, contains many errors, unclear, vague
Relevance, appropriateness	relevant, pertinent	appropriate, suitable	related, somewhat pertinent	unrelated, irrelevant
Meaningfulness	meaningful	mostly meaningful	somewhat meaningful	insignificant, trivial
Level of detail	detailed, extensive, profound	deep, broad, varied, ample	adequate, basic, general, sufficient, predictable	vague, incomplete, superficial, overly simple, limited
Creativity	original, unique, inspiring, unexpected	imaginative, fresh	predictable, conventional	imitative, routine
Intensity of work with content	insightful, thorough	careful, thoughtful	satisfactory, casual	little effort, superficial
B. Focus on Performance				
Frequency	consistent, always	frequent, usually	occasional, sometimes	rarely, inconsistent, seldom
Facility	fluent, eloquent, controlled	quick, lively	halting	slow
Quality	excellent	very good, well-done	acceptable, satisfactory	basic, marginal
Effectiveness	effective	mostly effective	somewhat effective	ineffective
Cooperativeness	enthusiastic, eager	willing, supportive	hesitant	reluctant

Creating Rubrics with Students

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

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

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

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

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

Informal Observation

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

Anecdotal Notes

→ For a blackline master ...

Appendix D
Anecdotal Notes

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

The purpose of anecdotal notes is to:

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

Tips for Establishing and Maintaining Anecdotal Notes

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

Observation Checklist

➔ For blackline master ...

Appendix D
Observation
Checklist

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

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

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

Tips for Using Observation Checklists

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

Question and Answer

➔ For more information ...

Chapter 1
Bloom's Taxonomy

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

- Apply a wait time or "no hands up rule" to provide students with time to think about a question before they are called upon randomly to respond.

- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom’s Taxonomy when developing questions to promote higher-order thinking.

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

Quizzes

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

Different purposes for quizzes:

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

Tests and Examinations

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

Analysis of Test and Examination Results

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

Performance Assessment

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

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

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

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

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

Performance assessment is:

Contextualized

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

Authentic

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

Task-based

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

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

Learner-centred

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

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

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

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

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

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

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

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

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.



Chapter 8

Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
The “Clusters” Model

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each of the Grade 7 specific outcomes from the program of studies. (**Note:** Only a few of the required grammatical elements for Grade 7 have been addressed in the samples. Teachers need to ensure that all of the grammatical elements from the program of studies are addressed through classroom instruction and activities.)

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning. The activities are arranged in clusters and clusters are organized according to the order of outcomes in the program of studies. Teachers are encouraged to read and use the activities when they address a particular outcome and to adjust the activities as they need. Teachers should **not** be concerned about addressing outcomes in chronological order.

Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete a separate activity and assessment for each specific outcome in the program of studies. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

The “Clusters” Model

The activities provided in this grade level samples section are grouped into “clusters” based on the cluster headings from the program of studies. Cluster headings show the scope of each of the four general outcomes. For Grade 7, there are 17 clusters, one for each cluster heading listed in the program of studies. Each cluster contains activities that can help students meet the specific outcome objectives of the cluster heading. An examination of the activities suggested in each cluster will show that they vary in difficulty and complexity and in the time required to carry them out successfully. Some activities may be continued over several weeks or months as ongoing projects while others may be planned and completed in one or two class periods. Teachers should ensure, therefore, that judicious selection of activities is made in terms of the learners’ needs, interests, language and other skills as well as the available resources and instructional time. Here is a breakdown of a cluster:

The Overview Page

The cluster heading appears in the top right-hand corner of the page; e.g., A-1 Students will use German to receive and impart information. The Grade 7 specific outcome(s) for the cluster heading are listed first, then all of the Grade 7 specific outcomes that are incorporated in the cluster activities are listed in order of the four program components.

Cluster Activities

Each activity highlights an outcome from the cluster heading and incorporates outcomes from the other program of studies components. Regardless of the cluster heading outcome(s) highlighted, every activity is driven by the Applications component; in other words, students will be actively applying German in some form or other.

Principal and Supporting Outcomes are specified for each cluster activity; these are only samples of the many outcomes that could be emphasized in the activity. This short list is primarily intended as an aid to help the teacher become, and remain, aware of the many possible skills required in an activity, all of which, in the end,

relate to attaining a set of global language skills. In other words, the intended focus is on **selected** outcomes while many other ancillary skills/outcomes are concurrently and **incidentally** addressed. It is the teacher's responsibility to ensure that all outcomes from the program of studies are addressed with students.

Required materials, prerequisite knowledge and sample vocabulary are included for each activity as are two sample evaluation tools. The evaluation tools are meant to formatively assess student work. Some tools are designed for teacher use and others for student use. Teachers and students may use the tools provided or adapt these tools to better meet their needs.

Applications Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Applications: Students will use German in a variety of **situations** and for a variety of **purposes**.

A–1: *Sachen durch Sprache herausfinden* / Discovering Things Through Language

Activity 1: *Eine deutsche Region* / Describing a Region in Germany

Activity 2: *Ein typisches Wochenende* / A Typical Weekend

Activity 3: *Meine Heimatstadt* / My Hometown

Activity 4: *Werbung* / Commercials

Activity 5: *Ein Spiel erklären* / Explain a Game

A–2: *Ich stimme zu! / Ich stimme nicht zu!* / I Agree, I Disagree

Activity 1: *Mittagessen* / Lunch

Activity 2: *Sport und Tätigkeiten* / Sports and Activities

Activity 3: *Unser blog* / Our Blog

Activity 4: *Meine Lieblingssongs* / My Playlist

Activity 5: *Meine Mitschüler(innen)* / My Classmates

Activity 6: *Hausarbeiten* / Chores

A–3: *Das machen wir!* / Getting It Done

Activity 1: *Videospiele* / Video Games

Activity 2: *Die fünf besten Filme* / The Top Five Movies

Activity 3: *Ich liebe Fernsehen* / I Love Television

Activity 4: *Einen guten Rat geben* / Advice Column

Activity 5: *Was ich in den Ferien mache* / What I Do on Holidays

Activity 6: *Modetipps* / Fashion Advice

A–4: *Wir lernen uns besser kennen!* / Getting to Know Each Other

Activity 1: *Rate, wer ich bin!* / Guess Who I Am

Activity 2: *Wer ist der/die Unbekannte?* / Secret Friend

Activity 3: *Freundschaftsringe* / Friendship Circles

Activity 4: *Eine Verabredung treffen* / Calling to Make Plans

Activity 5: *Leute kennenlernen – Freunde und Aktivitäten (Teil 1)* / Getting to Know People – Friends and Activities (Part 1)

Activity 6: *Leute kennenlernen – Freunde und Aktivitäten (Teil 2)* / Getting to Know You – Friends and Activities (Part 2) (This is a follow-up to Activity 5)

A–5: *Ich lerne mehr / I am Learning More*

Activity 1: *Feiertage und andere wichtige Tage / Holidays and Other Important Days*

Activity 2: *Traditionelle Kleidung in den deutschsprachigen Ländern / Traditional Clothing in the German-speaking Countries*

Activity 3: *Reisen in den deutschsprachigen Ländern / Travelling in the German-speaking Countries*

Activity 4: *Sport in den deutschsprachigen Ländern / Sports in the German-speaking Countries*

Activity 5: *Ein Empfang / A Reception*

Activity 6: *Schuluniformen / School Uniforms*

A–6: *Sprachspiele / Fun with the Language*

Activity 1: *Das Schulidol / The School Idol*

Activity 2: *Eine lustige Geschichte / A Funny Story*

Activity 3: *Rätselraten / Solving Riddles*

Activity 4: *Konkrete Poesie / Calligrams and Shape Poems*

Activity 5: *Eine Bildgeschichte / A Comic Strip*

Activity 6: *Zungenbrecher / Tongue Twisters*

*Sachen durch Sprache
herausfinden*
Discovering Things
Through Language

Applications

A-1

Students will use German to receive and impart information.

Specific Outcomes

Students will be able to:

A-1.1a provide information on several aspects of a topic; e.g., give a simple report.

Other Specific Outcomes



Applications

Students will be able to:

A-2.2

a. inquire about and express emotions and feelings in a variety of familiar contexts

A-3.2

a. state personal actions in the past, present and future

A-3.3

a. check for agreement and understanding

A-4.1

a. initiate and participate in casual exchanges with classmates



Language Competence

Students will be able to:

LC-1.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC-1.2

a. produce a variety of short, simple oral texts in guided situations

LC-2.2

a. produce a variety of short, simple written texts in guided situations

LC-3.4

b. use, in structured situations, the following grammatical elements:

- selected dative prepositions *aus, bei, mit, nach, seit, von, zu*
- comparison of adjectives (comparative form only)
- imperative mood (plural)

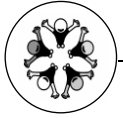
Other Specific Outcomes (continued)

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
- regular verbs (present tense)
 - sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich ...*

LC-5.1

- a. organize texts, using common patterns; e.g.,
- cause and effect, sequencing



Global Citizenship

Students will be able to:

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities



Strategies

Students will be able to:

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- repeat part of what someone has said to confirm mutual understanding; e.g., *Was du damit sagen willst, ist ...; Du meinst also, dass ...*

S-2.1

- a. identify and use a variety of interactive strategies; e.g.,
- start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will, ...*
 - self-correct if errors lead to misunderstandings
 - indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte?, Entschuldigung?, Das habe ich nicht verstanden*, raised eyebrows, blank look
 - ask for clarification or repetition when they do not understand; e.g., *Was meinst du damit?, Kannst du das bitte wiederholen?*

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
- use words that are visible in the immediate environment

S-3.1

- a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
- distinguish between fact and opinion when using a variety of sources of information

Eine deutsche Region / Describing a Region in Germany

Students research a German-speaking region and prepare a report containing information on several aspects of that region. The information will include things that one would experience there; for example, what one would likely see or hear. Students then engage in short conversations with their classmates, present their findings and answer any questions that anyone has.

Sample Text

- *Es ist eine deutschsprachige Region an der Nordsee. / It's a German-speaking region on the North Sea.*
- *An diesem Ort kann ich das Meer sehen und die Brise fühlen. Ich sehe einen langen Sandstrand und viele Möwen. Kinder spielen im Wasser. / In this place I can see the ocean and feel the breeze. I see a long, sandy beach and many seagulls. Children are playing in the water.*
- *Unser Hotel liegt ganz nah am Strand. / Our hotel is very close to the beach.*
- *Von hier kann ich viele Inseln im Meer sehen. Diese Stadt ist sehr bekannt und ist ein beliebter Badeort. / From here I can see many small islands in the sea. This town is a very famous and popular sea resort.*
- *Wie ist das Wetter dort? / How is the weather there?*
- *Der Himmel ist blau, und es gibt keine Wolken. / The sky is clear and there are no clouds.*
- *Gefällt dir dieser Ort? Warum? / Do you like this place? Why?*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

GC-1.1

- formulate questions and use basic research skills to gather and analyze information about German-speaking communities

Selected Supporting outcomes

Students will be able to:

A-2.2

- inquire about and express emotions and feelings in a variety of familiar contexts

LC-3.4

- use, independently and consistently, the following grammatical elements:
 - regular verbs (present tense)

S-2.1

- identify and use a variety of interactive strategies; e.g.,
 - start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will,...*

Activity 1 (continued)

A-1

Materials

None required.

Prerequisite Knowledge

Descriptive verbs.
Conjugation of commonly used verbs; e.g., *sein, sehen, spielen, liegen*.
Use of common adjectives.

Sample Vocabulary

Ich sehe ... / I see...
Ich höre ... / I hear
das Meer / the ocean
beliebt / popular

das Museum / the museum
der Baum / tree
die Statue / statue
berühmt / famous

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Use the checklist to determine if students are able to provide information, inquire about and express emotions, and use given grammatical elements.

OUTCOMES

A-1.1a
A-2.2a
LC-3.4c

TOOL

2

Observation Checklist

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use basic research skills to gather and provide information about a German-speaking country, and use interactive strategies.

OUTCOMES

A-1.1a
GC-1.1a
S-2.1a

<p>Eine deutsche Region / Describing a Region in Germany: Checklist and Comments</p>

Name: _____ Datum: _____

Du kannst:	Ja	Noch nicht
A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report		
A-2.2 a. inquire about and express emotions and feelings in a variety of familiar contexts		
LC-3.4 c. use, independently and consistently, the following grammatical elements: <ul style="list-style-type: none"> • regular verbs (present tense) 		

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

**Eine deutsche Region / Describing a Region in Germany:
Observation Checklist**

Datum: _____

Kriterien:

A-1.1a provide information on several aspects of a topic; e.g., give a simple report

GC-1.1a formulate questions and use basic research skills to gather and analyze information about German-speaking communities

S-2.1a identify and use a variety of interactive strategies; e.g., start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will,...*

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A-1.1a		
	GC-1.1a		
	S-2.1a		
2.	A-1.1a		
	GC-1.1a		
	S-2.1a		
3.	A-1.1a		
	GC-1.1a		
	S-2.1a		
4.	A-1.1a		
	GC-1.1a		
	S-2.1a		
5.	A-1.1a		
	GC-1.1a		
	S-2.1a		
6.	A-1.1a		
	GC-1.1a		
	S-2.1a		
7.	A-1.1a		
	GC-1.1a		
	S-2.1a		
8.	A-1.1a		
	GC-1.1a		
	S-2.1a		

Ein typisches Wochenende / A Typical Weekend

Students write a short composition describing a typical weekend in their lives and provide a visual accompaniment. Students create visual supports in the form of cards on which they draw sketches of three to five different things they do on the weekend. After completing the sketches and compositions, students proofread their work with a partner. Students then work in groups of three to four. The first student reads his or her weekend activities then the second student summarizes what the first student does on the weekend. The second student then describes his or her weekend plans while the third student summarizes, and so on. Once all the students have presented, they hand in their compositions and pictures or drawings.

Variation

Instead of students drawing sketches to support their own oral reports, this time students draw sketches of the activities that their partners describe in their oral reports. Then each student re-tells the partner's report to a different student.

Sample Dialogue

- *Am Wochenende frühstücke ich um ... / On weekends, I eat breakfast at ...*
- *Nach dem Frühstück gehe ich mit meiner Schwester und ihren Freundinnen in die Stadt. / After eating breakfast, I go with my sister and her friends into the city.*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

A-4.1

- initiate and participate in casual exchanges with classmates

A-3.2

- state personal actions in the past, present and future

Selected Supporting outcomes

Students will be able to:

LC-3.4

- use, independently and consistently, the following grammatical elements:
 - sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich ...*

S-1.1

- identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

Activity 2 (continued)

A-1

Materials

Index or cue cards and markers.

Visuals for the actions that can be used to describe what students did during the weekend or while on vacation.

Prerequisite Knowledge

Common verbs in the infinitive; e.g., *arbeiten* / to work, *lernen* / to study, *essen* / to eat.

Sample Vocabulary

die Stunde / hour

Musik hören / to listen to music

etwas unternehmen / to do something

zuerst / first

dann / then

bald / soon

fernsehen / to watch TV

ins Bad schwimmen gehen / to go swimming in the pool

ins Kino gehen / to go to the movies

nachher / afterwards

später / later

Evaluation Tools

TOOL

1

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist with the students, before they begin the activity. Students use the checklist to determine if their peers are able to use cognitive strategies, state personal actions in the past, present and future, and provide information to their classmates about a typical weekend in their lives.

OUTCOMES

A-1.1a

A-3.2a

S-1.1a

TOOL

2

Observation Checklist

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to start a conversation, provide information, and use given grammatical elements.

OUTCOMES

A-1.1a

A-4.1a

LC-3.4c

**Ein typisches Wochenende / A Typical Weekend:
Peer-assessment Checklist**

Name: _____ Datum: _____

Name meines Mitschülers (meiner Mitschülerin): _____

Du kannst:	Meistens	Manchmal
<ul style="list-style-type: none"> • talk about what you usually do on the weekend using German. I remember you saying the following: — — 		
<ul style="list-style-type: none"> • use the present tense when describing your typical weekend. Some examples are: — — 		
<ul style="list-style-type: none"> • use pictures, gestures and facial expressions to help others understand what you are talking about. The most effective way was: — — 		

Beispiele

Das hat mir gefallen: _____

Nächstes Mal kannst du: _____

Ein typisches Wochenende / A Typical Weekend: Observation Checklist

Datum: _____

Name der Schülerin	A-1.1a provide information on several aspects of a topic; e.g., give a simple report		A-4.1a initiate and participate in casual exchanges with classmates		LC-3.4c use, independently and consistently, the following grammatical elements: • sentence structure: inversion following expressions of time or place; e.g., <i>Heute gehe ich ...</i>	
	Ja	Noch nicht	Ja	Noch nicht	Ja	Noch nicht
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Meine Heimatstadt / My Hometown

Students will prepare and narrate a short guided tour, in German, of their town or city, by highlighting things, such as important buildings, monuments and statues, that may have historical, economic, functional or personal significance. Students can use photographs, draw pictures, use magazine cut-outs, or make a video to accompany the presentation. Students will field test their presentations by presenting to a group of classmates.

Sample Text

- *Hier sind wir auf dem Marktplatz.* / Here we are in the market square.
- *Es gibt viele Leute hier.* / There are many people.
- *Einige Jungen spielen Fussball.* / Some boys play soccer.
- *Dort ist eine Familie mit ihrem Hund.* / There is a family with their dog.
- *Es ist ein schöner Tag.* / It's a very nice day.
- *Die Denkmäler in der Platzmitte sind sehr hoch und alt.* / The monuments in the centre of the square are very tall and old.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC-3.4

- b. use, in structured situations, the following grammatical elements:
- selected dative prepositions *aus, bei, mit, nach, seit, von, zu*

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
- use words that are visible in the immediate environment

Activity 3 (continued)

A-1

Materials

None required.

Prerequisite Knowledge

Prepositions and location words.

Sample Vocabulary

Das ist mein(e) _____ / This is my _____.

Hier ist mein(e) _____ / Here is my _____.

links / on the left

rechts / on the right

geradeaus / straight ahead

die Kirche / church

das Gebäude / building

der Park / park

die Strassenbahn / train, street car

die Statue / statue

die Schule / school

die Bücherei / library

das Einkaufszentrum / shopping mall

das Denkmal / the monument

Evaluation Tools

TOOL

1

Self-assessment Checklist

OUTCOMES

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to orally present information on their town or city and use selected grammatical elements.

A-1.1a

LC-1.2a

LC-3.4b

TOOL

2

Observation Checklist

OUTCOMES

Create an outcome-based observation checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to provide information on several aspects of a topic, produce a variety of short, simple oral texts and use productive strategies.

A-1.1a

LC-1.2a

S-2.3a

Meine Heimatstadt / My Hometown: Self-assessment Checklist

Name: _____

Datum: _____

Ich kann:	Ja	Fast	Noch nicht	Beispiele
<ul style="list-style-type: none"> give an oral presentation using short and simple sentences with my teacher's help 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> use, in structured situations, the following grammatical elements: <ul style="list-style-type: none"> dative prepositions <i>bei, mit</i> words like <i>hier, dort</i> 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Beispiele

Damit bin ich zufrieden:

Das kann ich verbessern:

Vielleicht hätte ich das machen sollen:

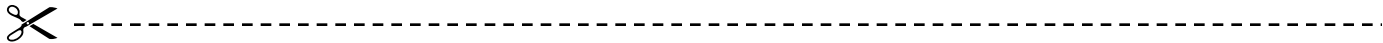
Nächstes Mal achte ich mehr auf:

Meine Heimatstadt / My Hometown: Observation Checklist

Name: _____ Datum: _____

	Ja	Noch nicht
<i>Ich kann auf Deutsch über meine Heimatstadt sprechen.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ich habe geredet und auch Gestik zum Kommunizieren verwendet.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ich war besonders gut in dieser Präsentation mit:</i>		

<i>Ich hatte Schwierigkeiten mit:</i>		



Meine Heimatstadt / My Hometown: Observation Checklist

Name: _____ Datum: _____

	Ja	Noch nicht
<i>Ich kann auf Deutsch über meine Heimatstadt sprechen.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ich habe geredet und auch Gestik zum Kommunizieren verwendet.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ich war besonders gut in dieser Präsentation mit:</i>		

<i>Ich hatte Schwierigkeiten mit:</i>		

Werbung / Commercials

Students listen to various German commercials on the television or radio and read advertisements from magazines or newspapers. They then choose one of the products or services advertised and decide if they would buy that product or service based on the advertisement. Students prepare a brief description of the product or service by examining things such as quality, price, use and advantages. They then explain how and why the advertisement influenced their decision. Students present their explanations in oral form to their peers.

Variation

Students form small groups and create a jingle or a short skit of a particular product or service.

Sample Text

- *Meiner Meinung nach ist dieses Produkt fantastisch.* / In my opinion this product is fantastic.
- *Ich finde es sehr gut.* / I think it is very good.
- *Ich finde dieses Produkt preiswert.* / It's worth buying this product.
- *Dieses Produkt ist besser als ...* / This product is better than ...

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

LC-1.2

- provide a variety of short, simple oral texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC-1.1

- understand a variety of short, simple oral texts in guided and unguided situations

LC-3.4

- use, in structured situations, the following grammatical elements:
 - comparison of adjectives (comparative form only)

S-3.1

- identify and use a variety of cognitive strategies to enhance general learning; e.g.,
 - distinguish between fact and opinion when using a variety of sources of information

Activity 4 (continued)

A-1

Materials

A compilation of television and radio commercials and a variety of newspaper and magazine advertisements in German.

Prerequisite Knowledge

Adjectives and common verbs in the present tense.

Sample Vocabulary

Das ist das beste Produkt auf dem Markt! / This is the best product on the market!
Das beste Angebot überhaupt! / The best offer ever!
Jetzt oder nie! / Now or never!
Ein niedrigerer Preis ist nicht möglich! / A lower price is not possible!

Nur heute: zwei für eines! / Only for today: two for one!
Heute kaufen und erst in 6 Monaten bezahlen! / Buy today and pay only in six months!
Bei uns auf Raten kaufen und Geld sparen! / Buy in installments with us and save money!

Evaluation Tools

TOOL

1

Rubric

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to provide information and produce a variety of short, oral texts.

OUTCOMES

A-1.1a
LC-1.2a

TOOL

2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to provide information, understand various commercials and advertisements, present an oral report, use given grammatical elements, and use cognitive strategies.

OUTCOMES

A-1.1a
LC-1.1a
LC-3.4b
S-3.1a

Werbung / Commercials: Rubric

Name: _____

Datum: _____

<i>Ebene</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen ausreichend</i>
Kriterien:				
A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report	orally provides information on a new product with articulate and pertinent details <input type="checkbox"/>	orally provides information on a new product with appropriate and thoughtful details <input type="checkbox"/>	orally provides information on a new product with overly simple and general details <input type="checkbox"/>	orally provides information on a new product with vague and irrelevant details <input type="checkbox"/>
LC-1.2 a. produce a variety of short, simple oral texts in guided situations	produces an articulate , short and simple text <input type="checkbox"/>	produces a thoughtful , short and simple text <input type="checkbox"/>	produces a basic , short and simple text <input type="checkbox"/>	produces a vague , short and simple text <input type="checkbox"/>

Beispiele:

Werbung / Commercials: Self-assessment Checklist

Name: _____

Datum: _____

<i>Ich kann:</i>	<i>Ja</i>	<i>Noch nicht</i>
<ul style="list-style-type: none"> provide information on several aspects of a particular product or service 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> understand the television and radio advertisements 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> present an oral report about different newspaper and magazine advertisements 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> distinguish between fact and opinion 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use grammatical elements 	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Das habe ich gut gemacht: _____

Das kann ich verbessern: _____

Ein Spiel erklären / Explain a Game

In small groups or pairs, students teach each other the rules to their favourite board game in German. Students demonstrate understanding by playing the game with their partner or small group.

Sample Text

- *Das Spiel "Mensch ärgere dich nicht" ist ein Brettspiel. / The game of "Trouble" is a board game.*
- *Zwei bis vier Spieler können zur selben Zeit spielen. / Two to four players can play at the same time.*
- *Die Spieler werfen den Würfel, zählen die Zahl und bewegen die Spielfigur auf dem Brett weiter. / Players throw the die, count the number and then move the marker on the board.*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

LC-1.2

- produce a variety of short, simple oral texts in guided situations

LC-5.1

- organize texts, using common patterns; e.g.,
 - cause and effect, sequencing

Selected Supporting outcomes

Students will be able to:

A-3.3

- check for agreement and understanding

S-2.1

- identify and use a variety of interactive strategies; e.g.,
 - assess feedback from a conversation partner when a message has not been understood; e.g., raised eyebrows, blank look
 - repeat part of what someone has said to confirm mutual understanding; e.g., *Was du damit sagen willst, ist ...; Du meinst also, dass ...*

Activity 5 (continued)

A-1

Materials

Board games.

Prerequisite Knowledge

Numerals and present tense verbs.

Sample Vocabulary

Ein Spiel erklären / To explain a game
Du bist an der Reihe (dran) / It is your turn
Zuerst musst du ... / First you do this ...
Dann musst du ... / Then you do this ...

Drittens musst du ... / Third, you do this ...
der Würfel / die
die Spielfigur / marker
das Spielbrett / board

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to provide information on a game, check for agreement and understanding, and use interactive strategies.

OUTCOMES

A-1.1a
A-3.3a
S-2.1a

TOOL

2

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess how well students are able to provide information, organize instructions into a common pattern and orally explain how to play a game.

OUTCOMES

A-1.1a
LC-1.2a
LC-5.1a

**Ein Spiel erklären / Explain a Game:
Self-assessment Checklist**

Name: _____

Datum: _____

Das Spiel	Was ich gemacht habe:
I was able to explain how to play the game. Ja Noch nicht <input type="checkbox"/> <input type="checkbox"/>	
I was able to offer to explain or clarify how to play a particular game. Ja Noch nicht <input type="checkbox"/> <input type="checkbox"/>	
I was able to tell from my partner's actions that my instructions were understood. Ja Noch nicht <input type="checkbox"/> <input type="checkbox"/>	
I was able to repeat part of what my partner was telling me to confirm I understood. Ja Noch nicht <input type="checkbox"/> <input type="checkbox"/>	

Beispiele

Nächstes Mal kann ich: _____

Ich habe gern über Folgendes gesprochen: _____

Damit hatte ich Schwierigkeiten: _____

Ein Spiel erklären / Explain a Game: Checklist and Comments

Name: _____

Datum: _____

Du kannst:	Ja	Noch nicht
A-1.1 a. provide information on several aspects of a board game. Evidence: – –	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1 a. organize the board game instructions by using common patterns. Evidence: – –	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2 a. speak German in short, simple sentences. Evidence: – –	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Das hast du gut gemacht: _____

Das kannst du verbessern: _____

Ich stimme zu! / Ich stimme nicht zu!

I agree! / I disagree!

Applications

A-2

Students will use German to express emotions and personal perspectives.

Specific Outcomes

Students will be able to:

- A-2.1a inquire about and express agreement and disagreement, and approval and disapproval
- A-2.2a inquire about and express emotions and feelings in a variety of familiar contexts

Other Specific Outcomes



Applications

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-3.3

- a. check for agreement and understanding

A-4.1

- a. initiate and participate in casual exchanges with classmates

A-5.1

- a. explore classification systems and criteria for categories

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia



Language Competence

Students will be able to:

LC-1.3

- a. engage in short, routine exchanges, with pauses for planning and repair

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-3.4

- a. use, in modelled situations, the following grammatical elements:
 - separable verbs
 - modal verbs in present tense
 - subordinate clauses beginning with *weil*

LC-3.4

- b. use, in structured situations, the following grammatical elements:
 - negation (*nicht/kein*)
 - possessive adjective *mein/dein/sein/ihr*
 - comparison of adjectives (comparative form only)

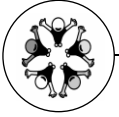
LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - regular verbs (present tense)
 - asking questions, using interrogatives; e.g., *wer? wie?*

LC-4.5

- a. identify nonverbal behaviours in a variety of familiar contexts

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC–1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities



Strategies

Students will be able to:

S–1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - look for patterns and relationships
 - use previously acquired knowledge to facilitate a learning task
 - listen attentively
 - invite others into the classroom

S–2.3

- a. identify and use a variety of productive strategies; e.g.,
 - copy what others say or write
 - use knowledge of sentence patterns to form new sentences

S–3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes

Mittagessen / Lunch

Distribute index cards which list the contents of a typical student lunch bag. Some students will have the same lunch, and some will have different lunches. Students will examine what they have in their lunch bags and form an opinion. They then circulate through the class, compare lunches, express what they think of their lunch and comment on their classmate's lunch.

Sample Dialogue

- *Oh weh! Ich habe schon wieder ein Schinkenbrot mit Käse und einen Apfel! / Oh no! I've got a ham and cheese sandwich and an apple again.*
- *Ich mag Käse nicht. / I don't like cheese.*
- *Was hast du? / What do you have?*
- *Ich habe ein Wurstbrot mit Salat und einer Tomate! Hab' ich Glück! / I have a sandwich with cold cuts, lettuce and a tomato. Lucky me!*
- *Ja, das Brot sieht lecker aus. Was für eine Wurst ist das? / Yes, the sub looks delicious! What kind of meat is it?*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- inquire about and express agreement and disagreement, and approval and disapproval

A-2.2

- inquire about and express emotions and feelings in a variety of familiar contexts

Selected Supporting outcomes

Students will be able to:

A-3.3

- check for agreement and understanding

A-4.1

- initiate and participate in casual exchanges with classmates

LC-3.4

- use, in structured situations, the following grammatical elements:
 - negation (*nicht/kein*)

Activity 1 (continued)

A-2

Materials

Index cards. Sample cue cards.

Prerequisite Knowledge

Food vocabulary.

Sample Vocabulary

Das schmeckt! / This tastes great!
Das mag ich (nicht)! / I (don't) like that.
lecker / delicious
gesund, ungesund / healthy, unhealthy
das Obst / fruit
die Wurst / sausage, cold cuts

eine Stulle, eine Schnitte, ein Brot / sandwich
ein Getränk / a drink
der Saft / juice
die Brause / fizzy drink
das Biobrot / organic bread
das Brötchen / bread roll

Evaluation Tools

TOOL

1

Peer-assessment Checklist and Comments

OUTCOMES

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well their peers are able to initiate and participate in conversations, inquire about and express emotions and feelings, and check for agreement and understanding.

A-2.2a
A-3.3a
A-4.1a

TOOL

2

Observation Checklist

OUTCOMES

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use grammatical elements, and inquire about and express agreement and disagreement, approval and disapproval.

A-2.1a
LC-3.4b

Mittagessen / Lunch

<p><i>das Käsebrod</i></p> <p><i>der Apfel</i></p> <p><i>der Orangensaft</i></p>	<p><i>die Käsepizza</i></p> <p><i>die Karotte</i></p> <p><i>die Cola</i></p>
<p><i>das Schinkenbrod</i></p> <p><i>die Orange</i></p> <p><i>das Wasser</i></p>	<p><i>das Vollkornbrod</i></p> <p><i>der Streichkäse</i></p> <p><i>der Tomatensaft</i></p>
<p><i>das belegte Brod</i></p> <p><i>die Weintrauben</i></p> <p><i>die Limo</i></p>	<p><i>das Fischbrötchen</i></p> <p><i>der Apfel</i></p> <p><i>die Milch</i></p>
<p><i>der Salat</i></p> <p><i>die Nektarine</i></p> <p><i>die Schokomilch</i></p>	<p><i>Pommes mit Ketchup</i></p> <p><i>die Banane</i></p> <p><i>der Himbeersaft</i></p>
<p><i>die Currywurst</i></p> <p><i>die Chips</i></p> <p><i>der Bananennektar</i></p>	<p><i>das Wurstbrod</i></p> <p><i>die Orange</i></p> <p><i>die Brause</i></p>
<p><i>das Erdnussbutterbrod mit Traubengelee</i></p> <p><i>der Pudding</i></p> <p><i>der Fruchtsaft</i></p>	<p><i>die Marmeladenschnitte</i></p> <p><i>der Schokoriegel</i></p> <p><i>der Apfelsaft</i></p>

Mittagessen / Lunch: Peer-assessment Checklist and Comments

Name: _____

Datum: _____

Mein(e) Mitschüler (Mitschülerin) ist: _____

Du kannst:	Ja	Fast	Noch nicht
• express your feelings regarding your lunch			
• ask questions about my feelings about my lunch			
• ask questions to understand what I had for lunch			
• check to see if I agree with you			
• manage a simple, routine conversation with me			

Beispiele

Das hast du gut gemacht: _____

Nächstes Mal achte bitte auf: _____

Mittagessen / Lunch: Observation Checklist

Datum: _____

Kriterien:

A–2.1a inquire about and express agreement and disagreement, and approval and disapproval

LC–3.4b use, in structured situations, the following grammatical elements:

- negation (*nicht/kein*)

Name des Schülers/ der Schülerin	A–2.1a		LC–3.4b	
	Ja	Noch nicht	Ja	Noch nicht
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Sport und Tätigkeiten / Sports and Activities

With the students, compile a list of sports and activities. From the list, students will choose five sports or activities. Students create a chart to survey students on their favourite activities. The student first writes down his or her opinion regarding that activity, and then guesses what the three other students think. Each student then approaches the three students to verify whether their predictions were correct.

Sample Dialogue

- *Hallo, Irene. Also, ich finde amerikanischen Fußball fantastisch. Was meinst du?* / Hi, Irene. You know, I think football is fantastic. What do you think?
- *Hallo, Max. Ich stimme dir zu, aber ich habe Basketball lieber.* / Hi, Max. I agree with you, but I prefer basketball.

Selected Principal outcomes

Students will be able to:

A-2.1

- inquire about and express agreement and disagreement, and approval and disapproval

A-2.2

- inquire about and express emotions and feelings in a variety of familiar contexts

A-3.3

- check for agreement and understanding

A-5.2

- gather information from a variety of resources; e.g., print, human, multimedia

Selected Supporting outcomes

Students will be able to:

A-4.1

- initiate and participate in casual exchanges with classmates

LC-1.3

- engage in short, routine exchanges, with pauses for planning and repair

LC-3.4

- use, in structured situations, the following grammatical elements:
 - negation (*nicht/kein*)
 - comparison of adjectives (comparative form only)

Activity 2 (continued)

A-2

Materials

Sample chart.

Prerequisite Knowledge

Students can create lists based on personal notes and information from different sources. Students can engage in short conversations with their peers to ask about preferences.

Sample Vocabulary

jemandem (nicht) zustimmen / to (dis)agree with someone

Ich bin deiner Meinung. / I agree with you.

tanzen / to dance

kochen / to cook

Briefe schreiben / to write letters

im Park laufen / to run in the park

ski laufen / to ski

Fussball spielen / to play soccer

lesen / to read

lernen / to study

Fahrrad fahren / to go for a bike ride

mit Freund(inn)en ausgehen / to go out with friends

in die Bücherei gehen / to go to the library

am Computer spielen / to play on the computer

Evaluation Tools

TOOL

1 Self-assessment Checklist and Comments

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to manage routine conversations, use certain grammatical elements, and check for agreement and disagreement.

OUTCOMES

A-2.1a

A-3.3a

LC-1.3a

LC-3.4b

TOOL

2 Learning Log

Have the students reflect on their learning and on how well they were able to start conversations, use certain grammatical elements when expressing opinions and (dis)agreement, and use a chart to collect information. Students could use the following sentence starters.

- I learned a good way to start a conversation is ...
- I would like to know more about ...
- When talking with classmates in German it's good to ...
- I used the chart to ...

OUTCOMES

A-2.2a

A-4.1a

A-5.2a

LC-3.4b

Sport und Tätigkeiten / Sports and Activities: Self-assessment Checklist and Comments

Name: _____

Datum: _____

Ich kann:**Ja****Fast****Noch nicht**

- agree and/or disagree with my classmates
- find out if my classmates agreed or disagreed with me regarding sports and activities
- use the verb "*lieber haben*"
- engage in short conversations with my partner, asking for clarification and correcting myself if what I was saying was not entirely correct

Beispiele

Das habe ich gut gemacht: _____

Das kann ich verbessern: _____

Unser Blog / Our Blog

Discuss with students the way technology is used for communication. Describe for them what a weblog is and how it is used. Explain that student groups will set up weblogs and classmates are expected to respond. Once the blogs have been set up, student groups will write an entry in German expressing an opinion on a favourite book, movie, concert, sports event, computer game, or other topic or activity. Their opinion can be expressed in a variety of ways; e.g., a pretend interview with a star, a poem, a rap song. Encourage students to read other students' blogs and respond to at least two other blog entries.

Sample Dialogue

Ich mag Spiderman. Ich finde, er ist ein echter Superheld. Mir gefällt es, wenn er sich von Wolkenkratzer zu Wolkenkratzer schwingt oder Verbrecher mit seinen Fäden einschnürt. Was findet ihr? / I love Spiderman. I think he's a real hero. I like it when he swings from skyscraper to skyscraper or ties up criminals with his silk threads. What do you guys think?

Sample Response

Ich habe Spiderman auch sehr gern. Ich finde, er sieht gut aus und ist stark. Ich möchte Gutes tun so wie er. / I like Spiderman a lot, too. I think he's good-looking and strong. I want to save the world like he does.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

A-2.2

- a. inquire about and express emotions and feelings in a variety of familiar contexts

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - regular verbs (present tense)
 - asking questions, using interrogatives; e.g., *wer? wie?*

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - copy what others say or write
 - use knowledge of sentence patterns to form new sentences

Activity 3 (continued)

A-2

Materials

Computers or laboratory time.

Prerequisite Knowledge

Students are able to express, in writing, simple ideas and opinions. Students are familiar with the use of blogs.

Sample Vocabulary

hochladen / to upload
herunterladen / to download
das Konto / account

eintragen, posten / to post
einen Blog erstellen / to enter a blog
antworten / to reply

Evaluation Tools

TOOL

1

Rubric

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to provide information on several aspects of a topic, write short, simple texts, and express emotions and feelings.

OUTCOMES

A-1.1a
A-2.2a
LC-2.2a

TOOL

2

Self-assessment

Create an outcome-based self-assessment and share it with the students before they begin the activity. Have the students reflect on their learning and how well they were able to use productive strategies and certain grammatical elements, provide information on a topic and express agreement, approval and emotions.

OUTCOMES

A-1.1a
A-2.1a
LC-3.4c
S-2.3a

Unser Blog / Our Blog : Rubric

Name: _____

Datum: _____

<i>Ebene</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen ausreichend</i>
Kriterien:				
A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report	provides factual information with articulate and pertinent details <input type="checkbox"/>	provides factual information with appropriate and thoughtful details <input type="checkbox"/>	provides factual information with overly simple and general details <input type="checkbox"/>	provides factual information with vague and/or irrelevant details <input type="checkbox"/>
A-2.2 a. inquire about and express emotions and feelings in a variety of familiar contexts	expresses opinions with articulate and pertinent details <input type="checkbox"/>	expresses opinions with appropriate and thoughtful details <input type="checkbox"/>	expresses opinions with overly simple and general details <input type="checkbox"/>	expresses opinions with vague and/or irrelevant details <input type="checkbox"/>
LC-2.2 a. use a variety of short, simple written texts in guided situations	effective use of the weblog format when writing <input type="checkbox"/>	appropriate use of the weblog format when writing <input type="checkbox"/>	overly simple use of the weblog format when writing <input type="checkbox"/>	ineffective use of the weblog format when writing <input type="checkbox"/>

Beispiele:

Das hast du gut gemacht: _____

Nächstes Mal achte bitte auf: _____

Unser Blog / Our Blog: Self-assessment

Name: _____

Datum: _____

Kriterien:

- I provided information about _____ in the following sentences:
- I expressed agreement or disagreement with the topic of other blogs, in the following sentences:
- I asked the following questions using *wie?* and *wer?*
- I used regular verbs in the present tense in the following sentences:
- I showed that I was aware of the writing process steps we discussed in class in the following ways:

Meine Lieblingssongs / My Playlist

Begin a discussion with students about MP3 players and inquire about playlists students may have created for themselves. Students will then partner up and discuss their favourite songs and playlists they have created or would like to create. Encourage students to react honestly to the songs and playlists and whether or not they agree with the order of songs on the playlist.

Sample Dialogue

- *Du, ich habe viele Songs von Nelly Furtado. / Hey, I have many songs by Nelly Furtado.*
- *Wirklich? Ich LIEBE ihr neues Album! Es steht in der deutschen Hitparade auf Nummer 2. / Really? I LOVE her new album. It is Number 2 on the German music charts.*
- *Wer ist dein Lieblingssänger? / Who is your favourite singer?*
- *Mir gefällt Rap-Musik sehr. „Fettes Brot“ ist meine Lieblingsgruppe. / I like rap music a lot. “Fettes Brot” is my favourite group.*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.2

- inquire about and express emotions and feelings in a variety of familiar contexts

Selected Supporting outcomes

Students will be able to:

LC-3.4

- use, in structured situations, the following grammatical elements:
 - possessive adjective *mein/dein/sein/ihr*

LC-4.5

- identify nonverbal behaviours in a variety of familiar contexts

GC-1.1

- formulate questions and use basic research skills to gather and analyze information about German-speaking communities

Activity 4 (continued)

A-2

Materials

None required.

Prerequisite Knowledge

Students are able to express clear statements in agreement or disagreement with given sentences they hear from their peers.

Sample Vocabulary

die Titelliste / playlist
die Musik / music
die Musikgruppe / band
der Sänger, die Sängerin / singer
das Album / album
der Song, das Lied / song
der Künstler, die Künstlerin / artist

die Gitarre / guitar
die Trommel / drums
der Bass / bass
das Keyboard / keyboard
das Konzert / concert
die Hitparade / music chart
die CD / CD

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they discuss songs and playlists. Record anecdotal notes on the extent to which students are able to use possessive adjectives, and inquire about and express feelings.

OUTCOMES

A-2.2a
LC-3.4b

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to express their feelings about certain songs and artists, formulate questions, and identify socially appropriate language and nonverbal behaviours. Students could use the following sentence starters.

- I learned that my classmates were ...
- I would like to know more about ...
- Some examples of socially appropriate language and nonverbal behaviours were ...

OUTCOMES

A-2.2a
LC-4.5a
GC-1.1a

Meine Lieblingssongs / My Playlist: Anecdotal Notes

Datum: _____

Kriterien:

A–2.2a inquire about and express emotions and feelings in a variety of familiar contexts

LC–3.4b use, in structured situations, the following grammatical elements:

- possessive adjective *mein/dein/sein/ihr*

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A–2.2a			
	LC–3.4b			
2.	A–2.2a			
	LC–3.4b			
3.	A–2.2a			
	LC–3.4b			
4.	A–2.2a			
	LC–3.4b			
5.	A–2.2a			
	LC–3.4b			
6.	A–2.2a			
	LC–3.4b			
7.	A–2.2a			
	LC–3.4b			
8.	A–2.2a			
	LC–3.4b			
9.	A–2.2a			
	LC–3.4b			
10.	A–2.2a			
	LC–3.4b			
11.	A–2.2a			
	LC–3.4b			
12.	A–2.2a			
	LC–3.4b			

Meine Mitschüler(innen) / My Classmates

Ask students to write down an interesting ability, trait or interest that they possess. List the abilities and traits anonymously on the board or overhead. Students will team up with a partner and decide which traits and abilities belong to which student. Once they come to an agreed conclusion, they can approach the student to confirm their guess.

Sample Dialogue

- *David, ich glaube, Emily geht jeden Tag um 6 Uhr morgens schwimmen. / David, I think that Emily goes swimming every day at six in the morning.*
- *Nein, da stimme ich dir nicht zu. Ich bin sicher, es ist Amanda. Sie ist sehr sportlich. / No, I don't agree. I'm sure it's Amanda. She's a very athletic girl.*
- *OK, gehen wir und fragen wir sie. / Okay, let's go ask her.*
- *Amanda, gehst du jeden Tag um 6 Uhr morgens ins Schwimmbad? / Amanda, do you go to the pool every day at six in the morning?*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- inquire about and express agreement and disagreement, and approval and disapproval

A-5.1

- explore classification systems and criteria for categories

Selected Supporting outcomes

Students will be able to:

A-4.1

- initiate and participate in casual exchanges with classmates

S-3.3

- identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes

Materials

Sample list (material).

Prerequisite Knowledge

Students are able to read short simple descriptions of people and can relate the descriptions to people they know.

Sample Vocabulary

Wer ... / Who ...

kann mit beiden Händen schreiben? / can write with both hands?
hat ein blaues und ein grünes Auge? / has one blue and one green eye?
spricht drei Sprachen? / speaks three languages?
kennt einen Edmonton Oiler? / knows an Edmonton Oiler?
hat einen Hund mit dem Namen "Diesel"? / has a dog called Diesel?

ist sehr lieb? / is very sweet?
ist sehr verspielt? / is very playful?
ist sehr liebenswürdig? / is very pleasant?
ist gesprächig? / is chatty?
ist sehr sympathisch? / is very nice?
ist gross? / is tall?
ist schlank? / is slim?
hat dunkles, blondes Haar? / has dark blond hair?
ist sportlich? / is athletic?

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they work together to match characteristics to students. Record anecdotal notes on the extent to which students are able to initiate and participate in casual exchanges with classmates and express agreement and disagreement.

OUTCOMES

A-2.1a
A-4.1a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to use social and affective strategies to engage in conversations, agree or disagree and explore classification systems and criteria for categories. Students could use the following sentence starters.

- I learned that my classmates were ...
- The most difficult questions to ask were ...
- The most interesting part of working with a partner was ...

OUTCOMES

A-2.1a
A-4.1a
A-5.1a
S-3.3a

Meine Mitschüler(innen) / My Classmates: Anecdotal Notes

Datum: _____

Kriterien:

A–2.1a inquire about and express agreement and disagreement, and approval and disapproval

A–4.1a initiate and participate in casual exchanges with classmates

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A–2.1a			
	A–4.1a			
2.	A–2.1a			
	A–4.1a			
3.	A–2.1a			
	A–4.1a			
4.	A–2.1a			
	A–4.1a			
5.	A–2.1a			
	A–4.1a			
6.	A–2.1a			
	A–4.1a			
7.	A–2.1a			
	A–4.1a			
8.	A–2.1a			
	A–4.1a			
9.	A–2.1a			
	A–4.1a			
10.	A–2.1a			
	A–4.1a			

Hausarbeiten / Chores

With the students, brainstorm a list of chores and duties students may have at home. In partners, students discuss the chores they may have to do to receive an allowance. Some students will have many and others will only have a few chores. Encourage students to express their attitudes and feelings toward these chores.

Sample Dialogue

- *Ich räume mein Zimmer nicht gerne auf.* / I don't like to clean up my room.
- *Warum? / Why?*
- *Weil es langweilig ist und ich lieber telefoniere. Räumst du dein Zimmer gerne auf? /* Because it's boring and I prefer to talk on the telephone. Do you like to clean up your room?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.2

- inquire about and express emotions and feelings in a variety of familiar contexts

A-4.1

- initiate and participate in casual exchanges with classmates

LC-3.4

- use, in modelled situations, the following grammatical elements:
 - subordinate clauses beginning with *weil*

Selected Supporting outcomes

Students will be able to:

A-2.1

- inquire about and express agreement and disagreement, and approval and disapproval

S-1.1

- identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - look for patterns and relationships
 - use previously acquired knowledge to facilitate a learning task
 - listen attentively
 - invite others into the classroom

Activity 6 (continued)

A-2

Materials

List of chores (responsibilities).

Prerequisite Knowledge

Students are able to express simple emotions and personal experiences in oral exchanges.

Sample Vocabulary

den Müll hinaustragen / to take out the garbage

Fussball trainieren / to practice soccer

lernen / to study

Hausaufgaben machen / to do homework

staubsaugen / to vacuum

abstauben / to dust

das Gras schneiden / to cut the grass

das Essen zubereiten / to prepare food

das Geschirr waschen / to wash the dishes

den Tisch decken / to set the table

Evaluation Tools

TOOL

1

Self-assessment Chart

Create an outcome-based self-assessment chart and share it with the students before they begin the activity. Students use the chart to determine if they are able to use cognitive strategies, use certain grammatical elements, express opinions, and express agreement and disagreement.

OUTCOMES

A-2.1a

A-2.2a

LC-3.4a

S-1.1a

TOOL

2

Anecdotal Notes

Observe the students as they engage in conversations about typical chores. Record anecdotal notes on the extent to which students are able to engage in short conversations and ask questions to gain further information about each other's emotions.

OUTCOMES

A-2.2a

A-4.1a

Hausarbeiten / Chores: Self-assessment Chart

Name: _____

Datum: _____

Criteria	When I ...	Looking back ...	Looking ahead ...
<ul style="list-style-type: none"> • ask others about their opinions • express agreement and disagreement • use sentences beginning with <i>weil</i> 	shared my attitudes and opinions, I: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	I did this well: _____ _____ _____ _____ this did not go as well: _____ _____ _____ _____ _____ _____	next time, I will: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
<ul style="list-style-type: none"> • to engage in the conversation <ul style="list-style-type: none"> – to listen attentively – to invite others into the conversation 	considered how best to engage in the conversation, I: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	what I did to clearly communicate was: _____ _____ _____ _____ it worked well for me because: _____ _____ _____ _____ _____ _____	next time, I will: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Darauf bin ich stolz: _____

Hausarbeiten / Chores: Anecdotal Notes

Datum: _____

Kriterien:

A-2.2a inquire about and express emotions and feelings in a variety of familiar contexts

A-4.1a initiate and participate in casual exchanges with classmates

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-2.2a			
	A-4.1a			
2.	A-2.2a			
	A-4.1a			
3.	A-2.2a			
	A-4.1a			
4.	A-2.2a			
	A-4.1a			
5.	A-2.2a			
	A-4.1a			
6.	A-2.2a			
	A-4.1a			
7.	A-2.2a			
	A-4.1a			
8.	A-2.2a			
	A-4.1a			
9.	A-2.2a			
	A-4.1a			
10.	A-2.2a			
	A-4.1a			

Das machen wir! / Getting It Done!

Applications

A-3

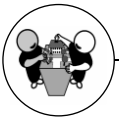
Students will use German to get things done.

Specific Outcomes

Students will be able to:

- A-3.1a** make and respond to suggestions in a variety of situations
- A-3.2a** state personal actions in the past, present and future
- A-3.3a** check for agreement and understanding
- A-3.3b** express disagreement in an appropriate way

Other Specific Outcomes



Applications

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

A-5.3

- a. distinguish fact from opinion

A-5.4

- a. describe and analyze a problem, then propose solutions



Language Competence

Students will be able to:

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations

LC-3.4

- a. use, in modelled situations, the following grammatical elements:
 - modal verbs in present tense
 - subordinate clauses beginning with *weil*

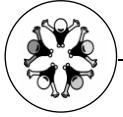
LC-3.4

- b. use, in structured situations, the following grammatical elements:
 - possessive adjective *mein/dein/sein/ihr*
 - negation (*nicht/kein*)
 - imperative mood (plural)

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - asking questions, using interrogatives; e.g., *wer?*, *wie?*

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC-1.2

- a. explore some elements of the cultures;
e.g.,
- everyday ways of life of people their own age



Strategies

Students will be able to:

S-2.1

- a. identify and use a variety of interactive strategies; e.g.,
- indicate lack of understanding verbally or nonverbally
 - ask for clarification or repetition when you do not understand
 - start again using a different tactic when communication breaks down
 - acknowledge being spoken to
 - use other speakers' words in subsequent conversation
 - repeat part of what someone has said to confirm mutual understanding

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
- use nonverbal means to communicate
 - be aware of and use the steps of the writing process: prewriting, writing, revision, correction, publication
 - use words that are visible in the immediate environment

S-3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- participate in cooperative group learning tasks
 - be willing to take risks and to try unfamiliar tasks and approaches
 - take part in group decision-making processes
 - use social intervention skills to enhance group learning activities

Videospiele / Video Games

Lead a brief discussion with students on popular video games and learn which video games are student favourites. Create a list of age-appropriate and school-appropriate video games. In small groups, students work together to choose a game and use key phrases and expressions to write instructions in German on how to play that game. Emphasize that they are working as a group and should be expressing appreciation and support for the contributions of others.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

A-3.2

- a. state personal actions in the past, present and future

A-3.3

- a. check for agreement and understanding

A-3.3

- b. express disagreement in an appropriate way

Selected Supporting outcomes

Students will be able to:

LC-3.4

- a. use, in modelled situations, the following grammatical elements:
 - modal verbs in present tense

LC-3.4

- b. use, in structured situations, the following grammatical elements:
 - imperative mood (plural)

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - asking questions, using interrogatives; e.g., *wer? wie?*

S-2.1

- a. identify and use a variety of interactive strategies; e.g.,
 - indicate lack of understanding verbally or nonverbally
 - ask for clarification or repetition when you do not understand
 - start again using a different tactic when communication breaks down

Activity 1 (continued)

A-3

Materials

Pens and paper.

List of some classroom-appropriate video games.

Prerequisite Knowledge

Students can express simple opinions, likes and dislikes and provide reasons in guided situations. They also are familiar with expressions of appreciation, and support and question words.

Sample Vocabulary

am Computer spielen / to play on the computer
sammeln / to collect
die Punkte / points
das Geld / money
grossartig! / that's great
fantastisch / fantastic
Du spielst gut! / You play well!
Gute Idee! / good idea!
gewinnen / to win
verlieren / to lose
eine Regel einhalten / to obey a rule
empfehlen / to recommend

vorschlagen / to suggest
der Charakter / character
die Spielfigur / game character
die Spielfigur steuern / to control the character
der Spieler / player
die Ebene / level
die Maus / mouse
die Tastatur / keyboard
der Bildschirm / monitor
interaktiv / interactive
das Rollenspiel / role-play
online spielen / to play online

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to state personal actions in the past, present and future, check for agreement and understanding, express disagreement appropriately, and use certain grammatical elements.

OUTCOMES

A-3.2a
A-3.3a
A-3.3b
LC-3.4a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to make and respond to suggestions, use specific grammatical elements, and use a variety of interactive strategies.

OUTCOMES

A-3.1a
LC-3.4a
LC-3.4b
LC-3.4c
S-2.1a

<p>Videospiele / Video Games: Self-assessment Checklist</p>
--

Name: _____ Datum: _____

Ich kann:	Ja	Noch nicht
• check for agreement and understanding		
• express disagreement in an appropriate way		
• state personal actions in the past, present and future		
• use modal verbs in the present tense		

Beispiele

Wenn ich auf Deutsch antworte, fällt mir auf:

Einen Vorschlag für Gruppenarbeit ist:

**Videospiele / Video Games:
Rating Scale**

Name: _____ Datum: _____

Du kannst	Ausgezeichnet	Sehr gut	Ausreichend	Noch nicht
A-3.1 a. make and respond to suggestions in a variety of situations	●	●	●	●
LC-3.4 a. use, in modelled situations, the following grammatical elements: • modal verbs in present tense	●	●	●	●
LC-3.4 b. use, in structured situations, the following grammatical elements: • imperative mood (plural)	●	●	●	●
LC-3.4 c. use, independently and consistently, the following grammatical elements: • ask questions, using interrogatives; e.g., <i>wer? wie?</i>	●	●	●	●
S-2.1 a. identify and use a variety of interactive strategies; e.g., • indicate lack of understanding, verbally or nonverbally	●	●	●	●
• ask for clarification or repetition if you do not understand	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Die fünf besten Filme / The Top Five Movies

Arrange students into groups of three to four. Instruct students that they will be working together to choose a suggestion for the year-end party movie. As students debate as to which movie is better or worse than another, emphasize that they are working as a group and should be focusing on expressing appreciation, enthusiasm, support and respect for the contributions of others in the group.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

A-3.3

- b. express disagreement in an appropriate way

Selected Supporting outcomes

Students will be able to:

LC-3.4

- a. use, in modelled situations, the following grammatical elements:
 - subordinate clauses beginning with *weil*

S-3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - participate in cooperative group learning tasks
 - be willing to take risks and to try unfamiliar tasks and approaches

Activity 2 (continued)

A-3

Materials

Five appropriate movie titles to debate.
Pen and paper.

Prerequisite Knowledge

Students should be able to express appreciation and support, agreement and disagreement, and to give reasons for their opinions/answers.

Sample Vocabulary

der Horrorfilm / horror movie
die Komödie / comedy
der Abenteuerfilm / adventure movie
der Actionfilm / action movie
der Science Fiction-Film / science fiction film
die Fantasie / fantasy
komisch / funny
dramatisch / dramatic
spannend / thrilling

romantisch / romantic
traurig / sad
Toll, stark! / Awesome!
furchtbar / terrible
Was für eine gute Idee! / What a good idea!
Mir gefällt deine Antwort! / I like your answer!
weil, denn / because

Evaluation Tools

TOOL

1

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to inquire about and express agreement and disagreement appropriately, and use a variety of social and affective strategies.

OUTCOMES

A-2.1a
A-3.3b
S-3.3a

TOOL

2

Anecdotal Notes

Observe the students as they work together to compile their top five movies list. Record anecdotal notes on the extent to which students are able to express disagreement appropriately and use given grammatical elements.

OUTCOMES

A-3.3b
LC-3.4a

<p>Die fünf besten Filme / The Top Five Movies: Peer-assessment Checklist</p>
--

Name: _____ Datum: _____

Mein(e) Partner(in) ist: _____

Mein(e) Partner(in) kann:	Ja	Noch nicht
• inquire about and express agreement		
• express disagreement in an appropriate way		
• gather information, using the top-five format		
• participate in cooperative group learning tasks		
• take risks and try unfamiliar tasks		

Beispiele

Das hat mir echt gut gefallen: _____

Das kannst du verbessern: _____

Die fünf besten Filme / The Top Five Movies: Anecdotal Notes

Datum: _____

Kriterien:

A-3.3b express disagreement in an appropriate way

LC-3.4a use, in modelled situations, the following grammatical elements:

- subordinate clauses beginning with *weil*

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-3.3b			
	LC-3.4a			
2.	A-3.3b			
	LC-3.4a			
3.	A-3.3b			
	LC-3.4a			
4.	A-3.3b			
	LC-3.4a			
5.	A-3.3b			
	LC-3.4a			
6.	A-3.3b			
	LC-3.4a			
7.	A-3.3b			
	LC-3.4a			
8.	A-3.3b			
	LC-3.4a			
9.	A-3.3b			
	LC-3.4a			
10.	A-3.3b			
	LC-3.4a			
11.	A-3.3b			
	LC-3.4a			
12.	A-3.3b			
	LC-3.4a			

Ich liebe Fernsehen / I Love Television

Students conduct an in-class survey on the favourite television programs of their classmates. Students create a survey template and prepare what questions they will ask.

Students circulate through the class and survey their classmates. Students state what their favourite show is and explain their reasons why.

Specific Outcomes

Selected **Principal** outcomes

Students will be able to:

A-3.3

- a. check for agreement and understanding

A-5.3

- a. distinguish fact from opinion

Selected **Supporting** outcomes

Students will be able to:

LC-3.4

- a. use, in modelled situations, the following grammatical elements:
- subordinate clauses beginning with *weil*

LC-3.4

- b. use, in structured situations, the following grammatical elements:
- possessive adjective *mein/dein/sein/ihr*
 - negation (*nicht/kein*)

Activity 3 (continued)

A-3

Materials

Survey template.

Prerequisite Knowledge

Expressions of agreement and disagreement.

Sample Vocabulary

das Fernsehprogramm / television program
die Sendung / show
fernsehen / to watch television
im Fernsehen / on television
die Serie / series
die Unterhaltungssendung / entertainment show
der Krimi / detective show
die Talkshow / talk show
die Quizsendung / quiz show
die Serie / soap opera
die Kindersendung / children's program

Ich stimme dir (nicht) zu. / I agree (disagree) with you.
die Meinung / opinion
meiner Meinung nach / in my opinion
mir gefällt ... / I like (love)...
Du hast (un)recht. / You are right (wrong).
Warum sagst du das? / Why do you say that?
Was meinst du? / What do you mean?
langweilig / boring
interessant / interesting

Evaluation Tools

TOOL

1

Observation Checklist

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to check for agreement and understanding, distinguish fact from opinion, and use grammatical elements and a variety of interactive strategies.

OUTCOMES

A-3.3a
A-5.3a
LC-3.4b

TOOL

2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to determine if they are able to check for agreement and understanding, distinguish fact from opinion, and use selected grammatical elements.

OUTCOMES

A-3.3a
A-5.3a
LC-3.4a
LC-3.4b

**Ich liebe das Fernsehen / I Love Television:
Observation Checklist**

Name: _____

Datum: _____

Kriterien:

A-3.3a check for agreement and understanding

A-5.3a distinguish fact from opinion

LC-3.4b use, in structured situations, the following grammatical elements:

- possessive adjective *mein/dein/sein/ihr*
- negation (*nicht/kein*)

Student Name	Kriterien	Ja	Noch nicht
1.	A-3.3a		
	A-5.3a		
	LC-3.4b		
2.	A-3.3a		
	A-5.3a		
	LC-3.4b		
3.	A-3.3a		
	A-5.3a		
	LC-3.4b		
4.	A-3.3a		
	A-5.3a		
	LC-3.4b		
5.	A-3.3a		
	A-5.3a		
	LC-3.4b		
6.	A-3.3a		
	A-5.3a		
	LC-3.4b		
7.	A-3.3a		
	A-5.3a		
	LC-3.4b		
8.	A-3.3a		
	A-5.3a		
	LC-3.4b		

**Ich liebe das Fernsehen / I Love Television:
Self-assessment Rating Scale**

Name: _____ Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	Noch nicht
• check for agreement and understanding of my position	●	●	●	●
• tell the difference between fact and opinion	●	●	●	●
• use <i>weil</i> with my teacher's help	●	●	●	●
• use possessive adjectives <i>mein/dein/sein/ihr</i>	●	●	●	●
• use negation <i>nicht/kein</i>	●	●	●	●

Beispiele

Das kann ich verbessern:

Das habe ich gut gemacht:

Einen guten Rat geben / Advice Column

Lead a brief discussion with students about typical problems in their lives and ways of dealing with them; e.g., anxiety, allowance, money, curfews.

In groups of two or three, students write a letter describing the issue and asking for advice. Collect the letters, shuffle them and redistribute them to the groups. The groups come up with suggestions for the issue and present the letters to the class along with their advice.

Sample Text

Es tut mir sehr leid zu hören, dass du nervös bist, wenn du Prüfungen schreibst. Aber das ist ganz normal. Du musst dich natürlich gut auf die Prüfung vorbereiten. Außerdem musst du in der Nacht zuvor gut schlafen und dann gut frühstücken. / I am sorry to hear that you are nervous when you write exams. But that's normal. Naturally you have to prepare well when there is an exam. Also, you have to sleep well the night before and then eat a good breakfast.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

A-5.4

- a. describe and analyze a problem, then propose solutions

A-3.2

- a. state personal actions in the past, present and future

Selected Supporting outcomes

Students will be able to:

A-3.3

- b. express disagreement in an appropriate way

S-3.3

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

- a. identify and use a variety of social and affective strategies to enhance general language learning; e.g.,
 - take part in group decision-making processes
 - use social intervention skills to enhance group learning activities

Activity 4 (continued)

A-3

Materials

Pens and paper.

Prerequisite Knowledge

Students are able to state reasons for their suggestions and express agreement and disagreement with their peers.

Sample Vocabulary

die Prüfungsangst / exam anxiety
das Taschengeld / allowance money
die Zeit für das Nachhausekommen / curfew
das Problem / problem

die Lösung / solution
der Vorschlag / suggestion
die Empfehlung / recommendation

Evaluation Tools

TOOL

1

Peer-assessment Rating Scale

Create an outcome-based peer-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to determine if their peers are able to make and respond to suggestions, express disagreement appropriately, describe and analyze a problem, then propose solutions, and understand a variety of short, simple written texts.

OUTCOMES

A-3.1a
A-3.3b
A-5.4a
LC-2.1a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to make and respond to suggestions, state personal actions in the past, present and future, and use social and affective strategies.

OUTCOMES

A-3.1a
A-3.2a
S-3.3a

**Einen guten Rat geben / Advice Column:
Peer-assessment Rating Scale**

Name: _____ Datum: _____

Mein(e) Partner(in) ist: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	Noch nicht
• make and respond to suggestions regarding problems students typically face	●	●	●	●
• disagree in an appropriate way	●	●	●	●
• describe and examine typical problems student face and then suggest solutions	●	●	●	●
• understand a variety of short, simple written texts	●	●	●	●

Beispiele

Das hast du gut gemacht: _____

Nächstes Mal kannst du: _____

**Einen guten Rat geben / Advice Column:
Rating Scale**

Name: _____ Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	Noch nicht
A-3.1 a. make and respond to suggestions in a variety of situations	●	●	●	●
A-3.2 a. state personal actions in the past, present and future	●	●	●	●
S-3.3 a. identify and use a variety of social and affective strategies:	●	●	●	●
• take part in group decision-making processes	●	●	●	●
• use social intervention skills to enhance group learning activities	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Was ich in den Ferien mache / What I Do on Holidays

Lead a brief discussion with students on vacation experiences and what they typically do during their holidays (or would like to do). Students, individually or in pairs, create posters or collages that illustrate their experiences. Students post their work and explain their experiences to their classmates.

Sample Text

Jeden Sommer fahren meine Geschwister und ich zu meinen Großeltern in Calgary. Wir gehen in den Zoo, wir gehen einkaufen und besuchen die Museen. Wir helfen ihnen auch im Garten. / Every summer, my siblings and I go to my grandparents' house in Calgary. We go to the zoo, to malls and to museums. We also help them with work in the garden.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.2

- a. state personal actions in the past, present and future

A-3.3

- a. check for agreement and understanding

Selected Supporting outcomes

Students will be able to:

LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use nonverbal means to communicate
 - be aware of and use the steps of the writing process: prewriting, writing, revision, correction, publication
 - use words that are visible in the immediate environment

Activity 5 (continued)

A-3

Materials

Poster paper, markers, magazines, glue and scissors.

Prerequisite Knowledge

Regular present tense verbs.

Sample Vocabulary

die Frühlingsferien / spring vacation
reisen / to travel
arbeiten / to work
mit Freund(inn)en ausgehen / to go out with friends
Verwandte besuchen / to visit relatives

die Sommerschule / summer school
der See / the lake
auf die Kinder aufpassen / to baby sit
zelten gehen / to go camping
zu Hause bleiben / to stay at home
ins Kino gehen / to go to the movies

Evaluation Tools

TOOL

1

Observation Checklist

Create an outcome-based observation checklist and share it with the students before they develop their posters or collages. Use the checklist to assess if students can state personal actions in the past, present and future, check for agreement and understanding, and use a variety of productive strategies.

OUTCOMES

A-3.2a
A-3.3a
S-2.3a

TOOL

2

Self-assessment Checklist

Create a self-assessment checklist and share it with the students before they develop their posters or collages. Students use the checklist to evaluate how well they are able to state personal actions in the past, present and future, express meaning through visual elements and use productive strategies.

OUTCOMES

A-3.2a
LC-2.4a
S-2.3a

Was ich in den Ferien mache / What I Do on Holidays: Observation Checklist

Datum: _____

Kriterien:

A–3.2a state personal actions in the past, present and future

A–3.3a check for agreement and understanding

S–2.3a identify and use a variety of productive strategies; e.g.,

- uses nonverbal means to communicate
- uses words that are visible in the immediate environment

<i>Name der Schülerin (des Schülers)</i>	<i>Kriterien</i>	<i>Ja</i>	<i>Noch nicht</i>
1.	A–3.2a		
	A–3.3a		
	S–2.3a		
2.	A–3.2a		
	A–3.3a		
	S–2.3a		
3.	A–3.2a		
	A–3.3a		
	S–2.3a		
4.	A–3.2a		
	A–3.3a		
	S–2.3a		
5.	A–3.2a		
	A–3.3a		
	S–2.3a		
6.	A–3.2a		
	A–3.3a		
	S–2.3a		
7.	A–3.2a		
	A–3.3a		
	S–2.3a		
8.	A–3.2a		
	A–3.3a		
	S–2.3a		

**Was ich in den Ferien mache / What I Do on Holidays:
Self-assessment Checklist**

Ich kann:	Ja	Noch nicht
<ul style="list-style-type: none">state personal actions in the past, present and future		
<ul style="list-style-type: none">express meaning through pictures and other visuals on my poster or collage		
<ul style="list-style-type: none">use nonverbal means to communicate		
<ul style="list-style-type: none">use words that are visible in the immediate environment		

Beispiele

Das habe ich gut gemacht:

Das kann ich verbessern:

Modetipps / Fashion Advice

Distribute a different picture from a fashion magazine to each student. Provide students with enough time to observe the picture, compare the fashions from the magazine with those in the school, and come up with some general fashion tips for the person in the picture. Students then work with a partner to come up with clear, specific suggestions for each picture and see if their partner agrees or disagrees with them.

Sample Dialogue

- *Diese Person soll gelbe und weiße T-shirt tragen und nicht schwarze oder graue. Er (sie) soll auch Hosen in der richtigen Größe tragen. Was meinst du? / This person needs to wear T-shirts that are yellow and white and not black or grey. He (she) also needs to wear the right size of pants. What do you think?*
- *Ja, ich stimme dir zu. Du hast recht. Hast du noch andere Tipps? / Yes, I agree. You are right. Do you have any other advice?*
- *Ja, mir gefallen seine (ihre) Schuhe wirklich gut. Sie sind sehr schick. / Yes, I really like his (her) shoes. They are very fashionable.*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.1

- make and respond to suggestions in a variety of situations

GC-1.2

- explore some elements of the cultures; e.g., everyday ways of life of people their own age

Selected Supporting outcomes

Students will be able to:

LC-3.4

- use, in modelled situations, the following grammatical elements:
 - modal verbs in present tense

LC-3.4

- use, independently and consistently, the following grammatical elements:
 - asking questions, using interrogatives; e.g., *wer? wie?*

S-2.1

- identify and use a variety of interactive strategies; e.g.,
 - acknowledge being spoken to
 - ask for clarification or repetition when you do not understand
 - repeat part of what someone has said to confirm mutual understanding

Activity 6 (continued)

A-3

Materials

Photographs of fashion from German-speaking countries.

Prerequisite Knowledge

Clothing vocabulary and colours.

Expressions of agreement and disagreement.

Sample Vocabulary

die Kleidung / clothing, clothes
die Größe / size
nach der Mode gehen / to be fashionable
aus der Mode kommen / to go out of style
die Streifen / stripes
Herren-, Damen-, Kindermode / men's, women's, children's fashion
Geschmack haben / to have good taste
zusammenpassen / to go together
kombinieren / to combine
die Markenklamotten / brand name clothes

das auf Wert legen / to value
im Stil der 80er Jahre / in the style of the 80s
lange Röcke sind wieder in Mode / long skirts are back in style
elegant / elegant
sportlich / sporty
adrett / neat, smart
modern / modern
trendig / trendy
gut aussehen / to look good

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share with the students before they begin the activity. Students use the checklist to determine if they are able to make and respond to suggestions, use given grammatical elements, and use interactive strategies.

OUTCOMES

A-3.1a
LC-3.4a
LC-3.4c
S-2.1a

TOOL

2

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to make and respond to suggestions, explore elements of the German culture and use a variety of interactive strategies.

OUTCOMES

A-3.1a
GC-1.2a
S-2.1a

<p>Modetipps / Fashion Advice: Self-assessment Checklist</p>

Name: _____ Datum: _____

Ich kann:	Ja	Noch nicht
<ul style="list-style-type: none"> • make and respond to suggestions about fashion and clothing 		
<ul style="list-style-type: none"> • use modal verbs in the present tense 		
<ul style="list-style-type: none"> • ask questions using words such as <i>wer?</i> and <i>wie?</i> 		
<ul style="list-style-type: none"> • use a variety of interactive strategies; e.g., <ul style="list-style-type: none"> • acknowledge being spoken to • ask for clarification or repetition when I do not understand • use other classmates' words later in the conversation • respect part of what classmate has said so we understand 		

Beispiele

Das habe ich gut gemacht:

Das kann ich verbessern:

Modetipps / Fashion Advice: Peer-assessment Checklist

Name: _____ Datum: _____

Name meines Mitschülers (meiner Mitschülerin): _____

Mein Mitschüler (meine Mitschülerin) kann:	Ja	Noch nicht
• make and respond to suggestions about fashion and clothing		
• compare fashion of the German-speaking world with fashion from his or her culture		
• ask for clarification or repetition when he or she does not understand		
• repeat part of what someone has said to confirm he or she has understood		

Beispiele

Was mir wirklich gut an deiner Arbeit gefallen hat: _____

Nächstes Mal kannst du: _____

Wir lernen uns besser kennen!

Getting to Know Each Other

Applications

A-4

Students will use German to form, maintain and change interpersonal relationships.

Specific Outcomes

Students will be able to:

A-4.1a initiate and participate in casual exchanges with classmates

Other Specific Outcomes



Applications

Students will be able to:

A-1.1

a. provide information on several aspects of a topic; e.g., give a simple report

A-3.2

a. state personal actions in the past, present and future

A-5.1

a. explore classification systems and criteria for categories

A-5.2

a. gather information from a variety of resources; e.g., print, human, multimedia



Language Competence

Students will be able to:

LC-1.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC-1.2

a. produce a variety of short, simple oral texts in guided situations

LC-1.3

a. engage in short, routine exchanges, with pauses for planning and repair

LC-3.4

a. use, in modelled situations, the following grammatical elements:
• modal verbs in present tense

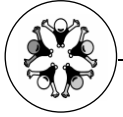
LC-3.4

b. use, in structured situations, the following grammatical elements:
• possessive adjective *mein/dein/sein/ihr*

LC-3.4

c. use, independently and consistently, the following grammatical elements:
• personal pronouns nominative (plural)
• ask questions, using interrogatives; e.g., *wer? wie?*
• regular verbs (present tense)

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC–1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

GC–3.2

- a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest



Strategies

Students will be able to:

S–1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - work cooperatively with peers in small groups
 - repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
 - use self-talk to feel competent to do the task

Rate, wer ich bin! / Guess Who I Am!

Collect basic biographical information on five to six famous German-speaking people and write brief summaries on index cards.

Divide the class into groups of five or six. Randomly distribute the index cards to each group member. Students create a chart to collect the information of the other “famous people” in the group. Students are to engage in casual conversation with their groupmates and ask information questions. The goal is to figure out the famous person’s identity and learn a little bit about him or her.

Some Examples of Celebrities

Johann Sebastian Bach

Ludwig van Beethoven

Franz Josef Haydn

Wolfgang Amadeus Mozart

Richard Wagner

Rammstein

Herbert Grönemeyer

Nena

Sarah Connor

Karl Benz

Albert Einstein

Wilhelm Conrad Röntgen

Robert Koch

Otto Lilienthal

Albert Schweitzer

Michael Ballack

Wernher von Braun

Ferdinand von Zeppelin

Johann Gutenberg

Ferry Porsche

Rudolf Diesel

Jakob und Wilhelm Grimm

Johann Wolfgang von Goethe

Friedrich Schiller

Günter Grass

Erich Kästner

Bertolt Brecht

Franz Kafka

Karl der Grosse

Konrad Adenauer

Willy Brandt

Bill Kaulitz

Friedensreich Hundertwasser

Martin Luther

Claudia Schiffer

Heidi Klum

Arnold Schwarzenegger

Marlene Dietrich

Franz Beckenbauer

Angela Merkel

Michael Schumacher

Steffi Graf

Simple Dialogue

- *Guten Morgen.* / Good morning.
- *Guten Tag.* / Good day / Hello.
- *Wie alt sind Sie?* / How old are you?
- *Wann sind sie geboren?* / When were you born?
- *Wo sind Sie geboren?* / Where were you born?
- *In Leipzig, Deutschland.* / In Leipzig, Germany.
- *Welchen Beruf haben Sie?* / What is your profession?
- *Ich bin Komponist.* / I’m a composer.
- *Sind Sie Richard Wagner?* / Are you Richard Wagner?
- *Ja.* / Yes.

Variation

Students conduct their own biographical research on a famous or important German-speaking person. Use their research when assigning “identities” to students.

Specific Outcomes

Selected **Principal** outcomes

Students will be able to:

A-4.1

- a. initiate and participate in casual exchanges with classmates

A-5.1

- a. explore classification systems and criteria for categories

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

Selected **Supporting** outcomes

Students will be able to:

GC-3.2

- a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - work cooperatively with peers in small groups
 - repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate

Activity 1 (continued)

A-4

Materials

Three to five sets of five to six index cards with the names of famous German people, along with a brief biography. The biography should contain important dates and accomplishments.

A summary chart containing the names of all the famous people and their respective biographies.

Prerequisite Knowledge

Students will be familiar with uses of the verb *sein* / to be, and the verb *raten* / guess. Expressions for the game: *kalt* / cold, *warm* / lukewarm, *heiß* / hot.

Sample Vocabulary

das Alter / age
das Geschlecht / gender
der Mann / man
die Frau / woman
der Geburtsort / birth place
der Beruf / profession
das Interesse / interest
der/die Musiker(in) / musician

der/die Sänger(in) / singer
der/die Schriftsteller(in) / writer
der/die Wissenschaftler(in) / scientist
der/die Arzt (Ärztin) / physician
der/die Politiker(in) / politician
der/die Künstler(in) / artist
der/die Sportler(in) / sportsman (woman)
der/die Schauspieler(in) / actor (actress)

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to initiate and participate in casual exchanges, identify aspects of other cultures that are of personal interest and use social and affective strategies.

OUTCOMES

A-4.1a
GC-3.2a
S-1.3a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to participate in casual exchanges, explore classification systems and formulate questions about German-speaking communities.

OUTCOMES

A-4.1a
A-5.1a
GC-1.1a

**Rate, wer ich bin! / Guess Who I Am!:
Self-assessment Checklist**

Name: _____

Datum: _____

Ich kann:	Ja	Noch nicht	Das nächste Mal werde ich das Folgende anders machen:
<ul style="list-style-type: none"> • start a conversation with my friend and learn the identity of my partner • identify famous people from the German-speaking world who are of personal interest • work cooperatively with classmates in small groups • repeat new words and expressions that I heard in conversations and make use of these new words and expressions whenever I could 			

Beispiele

Das habe ich gut gemacht: _____

Das kann ich verbessern: _____

Rate, wer ich bin / Guess Who I Am!: Rating Scale

Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
A-4.1 a. initiate and participate in casual exchanges with classmates	●	●	●	●
A-5.1 a. explore classification systems and criteria for categories	●	●	●	●
GC-1.1 a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities	●	●	●	●

Beispiele

Das hast du gut gemacht: _____

Das kannst du verbessern: _____

Wer ist der/die Unbekannte? / Secret Friend

Have each student write his or her name on an index card. Collect all index cards, shuffle and redistribute them to the students. The name on the card is the student's new "secret friend." On the back of the card, students will write a short note of introduction. Collect the index cards and return them to the original name. Students will now circulate through the class, asking questions and trying to determine who their secret friend is.

Sample Text

Hallo, _____! Ich bin dein(e) neuer(e) unbekannter(e) Freund(in). Ich möchte dich begrüßen und will gern dein(e) Freund(in) in der Deutschstunde sein. Hoffentlich können wir uns einmal treffen. Ich bin ungefähr so alt wie du und spiele sehr gern _____. Mein(e) Lieblingssänger(in) ist _____. Und mein Lieblingsessen ist _____. Weißt du, wer ich bin? / Hello, _____. I am your secret friend and I want to say hi and become your friend in German class. I hope that we can get together sometime. I am about your age, and I really like to play _____. My favourite singer is _____. And my favourite food is _____. Do you know who I am?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.2

- a. state personal actions in the past, present and future

A-4.1

- a. initiate and participate in casual exchanges with classmates

Selected Supporting outcomes

Students will be able to:

LC-3.4

- a. use, in modelled situations, the following grammatical elements:
 - modal verbs in present tense

LC-3.4

- b. use, in structured situations, the following grammatical elements:
 - possessive adjective *mein/dein/sein/ihr*

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - asking questions, using interrogatives; e.g., *wer? wie?*

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - work cooperatively with peers in small groups

Activity 2 (continued)

A-4

Materials

Index cards.

Prerequisite Knowledge

How to write greeting and farewell cards.
Questions words: *wer and was*
Verb *sein* and common verbs

Sample Vocabulary

Hallo, unbekannter/unbekannte / Hello,
secret friend
Rate, wer ich bin! / Guess who I am!
Wie alt bist du? / How old are you?
das Hobby, die Hobbies / hobby

die Interessen / interests
das Essen / food
der Sport / sport
spielen / to play
gern ... / to like to ...

Evaluation Tools

TOOL

1

Learning Log

Have the students reflect on their learning and on how well they were able to use a variety of social and affective strategies, engage in conversations, and state actions in the past, present and future. Students could use the following sentence starters.

- What did I say to initiate a conversation with my classmates?
- This reminded me of ...
- Examples of regular actions and habits that I gave were ...
- I would like to know more about ...
- How did I help in working cooperatively with my classmates?

OUTCOMES

A-3.2a
A-4.1a
S-1.3a

TOOL

2

Anecdotal Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to participate in casual exchanges, use certain grammatical elements, and use social and affective strategies.

OUTCOMES

A-4.1a
LC-3.4a
LC-3.4b
LC-3.4c
S-1.3a

Wer ist der/die Unbekannte? / Secret Friend: Anecdotal Checklist

Datum: _____

Kriterien:

- A-4.1a initiate and participate in casual exchanges with classmates
- LC-3.4a use, in modelled situations, the following grammatical elements:
- modal verbs in present tense
- LC-3.4b use, in structured situations, the following grammatical elements:
- possessive adjective *mein/dein/sein/ihr*
- LC-3.4c use, independently and consistently, the following grammatical elements:
- asking questions, using interrogatives; e.g., *wer? wie?*
- S-1.3a identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- working cooperatively with peers in small groups

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Bermerkungen
1.	A-4.1a			
	LC-3.4a			
	LC-3.4b			
	LC-3.4c			
	S-1.3a			
2.	A-4.1a			
	LC-3.4a			
	LC-3.4b			
	LC-3.4c			
	S-1.3a			
3.	A-4.1a			
	LC-3.4a			
	LC-3.4b			
	LC-3.4c			
	S-1.3a			
4.	A-4.1a			
	LC-3.4a			
	LC-3.4b			
	LC-3.4c			
	S-1.3a			
5.	A-4.1a			
	LC-3.4a			
	LC-3.4b			
	LC-3.4c			
	S-1.3a			

Freundschaftsringe / Friendship Circles

Distribute three blank Venn diagrams to each student and then divide the class into two groups. Students will interview three classmates from the other group and ask questions about their preferred activities. In the left circle students record the activities they like the most, and in the right circle they record the activities that their partner likes the most. When students like the same activity, they write the name of that activity in the centre of the Venn diagram.

Each student will then identify the classmate(s) with whom he or she has the most preferred activities in common. Invite students to identify his or her favourite activities, and the classmate(s) with whom he or she shares the most activities and interests.

Sample Text

- *Ich mag ... / I like ...*
- *Ich ... gern ... / I like to ...*
- *Ich will ... lernen... / I want to learn ...*
- *Ich mache ... / I do ...*
- *Mein Lieblingssport ist ... / My favourite sport is ...*
- *Ich lerne ... / I learn...*
- *Magst du ...? / Do you like ...?*
- *... du gern? / Do you like to...?*
- *Willst du ... lernen? / Do you want to learn ...?*
- *Machst du ...? / Do you do ...?*
- *Was ist dein Lieblingssport? / What is your favourite sport?*
- *Lernst du ...? / Do you learn ...?*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-4.1

- a. initiate and participate in casual exchanges with classmates

LC-1.3

- a. engage in short, routine exchanges, with pauses for planning and repair

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - work cooperatively with peers in small groups

Activity 3 (continued)

A-4

Materials

Friendship Circles Venn diagram (sample template).

Prerequisite Knowledge

The modal verbs *mögen* and *wollen*.
How to form questions.

Sample Vocabulary

Aktivitäten / activities
Sport / sports
lernen / to learn
Wasserski / water ski
Schwimmen / to swim
im Sommer / summer
im Winter / winter
im Frühling / spring

im Herbst / fall/autumn
Baseball / baseball
reiten / to horseback ride
ski / to ski
Tennis / tennis
Basketball / basketball
Golf / golf

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to initiate and participate in a simple conversation, gather information, and understand a variety of short, simple oral texts.

OUTCOMES

A-4.1a
A-5.2a
LC-1.1a
LC-1.3a

TOOL

2

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate and participate in casual exchanges, understand a variety of short, simple oral texts, and use a variety of social and affective strategies.

OUTCOMES

A-4.1a
LC-1.1a
S-1.3a

Freundschaftsringe / Friendship Circles

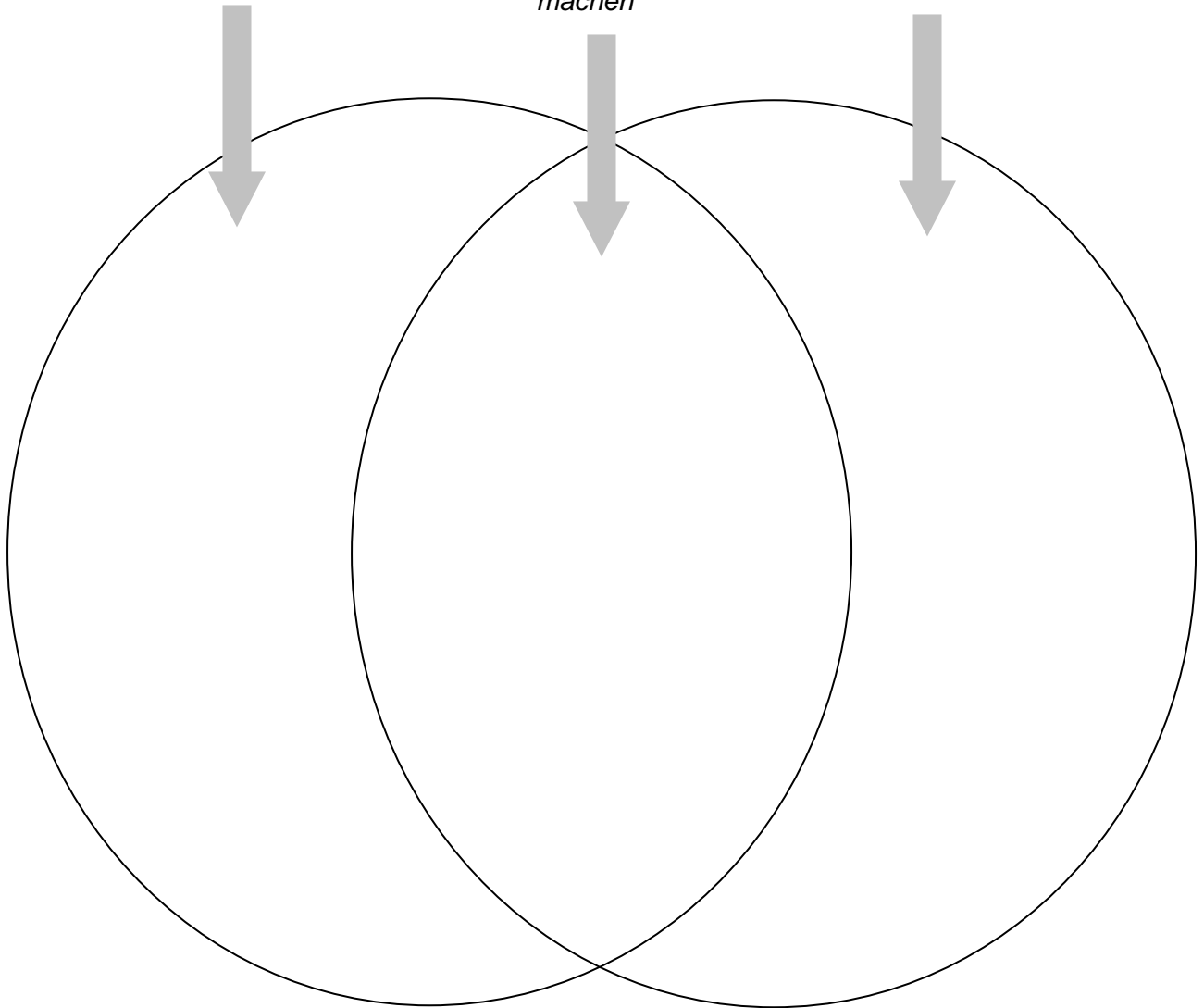
Name: _____ Datum: _____

Name meines Mitschülers (meiner Mitschülerin): _____

Die Aktivitäten, die ich
gern mache

Die Aktivitäten,
die wir gern
machen

Die Aktivitäten, die sie/er
gern macht



**Freundschaftsringe / Friendship Circles:
Self-assessment Checklist**

Name: _____

Datum: _____

Wenn ich „Freundschaftsringe“ auf Deutsch spiele, kann ich:	Ja	Fast	Noch nicht	Wie ich mich verbessern kann:
<ul style="list-style-type: none"> start and participate in casual conversations with classmates 				
<ul style="list-style-type: none"> gather information from my classmates 				
<ul style="list-style-type: none"> understand a variety of short, simple spoken sentences with and without help from others 				
<ul style="list-style-type: none"> manage simple, exchanges with my classmates and ask for repetition or clarification when necessary 				

Beispiele

Wenn ich nächstes Mal „Freundschaftsringe“ auf Deutsch spiele, werde ich: _____

Freundschaftsringe / Friendship Rings: Checklist and Comments

Name: _____

Datum: _____

Du kannst:	Ja	Noch nicht
A-4.1 a. initiate and participate in casual exchanges with classmates	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.1 a. understand a variety of short, simple oral texts in guided and unguided situations	<input type="checkbox"/>	<input type="checkbox"/>
S-1.3 a. identify and use a variety of social and affective strategies to enhance language learning; e.g., <ul style="list-style-type: none"> • work cooperatively with peers in small groups 	<input type="checkbox"/>	<input type="checkbox"/>
<i>Was er/sie gut kann:</i> _____		
<i>Womit er/sie Schwierigkeiten hat:</i> _____		



Freundschaftsringe / Friendship Rings: Checklist and Comments

Name: _____

Datum: _____

Du kannst:	Ja	Noch nicht
A-4.1 a. initiate and participate in casual exchanges with classmates	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.1 a. understand a variety of short, simple oral texts in guided and unguided situations	<input type="checkbox"/>	<input type="checkbox"/>
S-1.3 a. identify and use a variety of social and affective strategies to enhance language learning; e.g., <ul style="list-style-type: none"> • work cooperatively with peers in small groups 	<input type="checkbox"/>	<input type="checkbox"/>
<i>Was er/sie gut kann:</i> _____		
<i>Womit er/sie Schwierigkeiten hat:</i> _____		

Eine Verabredung treffen / Calling to Make Plans

Lead a brief discussion with students on typical places they might go to for fun on the weekend. Place students into pairs and instruct them to choose a place; e.g., going to a movie. The two students pretend to call each other to arrange a day, time and place to meet.

Prepare students for the telephone call by having them arrange a series of personal statements in German that could be used in a telephone conversation. Then place students back-to-back. Students will begin the conversation with an expression typical of German-speaking communities.

Sample Dialogue

- *Hallo? / Hello?*
- *Guten Tag. Ist das bei Hubers? / Good afternoon, is this the Hubers' residence?*
- *Ja, Robert Huber am Apparat. Wie kann ich Ihnen behilflich sein? / Yes, Robert Huber speaking. How can I help you?*
- *Robert, erkennst du mich nicht? / Robert, don't you recognize me?*
- *Nein, wer spricht? / No, who is this?*
- *Hier ist dein(e) Freund(in) ... / It's your friend...*
- *Entschuldige, bitte! Deine Stimme klingt ganz anders am Telefon. / Sorry, your voice sounds very different on the telephone.*
- *Macht doch nichts. Wann gehen wir also ins Kino? / Don't worry about it. So, when are we going to the movies?*
- *Wann willst du gehen? / When do you want to go?*
- *Am liebsten um 8. / Preferably at 8.*
- *Das ist mir recht. / That's fine with me.*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-4.1

- a. initiate and participate in casual exchanges with classmates

LC-1.3

- a. engage in short, routine exchanges, with pauses for planning and repair

Selected Supporting outcomes

Students will be able to:

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - work cooperatively with peers in small groups

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - personal pronouns nominative (plural)
 - regular verbs (present tense)
 ask questions, using interrogatives; e.g., *wer? wie*

Activity 4 (continued)

A-4

Materials

None required.

Prerequisite Knowledge

Students are familiar with greetings and exchanges over the telephone.
Typical expressions used in German-speaking countries when answering the telephone.

Sample Vocabulary

Hallo? Wer spricht? Wer ist am Apparat?
Hier 22 44 662. Huber. / Hello? Who is this?
This is 22 44 662. Huber speaking.
Die Verbindung ist sehr schlecht. / The connection is very poor.
Mit wem spreche ich? / Who am I talking to?
Ich kann dich nicht hören. / I cannot hear you.
Bitte sprich etwas lauter! / Please speak up.
Bitte sprich etwas langsamer. / Please speak a bit more slowly.
Mit wem möchtest du sprechen? / Who do you want to speak to?

Einen Augenblick, bitte. / Just a moment.
Bitte, bleib am Apparat. / Please hold the line.
Warte, bitte, ich hole ihn/sie. / Wait, I'll get him / her.
Tut mir leid. Er/Sie ist nicht hier. / I am sorry. He/She is not here.
Darf ich eine Nachricht hinterlassen? / May I leave a message?
Kann ich etwas ausrichten? / Can I take a message?
Kann ... mich bitte anrufen? / Could you ask ... to call me back?

Evaluation Tools

TOOL

1

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well their peers are able to use a variety of social and affective strategies, initiate and participate in casual exchanges, produce a variety of short oral texts, and engage in short routine exchanges.

OUTCOMES

A-4.1a
LC-1.2a
LC-1.3a
S-1.3a

TOOL

2

Rubric

Collaboratively create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to initiate and participate in casual exchanges, produce a variety of short, simple oral texts, engage in short routine exchanges, and use given grammatical elements.

OUTCOMES

A-4.1a
LC-1.2a
LC-1.3a
LC-3.4c

**Eine Verabredung treffen / Calling to Make Plans:
Peer-assessment Checklist**

Name: _____

Datum: _____

Mitschüler(in): _____

Mein Mitschüler (meine Mitschülerin) kann:	Ja	Noch nicht
• start and participate in casual exchanges with classmates		
• produce a variety of short, simple spoken sentences		
• identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups		
• engage in short, routine exchanges, with pauses for planning and repair		

Beispiele

Was mir wirklich gut an deiner Arbeit gefallen hat: _____

Nächstes Mal kannst du: _____

Eine Verabredung treffen / Calling to Make Plans: Rubric

Name: _____

Datum: _____

<i>Ebene</i>	<i>Kriterien:</i>				
	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen ausreichend</i>	<i>Beispiele</i>
A-4.1 a. initiate and participate in casual exchanges with classmates	interacts skillfully and effectively with classmates	interacts appropriately with classmates	interacts simplistically with classmates	interacts ineffectively with classmates	
LC-1.2 a. produce a variety of short, simple oral texts in guided situations	produces purposeful and precise sentences to be used in a typical telephone call	produces appropriate sentences to be used in a typical telephone call	produces predictable sentences to be used in a typical telephone call	produces irrelevant, trivial or vague sentences to be used in a typical telephone call	
LC-1.3 a. engage in short, routine exchanges, with pauses for planning and repair	skillfully and effectively manages simple, routine interactions, asking for repetition or clarification when necessary	appropriately manages simple, routine interactions, asking for repetition or clarification when necessary	simplistically manages simple, routine interactions, asking for repetition or clarification when necessary	manages simple, routine interactions with difficulty	
LC-3.4 c. use, independently and consistently, the following grammatical elements: <ul style="list-style-type: none"> • personal pronouns nominative (plural) • ask questions, using interrogatives; e.g., <i>wer? wie?</i> • regular verbs (present tense) 	uses the grammatical elements accurately	uses the grammatical elements mostly accurately	uses the grammatical elements somewhat accurately	uses the grammatical elements with great difficulty	

Leute kennenlernen – Freunde und Aktivitäten (Teil 1) / Getting to Know People – Friends and Activities (Part 1)

Lead a brainstorming activity with students and generate a list of 15–20 typical recreational activities that students like to do. Compile them on the board or overhead projector. From the list, students are encouraged to choose any seven and write them in the spaces in the top row of the attached sample template. They also are to choose five students, preferably students who do not sit nearby, and list them in the first column.

Students approach the people they have chosen and conduct a quick interview. They are to ask questions about the activities that the classmate likes or dislikes. If the classmate dislikes an activity, the student puts an “X” in the appropriate box. If the classmate likes the activity, the student places a checkmark in the box, and if the classmate is not interested, the student places an “X” in the box.

Sample Dialogue

- *Hallo, Brian, wie geht's?* / Hi, Brian, how are you?
- *Danke, gut.* / Fine, thanks.
- *Sag mal, fährst du gern mit dem Fahrrad?* / Tell me, do you like to ride your bike?
- *Ja, das mache ich sehr gern. Ich gehe jedes Wochenende mit meinem Vater radfahren.* / Yes, I like to do that a lot. I go bikeriding every weekend with my father.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-4.1

- initiate and participate in casual exchanges with classmates

A-5.2

- gather information from a variety of resources; e.g., print, human, multimedia

Selected Supporting outcomes

Students will be able to:

LC-1.3

- engage in short, routine exchanges, with pauses for planning and repair

S-1.3

- identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - work cooperatively with peers in small groups
 - use self-talk to feel competent to do the task

Activity 5 (continued)

A-4

Materials

Poster paper, markers, magazines, glue and scissors. Sample template.

Prerequisite Knowledge

Verbs in the present tense with “gern.”

Recreational activity vocabulary.

Sample Vocabulary

das Interview / interview

der Name / name

radfahren / to ride a bike

singen oder tanzen / to sing or dance

Handarbeiten machen / to make crafts

eine Geschichte oder ein Gedicht schreiben /
to write a story or poem

mit Freund(inn)en reden / to talk to friends

reisen / to travel

trainieren / to exercise

zum Essen ausgehen / to eat out

Karten spielen / to play cards

ins Kino gehen / to go to the movies

schwimmen / to swim

Bücher lesen / to read books

kochen / to cook

fernsehen / to watch television

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to initiate a conversation, gather information using a variety of resources, and use a variety of social and affective strategies.

OUTCOMES

A-4.1a

A-5.2a

S-1.3a

TOOL

2

Anecdotal Notes

Observe the students as they conduct their interviews. Record anecdotal notes on the extent to which students are able to initiate and participate in a simple conversation, with pauses for planning and repair.

OUTCOMES

A-4.1a

LC-1.3a

**Leute kennenlernen – Freunde und Aktivitäten (Teil 1) /
Getting to Know People – Friends and Activities (Part 1)**

Name: _____

Datum: _____

Aktivität Name							
1.							
2.							
3.							
4.							
5.							

Leute kennenlernen – Freunde und Aktivitäten (Teil 1) / Getting to Know People – Friends and Activities (Part 1): Self-assessment Checklist

Name: _____ Datum: _____

Ich konnte:	Ja	Noch nicht	Beispiele
<ul style="list-style-type: none"> start and participate in a casual conversation with classmates 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> gather information from a variety of resources 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> work cooperatively with classmates in small groups 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> use self-talk to feel competent to do the task 	<input type="checkbox"/>	<input type="checkbox"/>	

Beispiele

Worauf ich nächstes Mal achten muss: _____

Was ich gut gemacht habe: _____

Leute kennenlernen – Freunde und Aktivitäten (Teil 1) / Getting to Know People – Friends and Activities (Part 1): Anecdotal Notes

Datum: _____

Kriterien:

A–4.1a initiate and participate in casual exchanges with classmates

LC–1.3a engage in short, routine exchanges, with pauses for planning and repair

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A–4.1a			
	LC–1.3a			
2.	A–4.1a			
	LC–1.3a			
3.	A–4.1a			
	LC–1.3a			
4.	A–4.1a			
	LC–1.3a			
5.	A–4.1a			
	LC–1.3a			
6.	A–4.1a			
	LC–1.3a			
7.	A–4.1a			
	LC–1.3a			
8.	A–4.1a			
	LC–1.3a			
9.	A–4.1a			
	LC–1.3a			
10.	A–4.1a			
	LC–1.3a			

Leute kennenlernen – Freunde und Aktivitäten (Teil 2) / Getting to Know You – Friends and Activities (Part 2) (This is a follow-up to Activity 5)

Pair up students with one of the students they interviewed. Students create a survey chart, follow up their initial basic interview with more questions on recreational activities, and record their answers. Students then introduce their new “friends” to the class.

Sample Dialogue

- *Brian, du fährst gern mit dem Fahrrad, stimmt's?* / So, Brian, you like to go bikeriding, right?
- *Ja.* / Yes.
- *Und wie oft fährst du Rad?* / And how often do you go?
- *Jedes Wochenende.* / Every weekend.
- *Was für ein Fahrrad hast du?* / What kind of bike do you have?
- *Ich habe ein Fischer-Fahrrad.* / I have a Fischer-bike.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

A-4.1

- initiate and participate in casual exchanges with classmates

A-3.2

- state personal actions in the past, present and future

Selected Supporting outcomes

Students will be able to:

A-5.2

- gather information from a variety of resources; e.g., print, human, multimedia

LC-3.4

- use, independently and consistently, the following grammatical elements:
 - personal pronouns nominative (plural)
 - regular verbs (present tense)
 - asking questions, using interrogatives; e.g., *wer?* *wie?*

LC-1.3

- engage in short, routine exchanges, with pauses for planning and repair

Activity 6 (continued)

A-4

Materials

Survey chart.

Prerequisite Knowledge

How to form questions.
How to form negative sentences.
The verb *gefallen*.

Sample Vocabulary

Stimmt's? / Is that right?
zweimal die Woche / twice a week
am Abend / in the evening
Wohin reist du? / Where do you travel?
Welches Buch liest du gern? / Which book do you like to read?
Was kochst du gern? / What do you like to cook?

Welches Fernsehprogramm gefällt dir? / Which TV program do you enjoy?
Mir gefällt "Heroes". / I enjoy "Heroes."
Also, mir gefällt diese Sendung nicht. / Well, I do not like this show.
Welche Musik magst du? / What kind of music do you prefer?

Evaluation Tools

TOOL

1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate and participate in the interview, gather information, and use given grammatical elements.

OUTCOMES

A-4.1a
A-5.2a
LC-3.4c

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to initiate and maintain a conversation, provide information on several aspects of themselves, state personal actions in the past, present and future, and engage in short, routine exchanges. Students could use the following sentence starters.

- To start off the interview, I ...
- What information regarding my partner's activity did I provide to the class?
- This reminded me of ...

OUTCOMES

A-1.1a
A-3.2a
A-4.1a
LC-1.3a

Leute kennenlernen – Freunde und Aktivitäten (Teil 2) / Getting to Know You – Friends and Activities (Part 2): Rating Scale

Name: _____

Datum: _____

Du kannst:

Ausgezeichnet

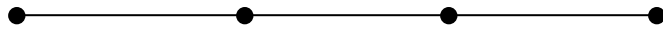
Sehr gut

Ausreichend

Begrenzt

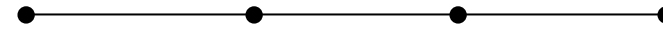
A-4.1

a. initiate and participate in casual exchanges with classmates



A-5.2

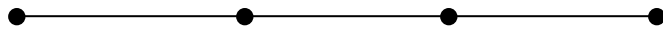
a. gather information from a variety of resources; e.g., print, human, multimedia



LC-3.4

c. use, independently and consistently, the following grammatical elements:

- asking questions, using interrogatives; e.g., *wer?* *wie?*



Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Ich lerne mehr I am Learning More

Applications

A-5

Students will use German to extend their knowledge of the world.

Specific Outcomes

Students will be able to:

- A-5.1a** explore classification systems and criteria for categories
- A-5.1b** discuss relationships and patterns
- A-5.2a** gather information from a variety of resources; e.g., print, human, multimedia
- A-5.3a** distinguish fact from opinion
- A-5.4a** describe and analyze a problem, then propose solutions

Other Specific Outcomes



Applications

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

A-3.1

- a. make and respond to suggestions in a variety of situations



Language Competence

Students will be able to:

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations

LC-3.4

- a. use, in modelled situations, the following grammatical elements:
 - modals verbs in present tense
 - separable verbs

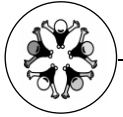
LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - regular verbs (present tense)
 - sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich ...*

LC-5.2

- a. recognize a variety of text forms delivered through a variety of media

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC–1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

GC–1.2

- a. explore some elements of the cultures; e.g., everyday ways of life of people their own age

GC–1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

GC–1.4

- a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts

GC–3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest



Strategies

Students will be able to:

S–1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - seek the precise term to express meaning
 - find information, using reference materials such as dictionaries, textbooks, grammars and technological aids

S–1.2

- a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
 - make a plan in advance about how to approach a language learning task
 - keep a learning log
 - check copied writing for accuracy

S–2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use knowledge of sentence patterns to form new sentences
 - apply grammar rules to improve accuracy at the correction stage
 - revise and correct final versions of texts
 - use resources to increase vocabulary
 - use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
 - use circumlocution and definition to compensate for gaps in vocabulary
 - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

S–3.3

- a. 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; e.g., offer encouragements, praise, ideas
 - use social interaction skills to enhance group learning activities

Feiertage und andere wichtige Tage / Holidays and Other Important Days

Students research a German-speaking region and prepare a report containing information on several aspects of that region. The information will include things that one would experience there; for example, what one would likely see or hear. Students will then engage in short conversations with their classmates, present their findings, and answer any questions that anyone has.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-5.1

- a. explore classification systems and criteria for categories

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

GC-1.2

- a. explore some elements of the cultures; e.g., everyday ways of life of people of their own age

Selected Supporting outcomes

Students will be able to:

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

S-1.2

- a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
 - make a plan in advance about how to approach a language learning task
 - keep a learning log
 - check copied writing for accuracy

Activity 1 (continued)

A-5

Materials

List of traditional holidays in the German-speaking world.

Prerequisite Knowledge

German, Swiss and Austrian (German-speaking countries) holidays and festivals.

Sample Vocabulary

Deutschland / Germany:

Tag der Arbeit (1. Mai) / Labour Day (May 1);
Tag der deutschen Einheit (3. Oktober) / Day of German Unity (October 3)

Österreich / Austria:

Tag der Arbeit (1. Mai) / Labour Day (May 1);
National-feiertag (26. Oktober) / Austria's National Day (October 26)

Schweiz / Switzerland:

Tag der Arbeit (1. Mai) / Labour Day (May 1);

Schweizer Nationalfeiertag (1. August) / Swiss National Holiday (August 1)

gesetzlich / statutory

kirchlich / religious

der Feiertag / holiday

der Festtag / festival, special holiday

feiern / to celebrate

das Datum / date

Evaluation Tools

TOOL

1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide information on several aspects of a topic, explore classification systems and criteria for categories and identify aspects of the German culture that are of personal interest.

OUTCOMES

A-1.1a
A-5.1a
GC-3.1a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to use explore classification systems, formulate questions and use basic research skills, explore elements of other cultures, and use metacognitive strategies. Students could use the following sentence starters.

- I would like to know more about ...
- I really liked this holiday/festival because ...
- I found this holiday interesting because in Canada we ...
- As I reflected on my work, I realized that I ...
- I used the following questions to guide my research ...

OUTCOMES

A-5.1a
GC-1.1a
GC-1.2a
S-1.2a

Feiertage und andere wichtige Tage / Holidays and Other Important Days: Rating Scale

Datum: _____

A = Ausgezeichnet

S = Sehr gut

N = Noch nicht

Name der Schülerin (des Schülers)	A-1.1a provide information on several aspects of a topic; e.g., give a simple report			A-5.1a explore classification systems and criteria for categories			GC-3.1a identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest			Beispiele
	A	S	N	A	S	N	A	S	N	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Traditionelle Kleidung in den deutschsprachigen Ländern / Traditional Clothing in the German-speaking Countries

Working in pairs, students make a poster with pictures of traditional clothing items from a particular German-speaking country or a particular region of a country that has regional diversity in traditional clothing items.

The posters should include both men's and women's traditional garments, and, if boys and girls have traditional garments, they should be depicted on the poster as well. The posters should be labelled with names of the items of clothing and the name of the country of origin (and region if applicable). Students also will include a short text in German that describes and explains the occasions on which these traditional clothes would be worn.

Students should be encouraged to use more than one information source for their research. Invite students to search for pictures and images using <http://www.google.de> and use the search term: "Tracht." Another source is the German-language Wikipedia at [http://de.wikipedia.org/wiki/Tracht_\(Kleidung\)](http://de.wikipedia.org/wiki/Tracht_(Kleidung)). Images can be printed from the Internet and pasted on to the poster board. The German text descriptions must be in the students' own words. Information sources used should be included in a list on the back of the poster.

Sample Text

In den ländlichen Gebieten Süddeutschlands, Österreichs und der Schweiz tragen viele Mädchen und Frauen ein Dirndl (=Mädchengewand) an besonderen Feier- und Festtagen. Es gibt viele Arten von Dirndl, aber meistens ist es ein Kleid mit tiefem Ausschnitt und weitem Rock; dazu tragen die Mädchen eine (oft weisse) Bluse und eine bunte Schürze. In anderen Regionen Deutschland tragen Frauen ähnliche regionale Trachten. / In the rural areas of southern Germany, Switzerland and Austria many girls and women wear a "dirndl" on special holidays and at festivals. There are many kinds of dirndls, but most of the time they consist of a dress with a plunging neckline and an ample skirt; along with the dress, the women wear an (often white) blouse and a colourful apron. In other parts of Germany women wear similar kinds of regional traditional clothing.

Variation

After completing the posters, students will do an oral presentation in front of the class to explain their work and answer any questions from classmates. The class is encouraged to ask questions in German.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-5.1

- a. explore classification systems and criteria for categories

LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations

S-3.3

- a. 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; e.g., offer encouragement, praise, ideas
 - use social interaction skills to enhance group learning activities

Selected Supporting outcomes

Students will be able to:

GC-1.4

- a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts

LC-5.2

- a. recognize a variety of text forms delivered through a variety of media

Activity 2 (continued)

A-5

Materials

None required.

Prerequisite Knowledge

The verb *gefallen* and the pronouns *mir* and *dir*.

A list of adjectives that students can use to describe clothing.

Sample Vocabulary

die Kleidung / clothes, clothing
die Tracht / traditional piece of clothing
das Dirndl / girl's traditional dress; dirndl
die Bluse / blouse
die Schürze / apron
das Kleid / dress
der Rock / skirt
der Knopf / button
die Haube / bonnet

das Hemd / shirt
die Hose / pants
die Jacke / jacket, coat
die Lederhose / leather pants
der Trachtenanzug / traditional man's suit
tragen / to wear
die Farbe / colour
das Material / fabric, cloth
der Schmuck / jewellery

Evaluation Tools

TOOL

1 Self-assessment Checklist and Goal Setting

OUTCOMES

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to explore classification systems and criteria for categories, recognize a variety of text forms and use a variety of social and affective strategies.

A-5.1a
LC-5.2a
S-3.3a

TOOL

2 Learning Log

OUTCOMES

Have the students reflect on their learning and on how well they were able to explore classification systems and criteria for categories, express meaning through the use of visual elements and apply knowledge of diversity within the culture. Students could use the following sentence starters.

- I categorized my information by ...
- I used the following visual elements ...
- I learned the following about diversity within German culture ...

A-5.1a
LC-2.4a
GC-1.4a

**Traditionelle Kleidung in den deutschsprachigen Ländern /
Traditional Clothing in the German-speaking Countries:
Self-assessment Checklist and Goal Setting**

Name: _____

Datum: _____

Ich kann:	Ja	Noch nicht	Was ich nächstes Mal tun werde ...
<ul style="list-style-type: none"> • categorize information on a poster 			
<ul style="list-style-type: none"> • recognize different kinds of texts; e.g., print, on TV, on the Internet, etc. 			
<ul style="list-style-type: none"> • use support strategies to help my peers 			
<ul style="list-style-type: none"> • use social interaction skills to make group learning activities better 			

Beispiele

Für das nächste Projekt habe ich die folgenden Ziele:

Reisen in den deutschsprachigen Ländern / Travelling in the German-speaking Countries

Working in pairs, students select a German-speaking country and use the Internet to find the Web site of the official tourism office of the selected country or of one of its regions. Students take notes on the information provided by the Web site and record it on a template. Students also record the URL and the full name of the tourism office as well as its acronym, if there is one. They also locate, on the Web site, the e-mail link for contacting the tourism office. Students chose two to three aspects of the country to focus on and turn their notes into a short report in German.

Sample Text

Liechtenstein ist ein kleines Land in Mitteleuropa. Es liegt am Rhein zwischen der Schweiz und Österreich. Die Stadt Edmonton (683 km²) ist vier Mal grösser als das Land Liechtenstein (161 km²). Liechtenstein hat 35.00 Einwohner. Seine Hauptstadt ist Vaduz. Die Leute sprechen Deutsch und der Schweizer Franken ist die offizielle Währung dort. In Liechtenstein gibt es viele hohe Berge und breite Täler. Man kann da viel wandern, mit dem Bergfahrrad fahren und Burg Vaduz besuchen. Im Sommer ist das Wetter warm, aber es ist kalt im Winter. / Liechtenstein is a small country in Central Europe. It is located on the Rhine between Switzerland and Austria. The City of Edmonton is four times as large as the country of Liechtenstein. Liechtenstein has 35,000 inhabitants. Its capital is Vaduz. The people speak German and the Swiss Franc is the official currency there. In Liechtenstein there are many high mountains and wide valleys. You can go hiking, ride your mountain bike and visit the Vaduz Castle. In summer, the weather is warm, but in winter it is cold.

Variation

One student from each pair reads their report to the class, and the other student presents reasons why their country is the best match for the school.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

A-5.3

- a. distinguish fact from opinion

Selected Supporting outcomes

Students will be able to:

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - seek the precise term to express meaning
 - find information, using reference materials such as dictionaries, textbooks, grammars and technological aids

Activity 3 (continued)

A-5

Materials

A list of all German-speaking countries and maps.

Sample template.

Prerequisite Knowledge

Basic geographical knowledge.

Sample Vocabulary

die Touristeninformation / tourist office

die Reise / trip, tour

das Reisebüro / travel agency

das Reiseziel / travel destination

der Reisekatalog, die Broschüre / travel brochure

eine Reise planen / to plan a trip

der Besuch / visit

die Unterkunft / accommodation

das Hotel / hotel

die Pension / boarding house

das Gästezimmer / guest room

die Ferienwohnung / vacation apartment

die Buchung, die Vorbestellung / reservation

buchen / to make a reservation

die Reiseinformation / travel information

die Sehenswürdigkeit / place of interest

das Museum, die Museen / museum

der Strand / beach

die Kirche / church

die Gegend / region, area

etwas unternehmen / to do something

etwas besichtigen / to go sightseeing

der Urlaub / vacation

suchen / to search

der Autoverleih / car rental agency

der Mietwagen / rental car

Preise vergleichen / to compare prices

das Angebot / offer, selection

günstiger Preis / reasonable price

teuer / expensive

billig / inexpensive

gemütlich / comfortable, pleasant

aufregend / exciting

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they work together to research and produce a report on a German-speaking country. Record anecdotal notes on the extent to which students are able to provide information on German-speaking countries, gather information from a variety of resources, distinguish fact from opinion, and formulate questions and use basic research skills.

OUTCOMES

A-1.1a
A-5.2a
A-5.3a
GC-1.1a

TOOL

2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to gather information from a variety of resources, distinguish fact from opinion, understand a variety of short, simple written texts and use a variety of cognitive strategies.

OUTCOMES

A-5.2a
A-5.3a
LC-2.1a
S-1.1a

Reisen in den deutschsprachigen Ländern / Travelling in the German-speaking Countries

Name: _____ Datum: _____

Name des Landes (der Region): _____

Städte	
Strände	
Sehenswürdigkeiten	
Museen	
Hotels	
Weitere Information	

**Reisen in den deutschsprachigen Ländern / Travelling in
the German-speaking Countries: Anecdotal Notes**

Datum: _____

Kriterien:

- A-1.1a provide information on several aspects of a topic; e.g., give a simple report
 A-5.2a gather information from a variety of resources; e.g., print, human, multimedia
 A-5.3a distinguish fact from opinion
 GC-1.1a formulate questions and use basic research skills to gather and analyze information about German-speaking communities

Name der Schülerin (des Schülers)	Kriterien:	Ja	Noch nicht	Beispiele
1.	A-1.1a			
	A-5.2a			
	A-5.3a			
	GC-1.1a			
2.	A-1.1a			
	A-5.2a			
	A-5.3a			
	GC-1.1a			
3.	A-1.1a			
	A-5.2a			
	A-5.3a			
	GC-1.1a			
4.	A-1.1a			
	A-5.2a			
	A-5.3a			
	GC-1.1a			
5.	A-1.1a			
	A-5.2a			
	A-5.3a			
	GC-1.1a			
6.	A-1.1a			
	A-5.2a			
	A-5.3a			
	GC-1.1a			

Reisen in den deutschsprachigen Ländern / Travelling in the German-speaking Countries: Self-assessment Checklist

Name: _____

Datum: _____

Kriterien	Ja	Noch nicht	Was ich nächstes Mal tun werde ...
I was able to gather the following information, using a variety of resources: <ul style="list-style-type: none"> • Land • Städte • Strände • Sehenswürdigkeiten • Museen • Hotels • Anderes: _____ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I was able to distinguish fact from opinion.	<input type="checkbox"/>	<input type="checkbox"/>	
On the Web site I was able to understand the following information: <ul style="list-style-type: none"> • Land • Städte • Strände • Sehenswürdigkeiten • Museen • Hotels • Anderes: _____ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
I was able to identify and use a variety of cognitive strategies; e.g., <ul style="list-style-type: none"> • I looked for the best word to express what I meant • I found information using reference sources like dictionaries and text books 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Beispiele

Damit bin ich zufrieden/Darauf bin ich stolz:

Sport in den deutschsprachigen Ländern / Sports in the German-speaking Countries

In groups of two or three, students will gather information on a particular sport that is popular in German-speaking communities. As they research, they could find information on the following topics:

- famous athletes
- famous sports-related cities
- famous sports events
- famous happenings; e.g., accidents, world records
- famous trophies
- any other interesting trivia.

Students compile their research on a sheet provided by the teacher. The research may be done in English, but students are encouraged to write their findings in short, simple sentences in German.

Sample Text

- *In Fast allen Ländern der Welt spielt man Fußball.* / Almost all the countries in the world play soccer.
- *Italien ist jetzt Fussballweltmeister.* / Italy is the current World Champion of Soccer.
- *Deutsche Schiläuferinnen gewinnen oft Medaillen.* / German women skiers often win medals.
- *In Norddeutschland ist Segeln ein sehr beliebter Sport.* / In northern Germany, sailing is a very popular sport.
- *Das kleine Land Österreich hat sehr viele ausgezeichnete Schiläufer und –läuferinnen.* / The small country of Austria has many excellent men and women skiers.
- *In der Schweiz gibt es viele grossartige Berge zum Schilaufen.* / In Switzerland there are many magnificent mountains for skiing.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

Selected Supporting outcomes

Students will be able to:

LC-2.1

- a. produce a variety of short, simple written texts in guided and unguided situations

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
- sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich...*

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
- use knowledge of sentence patterns to form new sentences
 - revise and correct final versions of texts

Activity 4 (continued)

A-5

Materials

None required.

Prerequisite Knowledge

Sports in German-speaking countries. Difference between *Fußball* and *amerikanischer Fußball*.

Sample Vocabulary

der Sport / sports
die Sportart / type of sports
ich spiele ... / I play ...
Sport treiben, machen / to be involved in sports
der Wintersport / winter sports
das Schilaufen / skiing
der Abfahrtslauf / downhill skiing
der Slalom / slalom skiing
der Langlauf / cross-country skiing
das Eishockey / ice hockey
die Leichtathletik / track and field
der Handball / handball
der Korbball / basketball
der Volleyball / volleyball
der Fußball / soccer
das Tennis / tennis
das Tischtennis / table tennis
das Badminton / badminton
das Golfspiel / golf
das Rudern / rowing

das Kajakfahren / kayaking
das Schwimmen / swimming
das Segeln / sailing
die Fußballweltmeisterschaft / World Cup of Soccer, Championship
der Europa-Cup / European Cup
die Olympischen Spiele, Olympiade / Olympic Games
die Mannschaft, das Team / team
trainieren / to practice
teilnehmen an ... / to participate in ...
stattfinden / to take place
der Sportplatz / sports field, grounds
gewinnen, verlieren / to win, to lose
das Radfahren / cycling
Bekannte Sportler / famous athletes; e.g., Steffi Graf, Boris Becker, Oliver Kahn, Franz Beckenbauer, Michael Schumacher, Franziska van Almsick, Hermann Maier, Rosi Mittermaier, Katarina Witt, Toni Sailer, Michael Ballack, Dirk Nowitzki

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to use basic research skills to gather information on several aspects of popular sports in the German-speaking world.

OUTCOMES

A-1.1a
A-5.2a
GC-1.1a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use a variety of productive strategies, gather information, and write a report that includes certain grammatical elements.

OUTCOMES

A-5.2a
LC-2.1a
LC-3.4c
S-2.3a

Sport in den deutschsprachigen Ländern / Sports in the German-speaking Countries: Self-assessment Checklist

Name: _____

Datum: _____

Das kann ich:

	Ja	Fast	Noch nicht
• provide information on some aspects of a popular sport in the German-speaking world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• gather information from a variety of resources about sports in the German-speaking world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• use basic research skills to gather information about popular sports in the German-speaking world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele*Damit bin ich zufrieden/Darauf bin ich stolz:*

Das kann ich verbessern:

Sport in den deutschsprachigen Ländern / Sports in the German-speaking Countries: Rating Scale

Name: _____

Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
A-5.2 a. gather information from a variety of resources; e.g., print, human, multimedia	●	●	●	●
LC-2.1 a. produce a variety of short, simple written texts in guided and unguided situations	●	●	●	●
LC-3.4 c. use, independently and consistently, the following grammatical elements: <ul style="list-style-type: none"> ● sentence structure: inversion following expressions of time or place; e.g., <i>Heute gehe ich...</i> 	●	●	●	●
S-2.3 a. identify and use a variety of productive strategies; e.g., <ul style="list-style-type: none"> ● use knowledge of sentence patterns to form new sentences ● revise and correct final versions of texts 	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Ein Empfang / A Reception

With the class, brainstorm a list of items needed to provide a welcome reception for important guests. Students work in groups of two or three and consider each step necessary to prepare for the guest; e.g., music, food, decorations. Groups will then compile a sequential list of activities they feel they can accomplish to help with preparations.

Sample Text

Wann und wo ist der Empfang? Wie viele Leute kommen? Wir müssen den Gästen etwas zu essen und trinken anbieten. Wir brauchen eine Liste. Was für ein Essen brauchen wir? Wer kauft die Lebensmittel? Wer bereitet das Essen zu? Welche Getränke wollen wir anbieten? Wer serviert? / Where and at what time is the reception? How many people will come? We have to offer the guests something to eat and drink. We need a list. What type of food do we need? Who will buy the food? Who will prepare it? What kinds of beverages will we offer? Who will serve?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-5.4

- a. describe and analyze a problem, then propose solutions

LC-3.4

- a. use, in modelled situations, the following grammatical elements:
 - modal verbs in present tense

Selected Supporting outcomes

Students will be able to:

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

GC-1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use resources to increase vocabulary
 - use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
 - use circumlocution and definition to compensate for gaps in vocabulary

Activity 5 (continued)

A-5

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

Guten Tag / Good day, hello
Guten Morgen / Good morning
begrüßen / to greet
Ich freue mich, Sie kennenzulernen / It is a pleasure to meet you.
Angenehm; ganz meinerseits. / Pleased to meet you; the pleasure is mine.
Ich möchte Sie ... vorstellen. / I want to introduce you to ...
Was darf ich Ihnen anbieten? / What may I offer you?

Auf Wiedersehen. / Goodbye
Es hat mich sehr gefreut, Sie kennenzulernen. / It was a pleasure to meet you.
der Empfang / reception
der Gast / guest
der Ehrengast / VIP
der Tagesplan / itinerary, schedule
das Getränk / beverage
der Happen / bite, appetizer
servieren / to serve

Evaluation Tools

TOOL

1

Rubric

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to analyze a problem, then propose solutions and produce a variety of short, simple written texts in guided situations.

OUTCOMES

A-5.4a
LC-2.2a

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to describe and analyze a problem, then propose solutions, use grammatical elements, interpret cultural behaviour that is different from their own and use a variety of productive strategies. Students could use the following sentence starters.

- This reminded me of ...
- Our to do list was ...
- I learned ...
- The guests will like that we ...
- We used the following texts for help:

OUTCOMES

A-5.4a
LC-3.4a
GC-1.3a
S-2.3a

Ein Empfang / A Reception: Rubric

Name: _____

Datum: _____

<i>Ebene</i> <i>Kriterien</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen ausreichend</i>
A-5.4 a. describe and analyze a problem and then propose solutions	effectively describes and examines a problem, then proposes solutions	reasonably describes and examines a problem, then proposes solutions	somewhat effectively describes and examines a problem, then proposes solutions	<input type="checkbox"/> work was not completed <input type="checkbox"/> task demonstrates minimal effort <input type="checkbox"/> learning has not yet been achieved
LC-2.2 a. produce a variety of short, simple written texts in guided situations	produces a comprehensive "to do" list	produces a complete "to do" list	produces a partial "to do" list	Plan for improvement:

Beispiele

Das hast du gut gemacht: _____

Nächstes Mal achte bitte auf: _____

Schuluniformen / School Uniforms

Lead a brief discussion with students on school uniforms. Gather students' opinions and ask how they would respond if their school had a dress code or even a school uniform.

Working independently, students are to draft a letter providing their opinion on the issue of school uniforms and the reasons for it. Encourage students to give the issue some thought and discuss it with friends before writing anything. Students then write a mock letter to the administration either supporting the idea or opposing it, being sure to include their reasons why and to support their opinion.

Sample Text

Mir gefällt die Idee von einer Schuluniform sehr gut. So sehen wir alle einheitlich aus, wie ein Team. Ausserdem sieht eine Schulkleidung besser aus als die meiste Kleidung, die manche jungen Leute heute tragen—Ich stimme dir nicht zu. Ich meine, Kleidung gibt uns Individualität. Sie zeigt unsere Persönlichkeit. Ich will nicht wie andere Leute aussehen. / I really like the idea of a school uniform. This way we all look the same, like a team. Moreover, a school uniform looks better than most clothes that some young people wear nowadays. — I do not agree with you. I think, clothes give us individuality. They show our personality. I don't want to look like other people.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

A-5.3

- a. distinguish fact from opinion

Selected Supporting outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - apply grammar rules to improve accuracy at the correction stage
 - revise and correct final versions of texts
 - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas

Activity 6 (continued)

A-5

Materials

None required.

Prerequisite Knowledge

How to write and format a letter.

Sample Vocabulary

<i>Ich bin für (gegen) ... / I am for (against) ...</i>	<i>stolz / proud</i>
<i>Ich meine, dass ... / I think that ...</i>	<i>schmutzig / dirty</i>
<i>die Freiheit / freedom</i>	<i>sauber / clean</i>
<i>anders aussehen / to look different</i>	<i>Die Hose hat Löcher. / The pants have holes.</i>
<i>einheitlich / uniform</i>	<i>zerrissen / torn</i>
<i>die Persönlichkeit / personality</i>	<i>die Jeans / jeans</i>
<i>die Identität / identity</i>	<i>die kurze Hose / short pants</i>
<i>die Bekleidungsregel, -ordnung / dress code</i>	<i>der Rock / skirt</i>
<i>die Schuluniform, Schulkleidung / school uniform</i>	<i>die Kleidung / clothes</i>
<i>der Geschmack / taste</i>	<i>die Turnschuhe / runners</i>
	<i>teure Klamotten / expensive clothes, togs</i>

Evaluation Tools

TOOL

1 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before begin the activity. Students use the checklist to determine if they are able to inquire about and express agreement and disagreement, distinguish fact from opinion, produce a variety of short, simple written texts and use a variety of productive strategies.

OUTCOMES

A-2.1a
A-5.3a
LC-2.2a
S-2.3a

TOOL

2 Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to make and respond to suggestions, distinguish fact from opinion, produce a variety of short, simple written texts and use a variety of productive strategies.

OUTCOMES

A-3.1a
A-5.3a
LC-2.2a
S-2.3a

**Schuluniformen / School Uniforms:
Self-assessment Checklist**

Name: _____ Datum: _____

Ich kann:	Ja	Noch nicht	Was ich nächstes Mal tun werde ...
<ul style="list-style-type: none"> express agreement or disagreement 			
<ul style="list-style-type: none"> tell the difference between fact and fiction 			
<ul style="list-style-type: none"> produce a written letter 			
<ul style="list-style-type: none"> use a variety of productive strategies; e.g., <ul style="list-style-type: none"> use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas revise and correct final versions of a text apply grammar rules to improve accuracy at the correction stage 			

Beispiele

Damit bin ich zufrieden/Darauf bin ich stolz:

Das kann ich verbessern:

Schuluniformen / School Uniforms: Checklist and Comments

Name: _____

Datum: _____

Du kannst:	Ja	Noch nicht
A-3.1 a. make and respond to suggestions in a variety of situations	<input type="checkbox"/>	<input type="checkbox"/>
A-5.3 a. distinguish fact from opinion	<input type="checkbox"/>	<input type="checkbox"/>
LC-2.2 a. produce a variety of short, simple written texts in guided situations	<input type="checkbox"/>	<input type="checkbox"/>
S-2.3 a. identify and use a variety of productive strategies; e.g.,		
• revise and correct final versions of texts	<input type="checkbox"/>	<input type="checkbox"/>
• apply grammar rules to improve accuracy at the correction stage	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Fun with the Language

Students will use German for imaginative purposes and personal enjoyment.

Specific Outcomes *Students will be able to:*

- A-6.1a** use German for fun and to interpret humour
- A-6.2a** use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language
- A-6.3a** use German for personal enjoyment; e.g., learn a craft or a dance

Other Specific Outcomes



Applications

Students will be able to:

- A-4.1**
 - a. initiate and participate in casual exchanges with classmates

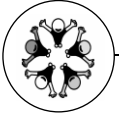


Language Competence

Students will be able to:

- | | |
|---|---|
| <ul style="list-style-type: none">LC-1.1<ul style="list-style-type: none">a. understand a variety of short, simple oral texts in guided and unguided situationsLC-1.2<ul style="list-style-type: none">a. produce a variety of short, simple oral texts in guided situationsLC-2.1<ul style="list-style-type: none">a. understand a variety of short, simple written texts in guided and unguided situationsLC-2.2<ul style="list-style-type: none">a. produce a variety of short, simple written texts in guided situationsLC-2.3<ul style="list-style-type: none">a. derive meaning from visual elements of a variety of media in guided and unguided situations | <ul style="list-style-type: none">LC-2.4<ul style="list-style-type: none">a. express meaning through the use of visual elements in a variety of media in guided situationsLC-3.1<ul style="list-style-type: none">a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrasesLC-3.2<ul style="list-style-type: none">a. recognize some elements of the writing systemLC-3.4<ul style="list-style-type: none">c. use, independently and consistently, the following grammatical elements:<ul style="list-style-type: none">• regular verbs (present tense) |
|---|---|

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC–2.1

- a. identify some words in their first language that have been borrowed from German or from other languages



Strategies

Students will be able to:

S–1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - use self-talk to feel competent to do the task
 - be willing to take risks and to try unfamiliar tasks and approaches

S–2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use familiar repetitive patterns from stories, songs, rhymes or media
 - use words that are visible in the immediate environment
 - use illustrations to provide detail when producing your own texts
 - use knowledge of sentence patterns to form new sentences

S–3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes
 - participate in cooperative group learning tasks

Das Schulidol / The School Idol

Students research and find traditional or contemporary German-language songs, and in small groups, they work to understand the lyrics. As a whole class, discuss the lyrics to ensure understanding.

In groups of two or three, students choose a song and change the lyrics to reflect a familiar theme. Students rehearse their song and then present it to the class.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.1

- a. use German for fun and to interpret humour

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Selected Supporting outcomes

Students will be able to:

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use familiar repetitive patterns from stories, songs, rhymes or media
 - use words that are visible in the immediate environment

Activity 1 (continued)

A-6

Materials

None required.

Prerequisite Knowledge

Traditional songs and melodies. Vocabulary from previously covered units.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL

1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use the language for fun, sing a short, simple song, and use familiar repetitive patterns from songs, as well as words that are visible in the immediate environment.

OUTCOMES

A-6.1a
A-6.2a
LC-1.2a
S-2.3a

TOOL

2

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to write a short, simple song and use German creatively and for aesthetic purposes.

OUTCOMES

A-6.2a
LC-2.2a

**Das Schulidol / The School Idol:
Self-assessment Rating Scale**

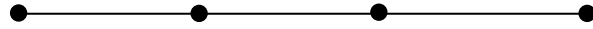
Name: _____

Datum: _____

Ich kann:

Ausgezeichnet Sehr gut Ausreichend Noch nicht

- use German for fun



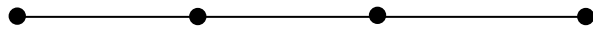
Evidence:

- sing a short, simple song



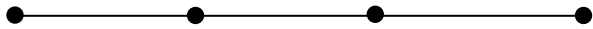
Evidence:

- use familiar repetitive patterns from songs



Evidence:

- use words that we have learned this year and have practised



Evidence:

Das Schulidol / The School Idol: Observation Checklist

Datum: _____

Kriterien:

A–6.2a use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

LC–2.2a produce a variety of short, simple written texts in guided situations

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A–6.2a		
	LC–2.2a		
2.	A–6.2a		
	LC–2.2a		
3.	A–6.2a		
	LC–2.2a		
4.	A–6.2a		
	LC–2.2a		
5.	A–6.2a		
	LC–2.2a		
6.	A–6.2a		
	LC–2.2a		
7.	A–6.2a		
	LC–2.2a		
8.	A–6.2a		
	LC–2.2a		
9.	A–6.2a		
	LC–2.2a		
10.	A–6.2a		
	LC–2.2a		
11.	A–6.2a		
	LC–2.2a		
12.	A–6.2a		
	LC–2.2a		
13.	A–6.2a		
	LC–2.2a		

Eine lustige Geschichte / A Funny Story

Organize students into groups of four or five and distribute seven to 10 pictures to each group. Students work together to organize the pictures and write a humorous, cohesive story in the present tense that incorporates most of the elements visible in the pictures. Not all the pictures have to be used.

Sample Text

Oskar spielt gern Fußball in Park mit seinen Freunden Willi und Hans. Willi spielt aber nicht so gut und wird ein bißchen ungeduldig. Er hat eine Idee! Vielleicht wenn der Ball im See landet? ... und so beginnt unsere Geschichte! / Oskar likes to play soccer in the park with his friends, Willi and Hans. But Willi does not play very well and becomes a bit impatient. He has an idea! What if the ball lands in the lake? ... and so begins our story!

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.1

- a. use German for fun and to interpret humour

LC-2.3

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

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Selected Supporting outcomes

Students will be able to:

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - regular verbs (present tense)

S-3.3

- a. 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 decision-making processes

Materials

Three to five sets of seven to 10 pictures/drawings/photographs that students will use to construct a story.

Prerequisite Knowledge

Present tense of regular verbs. Word order with adverbs in first position.

Sample Vocabulary

zuerst / firstly
dann, nachher / then
gleich / right away

bald / soon
später / later
am Ende, zuletzt / lastly

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use German creatively and for aesthetic purposes, derive meaning from visual elements of a variety of media, use grammatical elements, and use a variety of social and affective strategies.

OUTCOMES

A-6.1a
 LC-2.3a
 LC-3.4c
 S-3.3a

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to use German for fun and to interpret humour, use German creatively and for aesthetic purposes, derive meaning from visual elements, and use a variety of social and affective strategies. Students could use the following sentence starters.

- How did I participate in writing the story?
- How did I help in deciding how the story would develop?
- What did I do to help my classmates persevere with writing the story?
- What expressions of support and respect did I use?

OUTCOMES

A-6.1a
 A-6.2a
 LC-2.3a
 S-3.3a

***Eine lustige Geschichte / A Funny Story:
Checklist and Comments***

Name: _____ Datum: _____

<i>Du kannst:</i>	<i>Ja</i>	<i>Noch nicht</i>
A-6.1		
a. use German for fun and to interpret humour	<input type="checkbox"/>	<input type="checkbox"/>
LC-2.3		
a. derive meaning from visual elements of a variety of media in guided and unguided situations	<input type="checkbox"/>	<input type="checkbox"/>
LC-3.4		
c. use, independently and consistently, the following grammatical elements:	<input type="checkbox"/>	<input type="checkbox"/>
• regular verbs (present tense)		
S-3.3		
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,		
• participate in cooperative group learning tasks	<input type="checkbox"/>	<input type="checkbox"/>
• take part in group decision-making processes	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Rätselraten / Solving Riddles

Prepare a class set of German riddles. Students pick a riddle at random and learn it. Students then form small groups and engage in a riddle-guessing contest. Groups take turns asking and attempting to answer the other riddles. Encourage students to think of riddles they already know in English and make conclusions based on their prior knowledge.

Sample Text (Riddle)

- *Lebst du?* / Are you alive?
- *Bist du ein Mensch?* / Are you a human being?
- *Bist du ein Tier?* / Are you an animal?
- *Lebst du im Wasser?* / Do you live in the water?
- *Kannst du schwimmen?* / Can you swim?
- *Hast du Beine?* / Do you have legs?
- *Bist du ein Fisch?* / Are you a fish?

Variation

Students could work together to come up with their own riddles, based on patterns or templates provided by the teacher.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-4.1

- a. initiate and participate in casual exchanges with classmates

A-6.1

- a. use German for fun and to interpret humour

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Selected Supporting outcomes

Students will be able to:

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

S-3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes

Materials

Texts of riddles.
Index/cue cards.

Prerequisite Knowledge

Students are able to read simple texts of basic riddles.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to use German creatively and for aesthetic purposes, use German for fun and to interpret humour, and use a variety of social and affective strategies.

OUTCOMES

A-6.1a
A-6.2a
S-3.3a

TOOL

2

Anecdotal Notes

Observe the students as they share riddles with each other. Record anecdotal notes on the extent to which students are able to initiate and participate in casual exchanges, to use German for fun and to interpret humour, and to understand a variety of short, simple oral texts.

OUTCOMES

A-4.1a
A-6.1a
LC-1.1a

Rätselraten / Solving Riddles: Self-assessment Checklist

Name: _____

Datum: _____

Ich kann:	Ja	Noch nicht
• use German for fun and to interpret humour		
• use German creatively and for aesthetic purposes		
• take part in group decision-making processes		

Beispiele

Was habe ich gut gemacht?

Was muss ich verbessern?

Rätselraten / Solving Riddles: Anecdotal Notes

Datum: _____

Kriterien:

A-4.1a initiate and participate in casual exchanges with classmates

A-6.1a use German for fun and to interpret humour

LC-1.1a understand a variety of short, simple oral texts in guided and unguided situations

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-4.1a			
	A-6.1a			
	LC-1.1a			
2.	A-4.1a			
	A-6.1a			
	LC-1.1a			
3.	A-4.1a			
	A-6.1a			
	LC-1.1a			
4.	A-4.1a			
	A-6.1a			
	LC-1.1a			
5.	A-4.1a			
	A-6.1a			
	LC-1.1a			
6.	A-4.1a			
	A-6.1a			
	LC-1.1a			
7.	A-4.1a			
	A-6.1a			
	LC-1.1a			
8.	A-4.1a			
	A-6.1a			
	LC-1.1a			

Konkrete Poesie / Calligrams and Shape Poems

With the class, brainstorm English words that have been borrowed from German. Students, in pairs or individually, choose one of the words and try to personify the object. They should consider what the object might say or do. Students then write a poem in the shape of the object. Encourage students to choose words that are related to a theme covered in class and that have some meaning to the students. As students write the poem, the words of the poem make the distinct contour and shape of the subject.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

GC-2.1

- a. identify some words in their first language that have been borrowed from German or from other languages

A-6.3

- a. use German for personal enjoyment; e.g., learn a craft or a dance

Selected Supporting outcomes

Students will be able to:

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations.

Activity 4 (continued)

A-6

Materials

Blank paper and markers.
List of words in English borrowed from German.

Prerequisite Knowledge

None required.

Sample Vocabulary

Achtung! / caution
die Angst / angst
die Bratwurst / bratwurst
der Dachshund / dachshund
die Delikatessen / delicatessen
der Dreck / dirt
der Dummkopf / food
das Fahrvergnügen / joy of driving
das Fräulein / Miss
Gesundheit! / Bless you! (when someone sneezes)
die Hausfrau / housewife
Jawohl / yes
jodeln / yodel

der Kindergarten / Kindergarten
das Kraut / kraut
die Leberwurst / liverwurst (liver sausage)
das Leder / leather
das Müsli / granola
das Oktoberfest / Oktoberfest
reich / rich
das Sauerkraut / sauerkraut
der Schnitzel / schnitzel
der Schuhplattler / the folk dancer
der Spritzer / spritzer
der Strudel / strudel
verboten / forbidden
die Wiener Wurst / weiner

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use German creatively and for aesthetic purposes, use German for personal enjoyment, and identify some words in English that have been borrowed from German.

OUTCOMES

A-6.2a
A-6.3a
GC-2.1a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use German creatively and for aesthetic purposes, produce short, simple written texts, and express meaning through the use of visual elements.

OUTCOMES

A-6.2a
LC-2.2a
LC-2.4a

Konkrete Poesie / Calligrams and Shape Poems: Self-assessment Checklist

Name: _____

Datum: _____

<i>Ich kann:</i>	<i>Ja</i>	<i>Noch nicht</i>
• use German creatively in a shape poem and calligram		
• use German for personal enjoyment		
• identify English words that have been borrowed from German		

Beispiele*Das war leicht für mich:*

Ich hatte damit Schwierigkeiten:

Nächstes Mal werde ich darauf achten:

Konkrete Poesie / Calligrams and Shape Poems: Rating Scale

Name: _____

Datum: _____

Du kannst:

*Ausgezeichnet Sehr gut Ausreichend In Teilen
ausreichend*

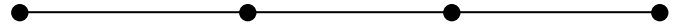
A-6.2

a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language



LC-2.2

a. produce a variety of short, simple written texts in guided situations



LC-2.4

a. express meaning through the use of visual elements in a variety of media in guided situations



Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Eine Bildgeschichte / A Comic Strip

Present students with a few short comic strips in German and review the dialogue or narration. Students then submit their own version of a comic strip for a class newspaper.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.1

- a. use German for fun and to interpret humour

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Selected Supporting outcomes

Students will be able to:

LC-3.2

- a. recognize some elements of the writing system

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use words that are visible in the immediate environment
 - use illustrations to provide detail when producing your own texts
 - use knowledge of sentence patterns to form new sentences

Materials

Comic strip with dialogue removed or whitened out.

Prerequisite Knowledge

Students are able to write simple sentences to accompany drawings in the style of a comic strip, mainly to describe the visual and use direct speech language.

Sample Vocabulary

die Bildtafel / panel
die Bildgeschichte / comic strip
der Titel / title

die Person / character
die Sprechblase / speech bubble

Evaluation Tools

TOOL

1 Self-assessment Checklist and Comments

Create an outcome-based, self-assessment checklist and share with the students before they begin the activity. Students use the checklist to determine if they are able to use German for fun, produce a variety of short, simple written texts and recognize some elements of the writing system.

OUTCOMES

A-6.1a
 LC-2.2a
 LC-3.2a

TOOL

2 Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to determine how well students are able to recognize some elements of the writing system, use German creatively, and use a variety of productive strategies.

OUTCOMES

A-6.2a
 LC-3.2a
 S-2.3a

**Eine Bildgeschichte / A Comic Strip:
Self-assessment Checklist and Comments**

Name: _____

Datum: _____

	Ja	Noch nicht
<p>Ich kann:</p> <ul style="list-style-type: none"> recognize some elements of the German writing system <p>Evidence: — —</p>		
<ul style="list-style-type: none"> write short, simple texts to fit the comic strip <p>Evidence: — —</p>		
<ul style="list-style-type: none"> use German for fun <p>Evidence: — —</p>		

Beispiele

Damit bin ich zufrieden/Darauf bin ich stolz:

Das kann ich verbessern:

Eine Bildgeschichte / A Comic Strip: Rating Scale

Name: _____

Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	in Teilen ausreichend
<p>A-6.2</p> <p>a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language</p>	●	●	●	●
<p>LC-3.2</p> <p>a. recognize some elements of the writing system</p>	●	●	●	●
<p>S-2.3</p> <p>a. identify and use a variety of productive strategies; e.g.,</p> <ul style="list-style-type: none"> ● use words that are visible in the immediate environment ● use illustrations to provide details when producing your own texts ● use knowledge of sentence patterns to form new sentences 	●	●	●	●
	●	●	●	●
	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Zungenbrecher / Tongue Twisters

Provide students with several examples of tongue twisters in German. In small groups or individually, students create their own tongue twisters and share them with their classmates. Students write their tongue twisters on unlined paper and create an illustration to support their tongue twister. Post student-created tongue twisters around the classroom.

Sample Text (Tongue Twister)

Fischers Fritze fischt frische Fische. Frische Fische fischt Fischers Fritze. / The Fischer family's son Fritz fishes for fresh fish. Fresh fish is what the Fischer family's son Fritz is catching.

Zwischen zwei Zwetschgenzweigen sitzen zwei zwitschernde Schwalben. / Between two branches of a plum tree two twittering swallows are sitting.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.1

- a. use German for fun and to interpret humour

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

LC-3.1

- a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

Selected Supporting outcomes

Students will be able to:

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - use self-talk to feel competent to do the task
 - be willing to take risks and to try unfamiliar tasks and approaches

Materials

Prizes for students (optional).
Cards with tongue twisters.

Prerequisite Knowledge

Pronunciation of difficult German language sounds (e.g., “r,” “z”) and the articulation of unvoiced consonants.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL

1

Observation Checklist

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use German for fun and to interpret humour, understand a variety of short, simple oral and written texts, and use intelligible pronunciation and intonation when producing simple unfamiliar words or phrases.

OUTCOMES

A-6.1a
LC-1.1a
LC-2.1a
LC-3.1a

TOOL

2

Self-assessment Checklist

Create an outcome-based, self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to use German for fun and to interpret humour, understand a variety of short, simple written texts, and use a variety of social and affective strategies.

OUTCOMES

A-6.1a
LC-2.1a
S-1.3a

**Zungenbrecher / Tongue Twisters:
Observation Checklist**

Name: _____

Datum: _____

Name der Schülerin (des Schülers)	A-6.1 a. use German for fun and to interpret humour		LC-1.1 a. understand a variety of short, simple oral texts in guided and unguided situations		LC-2.1 a. understand a variety of short, simple written texts in guided and unguided situations		LC-3.1 a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases	
	Ja	Noch Nicht	Ja	Noch nicht	Ja	Noch nicht	Ja	Noch Nicht
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

<p>Zungenbrecher / Tongue Twisters: Self-assessment Checklist</p>
--

Name: _____

Datum: _____

Ich kann:	Ja	Noch nicht
<ul style="list-style-type: none"> • use German for fun and to interpret humour Evidence – –		
<ul style="list-style-type: none"> • understand the meaning of the tongue twisters on the cards Evidence – –		
<ul style="list-style-type: none"> • use self-talk to feel confident enough to say the tongue twister Evidence – –		
<ul style="list-style-type: none"> • take a risk willingly Evidence – –		

Beispiele

Das hat mir gefallen:

Nächstes Mal kannst du:

Language Competence Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Language Competence: Students will understand and produce German **effectively** and **competently**.

LC–1: *Laute, Wörter und Regeln* / Sounds, Words and Rules

Activity 1: *Stadtbilder* / Cityscapes

Activity 2: *Was müssen wir tun?* / What Do We Have To Do?

Activity 3: *Ist es eine Frage oder eine Aussage?* / Is it a Question or a Statement?

Activity 4: *Was ist hier los?* / What’s Happening?

Activity 5: *Mit Händen und Füßen reden* / Role-playing the Physical Side of Greetings

LC–2: *Mit Texten spielen* / Fun with Texts

Activity 1: *Satzstreifen* / Sentence Strips

Activity 2: *Postkarten* / Postcards

Activity 3: *Kunstbeschreibungen* / Art Descriptions

Activity 4: *Rate mal, was meine Lieblingsbeschäftigung ist!* / Guess what my Favourite Activity is!

Activity 5: *Leute erraten ...* / This Person Is ...

LC–3: *Sprache und Gesellschaft* / Society and Language

Activity 1: *Jahrbuch* / Yearbook

Activity 2: *Lieblingsbeschäftigungen* / Favourite Activities

Activity 3: *Der menschliche Körper* / The Human Body

Activity 4: *Feste feiern mit Freunden und der Familie* / Sharing Family Traditions with Friends

LC–4: *Sprache und Gesellschaft* / Society and Language

Activity 1: *Redensarten* / Idioms in the German Language

Activity 2: *Begrüßungen* / Meet-and-Greet Role-Play

Activity 3: *Hör zu und diskutiere!* / Hear a Dialogue and Discuss It!

Activity 4: *Regionale Varianten des Deutschen* / Research Regional Expressions

LC–5: *Mit Texten arbeiten* / Working with Texts

Activity 1: *Bekannte Sportler aus deutschsprachigen Ländern* / Sports Heroes from German-speaking Countries

Activity 2: *Mit Texten spielen* / Playing with Texts

Activity 3: *Familienditionen meiner Klassenkameraden* / My Classmates’ Family Traditions

Activity 4: *SMS-Mitteilungen* / Text Messages

Laute, Wörter und Regeln

Sounds, Words and Rules

Language Competence

LC-1

Students will use German effectively to interpret and produce oral texts.

Specific Outcomes

Students will be able to:

LC-1.1a understand a variety of short, simple oral texts in guided and unguided situations

LC-1.2a produce a variety of short, simple oral texts in guided situations

LC-1.3a engage in short, routine exchanges, with pauses for planning and repair

Other Specific Outcomes



Applications

Students will be able to:

A-3.3

a. check for agreement and understanding

A-4.1

a. initiate and participate in casual exchanges with classmates

A-6.1

a. use German for fun and to interpret humour



Language Competence

Students will be able to:

LC-2.1

a. understand a variety of short, simple written texts in guided and unguided situations

LC-2.3

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

LC-3.1

a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

LC-3.2

a. recognize some elements of the writing system

LC-3.2

b. apply common spelling rules to write unfamiliar words

LC-3.4

a. use, in modeled situations, the following grammatical elements:

- modal verbs in present tense

LC-3.4

b. use, in structured situations, the following grammatical elements:

- selected dative prepositions *aus, bei, mit, nach, seit, von, zu*

Other Specific Outcomes (continued)

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
- asking questions, using interrogatives; e.g., *wer? wie?*

LC-4.1

- a. identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms

LC-4.5

- a. identify nonverbal behaviours in a variety of familiar contexts

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

LC-5.1

- b. interpret simple references within texts; e.g., pronouns



Global Citizenship

Students will be able to:

GC-1.4

- a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting and texts



Strategies

Students will be able to:

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- work cooperatively with peers in small groups

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
- use gestures, intonation and visual supports to aid comprehension
 - listen or look for key words

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
- use words that are visible in the immediate environment
 - compensate for avoiding difficult structures by rephrasing
 - use nonverbal means to communicate

S-3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- take part in group decision-making processes
 - seek help from others
 - use self-talk to feel competent to do the task

Stadtbilder / Cityscapes

Provide students with photographs or pictures of architecture in German-speaking countries. Each student will choose a photograph, carefully examine it and prepare a description. Students then pair up and describe their pictures to each other. Students listen to their partner's description and offer their opinions.

Sample Text

Dieses Wohnviertel heißt ... In der Mitte dieser Wohngegend liegt ein Platz mit einem sehr alten Brunnen. Hinter dem Brunnen stehen drei Bänke neben zwei alten Bäumen. / This neighbourhood is called ... In the middle of the neighbourhood, there is a square with an ancient fountain. Behind the fountain, there are three benches by two old trees.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-4.1

- a. initiate and participate in casual exchanges with classmates

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC-3.4

- b. use, in structured situations, the following grammatical elements:
 - selected dative prepositions *aus, bei, mit, nach, seit, von, zu*

Selected Supporting outcomes

Students will be able to:

GC-1.4

- a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts

Activity 1 (continued)

LC-1

Materials

Photographs and pictures of German cityscapes.

Prerequisite Knowledge

Students are able to describe their pictures and understand oral texts as described by their peers.

Sample Vocabulary

der See / lake
das Gebäude / building
der Platz / square
das Wohnviertel, die Wohngegend / neighbourhood
die Kirche / church
der Wolkenkratzer / skyscraper
das Hochhaus / tall building

das Rathaus / town hall
die Straße / street
der Park / park
schön aussehen / to look nice
sauber / clean
stehen / to stand, to be located
liegen / to lie, to be located

Evaluation Tools

TOOL

1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use selected grammatical elements, understand their partner's description, participate in the conversation, and compare and contrast the architecture of the diverse cultures of the German-speaking world.

OUTCOMES

A-4.1a
LC-1.1a
LC-3.4b
GC-1.4a

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to use selected grammatical elements, understand what their partner described, identify aspects of the architecture of the German-speaking world that are of personal interest, and initiate and participate in casual classroom exchanges. Students could use the following sentence starters.

- I used the required grammar in the following sentences ...
- I learned that ...
- The cities and towns in the pictures were different from those in Alberta in the following ways ...
- I noticed that prepositions are followed by dative when ...

OUTCOMES

A-4.1a
LC-1.1a
LC-3.4b
GC-1.4a

Stadtbilder / Cityscapes: Rating Scale

Name: _____

Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
A-4.1 a. initiate and participate in casual exchanges with classmates	●	●	●	●
LC-1.1 a. understand a variety of short, simple oral texts in guided and unguided situations	●	●	●	●
LC-3.4 b. use, in structured situations, the following grammatical elements: <ul style="list-style-type: none"> • selected dative prepositions <i>aus, bei, mit, nach, seit, von, zu</i> 	●	●	●	●
GC-1.4 a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Was müssen wir tun? / What Do We Have To Do?

Lead a brief discussion with students on camping and the gear needed when going on a camping trip. Divide the class into two equal teams. One student on Team A throws a tennis ball to the other team asking a question related to something that one has to do when going on a trip. A student on Team B catches the ball, and responds to the question. If the answer uses the expression *müssen* + infinitive, Team B wins a point and throws the ball to a student in Team A. If the answer provided is incorrect or the team member takes too long to answer, the team that threw the ball and asked the question wins a point and has a chance to throw the ball again and ask a new question.

Sample Questions

- *Was müssen wir tun, wenn wir den Bus nehmen?* / What do we have to do when we take the bus?
- *Was musst du in den Unterricht bringen?* / What do you have to bring to the class?
- *Was müssen wir zum Essen einpacken?* / What do we have to pack to eat?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.1

- use German for fun and to interpret humour

LC-1.1

- understand a variety of short, simple oral texts in guided and unguided situations

LC-1.2

- produce a variety of short, simple oral texts in guided situations

LC-3.1

- use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

Selected Supporting outcomes

Students will be able to:

LC-3.4

- use, in modeled situations, the following grammatical elements:
 - modal verbs in present tense

LC-3.4

- use, independently and consistently, the following grammatical elements:
 - asking questions, using interrogatives; e.g., *wer? wie?*

S-3.3

- identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes
 - seek help from others

Activity 2 (continued)

LC-1

Materials

Tennis ball or bean bag.

Prerequisite Knowledge

How to form questions and use question words.

Sample Vocabulary

die Vorbereitung / preparations
der Rucksack, der Ranzen / backpack
das Lagerfeuer / camp fire
die Lebensmittel (pl.) / food stuff

die Taschenlampe / flashlight
der Schlafsack / sleeping bag
das Zelt / tent
der Grill / grill

Evaluation Tools

TOOL

1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use social and affective strategies, produce and understand a variety of short, simple oral texts, and use selected grammatical elements.

OUTCOMES

LC-1.2a
LC-3.4a
S-3.3a

TOOL

2

Observation Checklist

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use intelligible pronunciation, stress and intonation, understand a variety of short, simple oral texts, and use interrogatives, such as *wer?*, *wie?*, while using German for fun.

OUTCOMES

A-6.1a
LC-1.1a
LC-3.1a
LC-3.4c

Was müssen wir tun? / What Do We Have To Do?: Self-assessment Rating Scale

Name: _____

Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	Noch nicht
<ul style="list-style-type: none"> • understand a variety of short, simple oral texts Evidence: –				
<ul style="list-style-type: none"> • produce a variety of short, simple oral sentences Evidence: –				
<ul style="list-style-type: none"> • understand and use the modal verb <i>müssen</i> + infinitive structure Evidence: –				
<ul style="list-style-type: none"> • take part in group decision-making process Evidence: –				
<ul style="list-style-type: none"> • seek help from others Evidence: –				

Beispiele

Das Folgende habe ich gut gemacht: _____

Das kann ich verbessern: _____

**Was müssen wir tun? / What Do We Have To Do?:
Observation Checklist**

Kriterien:

- A-6.1a use German for fun and to interpret humour
- LC-1.1a understand a variety of short, simple oral texts in guided and unguided situations
- LC-3.1a use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases
- LC-3.4c use, independently and consistently, the following grammatical elements:
 - asking questions with interrogatives; e.g., *wer? wie?*

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch Nicht
1.	A-6.1a		
	LC-1.1a		
	LC-3.1a		
	LC-3.4c		
2.	A-6.1a		
	LC-1.1a		
	LC-3.1a		
	LC-3.4c		
3.	A-6.1a		
	LC-1.1a		
	LC-3.1a		
	LC-3.4c		
4.	A-6.1a		
	LC-1.1a		
	LC-3.1a		
	LC-3.4c		
5.	A-6.1a		
	LC-1.1a		
	LC-3.1a		
	LC-3.4c		
6.	A-6.1a		
	LC-1.1a		
	LC-3.1a		
	LC-3.4c		
7.	A-6.1a		
	LC-1.1a		
	LC-3.1a		
	LC-3.4c		

Ist es eine Frage oder eine Aussage? / Is it a Question or a Statement?

Prepare a dialogue of seven to 10 sentences and leave out the punctuation. Arrange students into pairs and have them read the dialogue aloud and work together to determine the correct punctuation. Students decide if the sentences are questions, statements or exclamations. Students add the correct punctuation once they have decided what is appropriate.

Sample Dialogue

- A: *Hallo Kurt wie geht's / Good day Kurt how are you*
- B: *Gut Andreas und dir / Well Andreas and you*
- A: *Großartig sag mal ist das weiße Hemd neu / Fantastic say is your white shirt new*
- B: *Ja es ist ein Geschenk von meiner Großmutter gefällt es dir / Yes it's a present from my aunt you like it*
- A: *Ja es gefällt mir sehr aber ist deine Kleidung heute nicht ein wenig formell / Yes I like it very much but isn't your clothing a little formal today*

Variation

Have students come up with their own dialogue without punctuation and have partners try to determine if the sentences are questions or statements.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-4.1

- a. initiate and participate in casual exchanges with classmates

LC-3.2

- b. apply common spelling rules to write unfamiliar words

LC-3.2

- a. recognize some elements of the writing system

Selected Supporting outcomes

Students will be able to:

LC-5.1

- b. interpret simple references within texts; e.g., pronouns

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
 - use gestures, intonation and visual supports to aid comprehension
 - listen or look for key words

Activity 3 (continued)

LC-1

Materials

Prepared dialogue without punctuation.

Prerequisite Knowledge

Punctuation for questions and exclamations.

Sample Vocabulary

das Komma / comma
der Punkt / period

das Ausrufezeichen / exclamation point
das Fragezeichen / question mark

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they rehearse the dialogue and use intonation to determine the punctuation. Record anecdotal notes on the extent to which students are able to engage in short, casual exchanges, recognize some elements of the writing systems, and apply common spelling rules to write unfamiliar words.

OUTCOMES

A-4.1a
LC-3.2a
LC-3.2b

TOOL

2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to initiate and participate in casual exchanges, interpret simple references within a text, recognize some elements of the writing system, and use a variety of interpretive strategies.

OUTCOMES

A-4.1a
LC-3.2a
LC-5.1b
S-2.2a

Ist es eine Frage oder eine Aussage? / Is it a Question or a Statement?: Anecdotal Notes

Datum: _____

Kriterien:

A-4.1a initiate and participate in casual exchanges with classmates

LC-3.2a recognize some elements of the writing system

LC-3.2b apply common spelling rules to write unfamiliar words

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch Nicht	Beispiele
1.	A-4.1a			
	LC-3.2a			
	LC-3.2b			
2.	A-4.1a			
	LC-3.2a			
	LC-3.2b			
3.	A-4.1a			
	LC-3.2a			
	LC-3.2b			
4.	A-4.1a			
	LC-3.2a			
	LC-3.2b			
5.	A-4.1a			
	LC-3.2a			
	LC-3.2b			
6.	A-4.1a			
	LC-3.2a			
	LC-3.2b			
7.	A-4.1a			
	LC-3.2a			
	LC-3.2b			
8.	A-4.1a			
	LC-3.2a			
	LC-3.2b			
9.	A-4.1a			
	LC-3.2a			
	LC-3.2b			

Ist es eine Frage oder eine Aussage? / Is it a Question or a Statement?: Self-assessment Checklist

Name: _____

Datum: _____

<i>Ich kann:</i>	I know I met this outcome objective by ...	I still have to work on it by ...
<ul style="list-style-type: none"> • initiate and participate in casual exchanges with classmates 		
<ul style="list-style-type: none"> • recognize some elements of the German writing system 		
<ul style="list-style-type: none"> • understand pronouns in a text 		
<ul style="list-style-type: none"> • identify and use a variety of interpretive strategies: <ul style="list-style-type: none"> – use gestures, intonation and visual supports to help understand the sentence – listen or look for key words 		

Was ist hier los? / What's Happening?

Place students into pairs and provide each partnership with a picture from a magazine. Each picture should show at least two people. Students examine the picture, decide if the scene is formal or informal and improvise a brief dialogue, using socially appropriate language. After approximately three minutes, students trade their pictures with another group and improvise another short dialogue.

Sample Dialogue

- *Entschuldigung, bitte. Wie spät ist es?* / Pardon me, please. What time is it?
- *Es ist halb neun.* / It is 8:30.
- *Wissen Sie, wann der Bus kommt?* / Do you know at what time the bus is going to arrive?
- *In fünf Minuten.* / In five minutes.
- *Vielen Dank.* / Thank you very much.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.3

- check for agreement and understanding

LC-1.2

- produce a variety of short, simple oral texts in guided situations

LC-1.3

- engage in short, routine exchanges, with pauses for planning and repair

LC-2.3

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

LC-4.1

- identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms

Selected Supporting outcomes

Students will be able to:

S-2.3

- identify and use a variety of productive strategies; e.g.,
 - use words that are visible in the immediate environment
 - compensate for avoiding difficult structures by rephrasing
 - use nonverbal means to communicate

Activity 4 (continued)

LC-1

Materials

15–20 magazine pictures.

Prerequisite Knowledge

Formal and informal forms of address: *du* vs. *Sie*, verb conjugations and formal titles.

Sample Vocabulary

None required.

Evaluation Tools

TOOL

1

Peer-assessment Rating Scale

Create an outcome-based peer-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to determine how well their peers are able to check for agreement and understanding, engage in short, routine exchanges, produce a variety of short, oral texts and identify socially appropriate language.

OUTCOMES

A–3.3a
LC–1.2a
LC–1.3a
LC–4.1a

TOOL

2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to check for agreement and understanding, derive meaning from photographs and use a variety of productive strategies.

OUTCOMES

A–3.3a
LC–2.3a
S–2.3a

**Was ist hier los? / What's Happening?:
Peer-assessment Rating Scale**

Name: _____ Datum: _____

Name meiner Mitschülerin (meines Mitschülers): _____

Mein(e) Mitschüler(in) kann:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
• check for agreement and understanding	●	●	●	●
• produce short, simple oral texts with the help of others	●	●	●	●
• engage in short routine exchanges, with pauses for planning and repair	●	●	●	●
• identify socially appropriate language; e.g., <i>Sie/du</i> , age-appropriate colloquialisms	●	●	●	●

Beispiele

Dieses Kompliment kann ich meiner Mitschülerin (meinem Mitschüler) machen: _____

Hier ist ein Rat für sie (ihn): _____

**Was ist hier los? / What's Happening?:
Self-assessment Rating Scale**

Name: _____

Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
• check for agreement and understanding	●	●	●	●
• use gestures and facial expressions to communicate	●	●	●	●
• derive meaning from magazine photos	●	●	●	●
• use words that are visible in the immediate environment	●	●	●	●
• avoid difficult structures by rephrasing	●	●	●	●

Beispiele

Das Folgende habe ich gut gemacht:

Hier muss ich mich noch verbessern:

Mit Händen und Füßen reden / Role-playing the Physical Side of Greetings

Arrange students into groups of three or four. Provide each group with a script dealing with a classroom-related theme. As students become familiar with the script, instruct students to be aware of their nonverbal behaviour, specifically their interpersonal space, posture, facial expressions and gestures. When they practice the script, instruct students to behave nonverbally in the opposite way as they normally would. For example, stand closer to/farther from their group members, nod when they mean “no,” smile when their line is sad, put their hand on the other’s arm, shake hands, hug, and/or air kiss. Once all groups have acted out the scripts a few times, facilitate a class discussion on how nonverbal behaviour added to or detracted from the meaning of the script and what appropriate nonverbal behaviour might be.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-4.1

- a. initiate and participate in casual exchanges with classmates

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

LC-4.5

- a. identify nonverbal behaviours in a variety of familiar contexts

Selected Supporting outcomes

Students will be able to:

LC-4.1

- a. identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - work cooperatively with peers in small groups

Activity 5 (continued)

LC-1

Materials

Prepared script.

Prerequisite Knowledge

Students should be familiar with nonverbal behaviour in German-speaking countries.

Sample Vocabulary

nicken / to nod
den Kopf schütteln / to shake one's head
Abstand halten / to keep one's distance
genügend Platz / personal space
der physische Kontakt / physical contact
näher kommen / to come close
der Kuss / kiss
das Küßchen / little kiss, air kiss
die Umarmung / hug

ruhig / calm
laut / loud
extrovertiert / extroverted
jemandem die Hand schütteln ... / to shake hands with ...
aufstehen / to get up
sich verbeugen / to bow
die Körpersprache / body language

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to initiate and participate in casual exchanges, understand short, simple written texts, identify nonverbal behaviours, and identify and use a variety of social and affective strategies.

OUTCOMES

A-4.1a
LC-2.1a
LC-4.5a
S-1.3a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to understand short, simple oral texts, initiate and participate in a conversation with a classmate, identify nonverbal behaviours, identify socially appropriate language in specific situations, and use social and affective strategies. Students could use the following sentence starters.

- I started conversations by ...
- Nonverbal behaviours that I was not comfortable with were ...
- I felt anxious in the conversation when ...

OUTCOMES

A-4.1a
LC-1.1a
LC-4.1a
LC-4.5a
S-1.3a

Mit Händen und Füßen reden / Role-playing the Physical Side of Greetings: Checklist and Comments

Name: _____

Datum: _____

Du kannst:	Ja	Noch Nicht
A-4.1 a. initiate and participate in casual exchanges with classmates		
LC-2.1 a. understand a variety of short, simple written texts in guided and unguided		
LC-4.5 a. identify nonverbal behaviours in a variety of familiar contexts		
S-1.3 a. identify and use a variety of social and affective strategies to enhance language learning; e.g., <ul style="list-style-type: none"> • work cooperatively with peers in small groups 		

Beispiele*Das hast du gut gemacht:*

Das kannst du verbessern:

Mit Texten spielen

Fun with Texts

Language Competence

LC-2

Students will use German to interpret and produce written and visual texts.

Specific Outcomes

Students will be able to:

LC-2.1a understand a variety of short, simple written texts in guided and unguided situations

LC-2.2a produce a variety of short, simple written texts in guided situations

LC-2.3a derive meaning from visual elements of a variety of media in guided and unguided situations

LC-2.4a express meaning through the use of visual elements in a variety of media in guided situations

Other Specific Outcomes



Applications

Students will be able to:

A-1.1

a. provide information on several aspects of a topic; e.g., give a simple report

A-3.3

b. express disagreement in an appropriate way

A-2.1

a. inquire about and express agreement and disagreement, and approval and disapproval



Language Competence

Students will be able to:

LC-1.1

a. understand a variety of short, simple oral texts in guided and unguided situations

LC-1.3

a. engage in short, routine exchanges, with pauses for planning and repair

LC-3.2

b. apply common spelling rules to write unfamiliar words

LC-3.4

a. use, in modelled situations, the following grammatical elements:

- plural of nouns
- modal verbs in present tense
- subordinate clauses beginning with *weil*

LC-3.4

c. use, independently and consistently, the following grammatical elements:

- regular verbs (present tense)
- sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich ...*

LC-5.1

a. organize texts, using common patterns; e.g., cause and effect, sequencing

LC-5.3

a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC–1.2

- b. identify similarities and differences between themselves and German-speaking people their own age

GC–3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest



Strategies

Students will be able to:

S–2.1

- a. identify and use a variety of interactive strategies; e.g.,
- indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte? Entschuldigung?, Das habe ich verstanden*, raised eyebrows, blank look
 - interpret and use nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
 - self-correct if errors lead to misunderstandings; e.g., *Was ich eigentlich damit sagen will ...*
 - start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will ...*
 - use a simple word similar to the concept to convey and invite correction; e.g., *Fisch* for *Forelle*
 - ask for confirmation that a form used is correct; e.g., *Kann man das sagen?*

S–3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- participate in cooperative group learning tasks
 - be encouraged to try, even though mistakes might be made
 - use social interaction skills to enhance group learning activities

S–2.3

- a. identify and use a variety of productive strategies; e.g.,
- compensate for avoiding difficult structures by rephrasing
 - use words that are visible in the immediate environment
 - revise and correct final versions of texts

Satzstreifen / Sentence Strips

Locate a variety of vacation itineraries. Print them out and cut them out into strips.

Place students into groups of two or three and provide each group with a set of sentence strips. Students work together to organize the strips into a logical order. Once completed, students invite classmates to verify that the order is correct. Students rescrumble their itinerary and move on to work on another group's list.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.3

- b. express disagreement in an appropriate way

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

Selected Supporting outcomes

Students will be able to:

S-3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - participate in cooperative group learning tasks
 - be encouraged to try, even though mistakes might be made
 - use social interaction skills to enhance group learning activities

Activity 1 (continued)

LC-2

Materials

Multiple copies of one or more trip itineraries and cut into sentence strips.

Prerequisite Knowledge

None required.

Sample Vocabulary

Wohin fährt diese Person? / Where is this person going?
Was ist die Flugnummer? / What is the flight number?

Wann fährt diese Person weg? / When is this person leaving?

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they arrange the strips. Record anecdotal notes on the extent to which students are able to understand and organize written texts, express disagreement in an appropriate way, and use a variety of social and affective strategies such as collaborating and encouraging others.

OUTCOMES

A-3.3b
LC-2.1a
LC-5.1a
S-3.3a

TOOL

2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to understand and organize written texts, express disagreement in an appropriate way, and use a variety of social and affective strategies such as collaborating and encouraging others.

OUTCOMES

A-3.3b
LC-2.1a
LC-5.1a
S-3.3a

Satzstreifen / Sentence Strips: Anecdotal Notes

Datum: _____

Kriterien:

- A-3.3b express disagreement in an appropriate way
 LC-2.1a understand a variety of short, simple written texts in guided and unguided situations
 LC-5.1a organize texts, using common patterns; e.g., cause and effect, sequencing
 S-3.3a identify and use a variety of social and affective strategies to enhance general learning; e.g.,
- participate in cooperative group learning tasks
 - be encouraged to try, even through mistakes might be made
 - use social interactions skills to enhance group learning activities

<i>Name der Schülerin (des Schülers)</i>	<i>Kriterien</i>	<i>Ja</i>	<i>Noch nicht</i>	<i>Beispiele</i>
1.	A-3.3b			
	LC-2.1a			
	LC-5.1a			
	S-3.3a			
2.	A-3.3b			
	LC-2.1a			
	LC-5.1a			
	S-3.3a			
3.	A-3.3b			
	LC-2.1a			
	LC-5.1a			
	S-3.3a			
4.	A-3.3b			
	LC-2.1a			
	LC-5.1a			
	S-3.3a			
5.	A-3.3b			
	LC-2.1a			
	LC-5.1a			
	S-3.3a			
6.	A-3.3b			
	LC-2.1a			
	LC-5.1a			
	S-3.3a			

Satzstreifen / Sentence Strips: Self-assessment Checklist

Name: _____

Datum: _____

Ich kann:	Ja	Noch nicht	Beispiele
<ul style="list-style-type: none"> express disagreement appropriately 			1. <i>Mir gefällt, wie ... / I like how ...</i>
<ul style="list-style-type: none"> understand the various sentence strips 			2. <i>Ich kann mich verbessern ... / I can improve ...</i>
<ul style="list-style-type: none"> organize the strips into a logical order 			
<ul style="list-style-type: none"> participate in the group activity try, even though I might have made mistakes use social and affective strategies to make the activity successful 			3. <i>Nächstes Mal mache ich das Folgende ... / Next time I am going to the following ...</i>

Postkarten / Postcards

Instruct students to imagine that a new pen pal has just sent them a postcard from a vacation location. Students are going to send the pen pal a response describing where they usually go (or would like to go) on vacation.

Students work individually to design their own postcard and write a response to the pen pal. The image on the front should depict what the student typically does on a holiday. The message on the back should include a brief description of where the student goes on vacation, the weather in general, typical activities and a comparison between the two holiday locations. Students should compare and contrast elements of the two holiday destinations.

Sample Text

Hallo, mein Freund! Ich heiÙe Paul. Ich habe den Sommer in Alberta gern. Normalerweise gehe ich mit meiner Familie an einen See. Wir haben dort ein großes Wochenendhaus. Ich schwimme viel und gehe manchmal mit meinem Vater fischen. Wenn es regnet, bleibe ich drinnen und spiele mit meiner Schwester Karten. / Hello, my friend! I am Paul. I really like the summers in Alberta. Normally, I go to a lake with my family. We have a large cabin there. I swim a lot and sometimes go fishing with my father. When it rains, I stay inside and play cards with my sister.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations

LC-3.2

- b. apply common spelling rules to write unfamiliar words

GC-1.2

- b. identify similarities and differences between themselves and German-speaking people their own age

Selected Supporting outcomes

Students will be able to:

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - regular verbs (present tense)
 - sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich ...*

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use words that are visible in the immediate environment
 - compensate for avoiding difficult structures by rephrasing
 - revise and correct final versions of texts

Activity 2 (continued)

LC-2

Materials

Postcards from German-speaking countries (or reasonable facsimiles).

Construction paper, glue, scissors, markers and magazines.

Prerequisite Knowledge

Students are familiar with the format and rules of writing postcards in German.

Sample Vocabulary

Grüße! / Greetings!
die Ortsbeschreibung / description of places
das Wetter / weather

der Platz, Ort / location
die Adresse / address
die Sehenswürdigkeit / sight to see
besichtigen / to go sightseeing

Evaluation Tools

TOOL

1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide information, produce a variety of short, simple written texts, use selected grammatical elements and apply common spelling rules to write unfamiliar words.

OUTCOMES

A-1.1a
LC-2.2a
LC-3.2b
LC-3.4c

TOOL

2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to provide information, express meaning through the use of visuals, identify similarities and differences between themselves and German-speaking people their own age, and use a variety of productive strategies.

OUTCOMES

A-1.1a
LC-2.4a
GC-1.2b
S-2.3a

Postkarten / Postcards: Rating Scale

Ebene:

A – *Ausgezeichnet*

S – *Sehr Gut*

N – *Noch Nicht*

Can complete the task **independently**; comprehension is **evident**

Requires **some** assistance to complete the task; some comprehension is **evident**

Requires support to complete the task; comprehension is **limited or not evident**

	A-1.1 a. provide information on several aspects of a topic; e.g., • give a simple report			LC-2.2 a. produce a variety of short, simple written texts in guided situations			LC-3.2 b. apply common spelling rules to write unfamiliar words			LC-3.4 c. use, independently and consistently, the following grammatical elements: • regular verbs (present tense) • sentence structure: inversion following expressions of time or place; e.g., <i>Heute gehe ich ...</i>		
	A	S	N	A	S	N	A	S	N	A	S	N
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												

Postkarten / Postcards: Self-assessment Checklist

Name: _____

Datum: _____

<i>Ich kann:</i>	<i>Ja</i>	<i>Noch nicht</i>	<i>Beispiele</i>
<ul style="list-style-type: none"> • provide information on several aspects of a vacation destination 			<p>1. <i>Diese Aktivität gefällt mir gut, weil ... / I like this activity because ...</i></p> <p>2. <i>Das nächste Mal mache ich das Folgende ... / The next time I am going to do the following ...</i></p> <p>3. <i>Das kann ich verbessern ... / I can improve ...</i></p>
<ul style="list-style-type: none"> • express meaning by using visual elements in my postcard 			
<ul style="list-style-type: none"> • compare and contrast the vacations of my German-speaking pen pal with my own 			
<ul style="list-style-type: none"> • use words that are visible in the postcards • avoid difficult structures by rephrasing • revise and correct the final version of my postcard 			

Kunstbeschreibungen / Art Descriptions

Take students on a virtual tour of an art gallery and examine artworks from the German-speaking world. Ask each student to choose a particular piece of art from the tour, prepare a description of it and then read the descriptions to classmates to see if they remember the artwork.

Variation

Post pictures of the art pieces from the virtual art gallery and have each student secretly choose one and write a brief description in German. Assign a partner to each student. One student will read his or her descriptions and the other must figure out which artwork it is.

Sample Text

Dieses Gemälde hat Dieses Gemälde ist ein Bild, in dem ... Dieses Gemälde stellt ... dar. /
This painting has ... In this painting there is ... This painting is about ...

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-2.3

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

LC-5.3

- a. initiate interactions, and respond using a variety of social interaction patterns; e.g., casual conversation with classmates

Selected Supporting outcomes

Students will be able to:

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of German cultures that are of personal interest

S-2.1

- a. identify and use a variety of interactive strategies; e.g.,
 - indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte? Entschuldigung?, Das habe ich verstanden*, raised eyebrows, blank look
 - interpret and use nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
 - self-correct if errors lead to misunderstandings; e.g., *Was ich eigentlich damit sagen will ...*

Activity 3 (continued)

LC-2

Materials

Pictures of famous art of the German-speaking world (see web links).

Prerequisite Knowledge

Students should first be familiar with the cultural information regarding the different visual art pieces.

Students will know a variety of descriptive adjectives and be able to use simple verbs.

Sample Vocabulary

der (die) Maler(in) / painter
das Gemälde, die Malerei / painting
Dieses Gemälde ist von ... / This painting is by ...
Dieses Bild zeigt ... / This painting shows ...

Dieses Bild stellt .. dar ... / This painting is about ...
Es wurde von gemalt. ... / It was painted by ...

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they participate in the activity. Record anecdotal notes on the extent to which they are able to provide information, derive meaning from visual elements in art, identify aspects of the arts of German culture that are of personal interest and understand a variety of short, simple oral texts.

OUTCOMES

A-1.1a
LC-1.1a
LC-2.3a
GC-3.1a

TOOL

2

Peer-assessment Rating Scale

Create an outcome-based peer-assessment rating scale and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to provide information and write a short, simple description of a piece of art, manage a simple conversation about it, and use a variety of interactive strategies.

OUTCOMES

A-1.1a
LC-2.2a
LC-5.3a
S-2.1a

Kunstbeschreibungen / Art Descriptions: Anecdotal Notes
--

Name: _____

Datum: _____

Kriterien:

- A-1.1a provide information on several aspects of a topic; e.g., give a simple report
- LC-1.1a understand a variety of short, simple oral texts in guided and unguided situations
- LC-2.3a derive meaning from visual elements of a variety of media in guided and unguided situations
- GC-3.1a identify aspects of the history, literature, arts and crafts of German cultures that are of personal interest

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-1.1a			
	LC-1.1a			
	LC-2.3a			
	GC-3.1a			
2.	A-1.1a			
	LC-1.1a			
	LC-2.3a			
	GC-3.1a			
3.	A-1.1a			
	LC-1.1a			
	LC-2.3a			
	GC-3.1a			
4.	A-1.1a			
	LC-1.1a			
	LC-2.3a			
	GC-3.1a			
	A-1.1a			
	LC-1.1a			
	LC-2.3a			
	GC-3.1a			
	A-1.1a			
	LC-1.1a			
	LC-2.3a			
	GC-3.1a			

**Kunstbeschreibungen / Art Descriptions:
Peer-assessment Rating Scale**

Name: _____ Datum: _____

Name meiner Mitschülerin (meines Mitschülers): _____

Mein(e) Mitschüler(in) kann:	Ausgezeichnet	Sehr gut	Ausreichend	Begrenzt
• provide information on several aspects of a vacation destination	●	●	●	●
• produce short, simple written texts with the help of others	●	●	●	●
• initiate interactions and respond using social interaction patterns in casual conversations with my classmates	●	●	●	●
• indicate lack of understanding verbally or nonverbally	●	●	●	●
• interpret and use nonverbal cues to communicate	●	●	●	●
• self-correct if errors lead to misunderstandings	●	●	●	●

Beispiele

Dieses Kompliment kann ich meiner Mitschülerin (meinem Mitschüler) machen: _____

Hier ist ein Rat für sie (ihn): _____

Rate mal, was meine Lieblingsbeschäftigung ist! / Guess what my Favourite Activity is!

Students use pictures from magazines and the Internet to create a collage illustrating their favourite indoor and outdoor activities. Post each collage on the wall and label it with a randomly assigned number rather than the student's name. Working with a partner, students walk around the classroom and use the picture clues and discussion with their partner to guess which collage was created by which student in the class. Students record their guesses on a numbered list and compare it with the master list revealed at the end of the activity.

Sample Dialogue

- *Ich glaube, dieses Bild ist von _____, weil...* / I think this picture belongs to ... because ...
- *Ich bin deiner Meinung. Ich glaube auch, es ist von ...* / I agree. I also think it is by ...
- *Ich stimme dir nicht zu. Ich meine, es ist von ...* / I disagree. I think it is by ...

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- inquire about and express agreement and disagreement, and approval and disapproval

LC-2.3

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

LC-1.3

- engage in short, routine exchanges, with pauses for planning and repair

LC-2.4

- express meaning through the use of visual elements in a variety of media in guided situations

Selected Supporting outcomes

Students will be able to:

LC-3.4

- use, in modelled situations, the following grammatical elements:
 - subordinate clauses beginning with *weil*

S-2.3

- identify and use a variety of productive strategies; e.g.,
 - compensate for avoiding difficult structures by rephrasing

Activity 4 (continued)

LC-2

Materials

Pictures of activities from magazines or the Internet.

Prerequisite Knowledge

Students will know the uses of the verbs *mögen* and *gefallen* and will be able to express simple actions in the present tense.

Students also will be able to express disagreement and agreement in a variety of ways.

Sample Vocabulary

zustimmen / to agree
Ich bin deiner Meinung. / I am of your opinion.
Ich stimme mit dir überein. / I agree with you.
glauben, meinen, denken / to believe, think
gefallen / to enjoy, to like
mögen / to like
die Collage / collage
das Werk / work, piece

das Bild / picture
darstellen / to represent
Das Bild ist von ... / The picture is by ...
Wer ist der Künstler? / Who is the artist?
die Farbe / colour
die Form / shape
die Figur / figure
zeigen / to show, to portray

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to inquire about and express agreement and disagreement, engage in short, routine exchanges, express meaning through visual elements and use selected grammatical elements.

OUTCOMES

A-2.1a
LC-1.3a
LC-2.4a
LC-3.4a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to inquire about and express agreement and disagreement, derive meaning from visual elements and use a variety of productive strategies. Students could use the following sentence starters.

- I learned that ...
- The part I liked best about my description was ...
- When I didn't know how to express a difficult word or sentence, I compensated by ...

OUTCOMES

A-2.1a
LC-2.3a
S-2.3a

Rate mal, was meine Lieblingsbeschäftigung ist! / Guess what my Favourite Activity is! : Self-assessment Checklist

Name: _____

Datum: _____

Ich kann ...	Ja	Fast	Noch nicht
<ul style="list-style-type: none"> • inquire about and express agreement and disagreement, approval and disapproval 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • engage in short conversations with my partner, asking for clarification and correcting myself if what I was saying was not entirely correct 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • express meaning through my collage 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • give reasons using <i>weil</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Was mir an meiner Collage besonders gefallen hat:

Das kann ich verbessern:

Leute erraten ... / This Person Is ...

Each student chooses one person in the classroom or school and writes three or four sentences to describe that person. For example, students may describe the person's interests, personality traits or physical characteristics. Working in groups of three or four, students take turns reading their descriptions and having other students in their group guess who they are describing to make sure it is correctly written.

Sample Text

Diese Person hat blaue Augen und blondes Haar. / This person has blue eyes and dark hair.

Diese Person ist groß und sportlich. / This person is tall and athletic.

Diese Person liest gern. / This person likes to read a lot.

Diese Person ist sehr gesellig und freundlich. / This person is very sociable and friendly.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

S-2.1

- a. identify and use a variety of interactive strategies; e.g.,
 - start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will ...*
 - use a simple word similar to the concept to convey, and invite correction; e.g., *Fisch* for *Forelle*
 - ask for confirmation that a form used is correct; e.g., *Kann man das sagen?*

Activity 5 (continued)

LC-2

Materials

None required.

Prerequisite Knowledge

Students need common words and expressions to describe people based on their physical appearances, their character and what they like to do.

Students also are able to express their opinions, and express agreement and disagreement.

Sample Vocabulary

aussehen / to look like
groß / tall
klein / short, small
schlank / slim
sportlich / athletic
blondes (braunes, schwarzes, rotes, dunkles, langes, kurzes) Haar / blond (brown, black, red, dark, long, short) hair
helle (dunkle) Haut / light (dark) skin
Er ist braun. / He has a tan.
Sie hat grüne (graue, blaue) Augen. / She has green (grey, blue) eyes.
gut aussehend / good-looking (used with men)
hübsch / pretty (used with women)

gern + infinitive / to like to +infinitive
Interesse haben an ... / to be interested in
gefallen / to enjoy, to like
mögen / to like
ruhig / quite
laut / loud
schweigsam / silent
gesellig / sociable
angenehm / pleasant
intelligent / intelligent
langsam / slow
gemütlich / jovial
treu / loyal, faithful
der (die) Freund(in) / close friend
der (die) Bekannte / acquaintance

Evaluation Tools

TOOL

1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to provide information, understand a variety of short oral texts and produce a variety of short, simple written texts.

OUTCOMES

A-1.1a
LC-1.1a
LC-2.2a

TOOL

2

Observation Checklist

Create an outcome-based checklist and share it with the students prior to beginning the activity. Use the checklist to assess how well they are able to provide information, understand short, oral descriptions and use a variety of interactive strategies.

OUTCOMES

A-1.1a
LC-1.1a
S-2.1a

**Leute erraten ... / This Person Is ...:
Self-assessment Rating Scale**

Name: _____

Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	Noch nicht
• provide a short description of a classmate	●	●	●	●
• understand short, oral descriptions about people in my classroom	●	●	●	●
• write a simple description of one of my classmates	●	●	●	●

Beispiele

Mir gefällt meine Beschreibung (nicht), weil ...

Die Beschreibungen meiner Mitschüler(innen) waren ...

Leute erraten ... / This Person Is ...: Observation Checklist

Kriterien:

Name der Schülerin (des Schülers)	A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report		LC-1.1 a. understand a variety of short, simple oral texts in guided and unguided situations		S-2.1 a. identify and use a variety of interactive strategies; e.g., <ul style="list-style-type: none"> • start again, using a different tactic, when communication breaks down; e.g., <i>Was ich damit sagen will.</i> • use a simple word similar to the concept to convey, and invite correction; e.g., <i>Fisch for Forelle</i> • ask for confirmation that a form used is correct; e.g., <i>Kann man das sagen?</i> 	
	<i>Ya</i>	<i>Noch nicht</i>	<i>Ya</i>	<i>Noch nicht</i>	<i>Ya</i>	<i>Noch nicht</i>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Sprache und Gessellschaft

Society and Language

Language Competence

LC-3

Students will use German to apply knowledge of the socio cultural context.

Specific Outcomes

Students will be able to:

- LC-3.1a** use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases
- LC-3.2a** recognize some elements of the writing system
- LC-3.2b** apply common spelling rules to write unfamiliar words
- LC-3.3a** recognize that one word may have multiple meanings, depending on the context
- LC-3.3b** use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
- shopping
 - traditions
 - sports
 - any other lexical fields that meet their needs and interests
- LC-3.4a** use, in modelled situations, the following grammatical elements:
- plural of nouns
 - personal pronouns accusative (singular); i.e., *mich, dich, sie, ihn*
 - modal verbs in present tense
 - separable verbs
 - selected reflexive verbs (singular)
 - formal address
 - subordinate clauses beginning with *weil*
 - position of adverbs of frequency; e.g., *manchmal, oft*
 - possessive pronouns (plural) *unser/euer/ihr*
 - present perfect regular verbs *euer* (common)
- LC-3.4b** use, in structured situations, the following grammatical elements:
- compound nouns
 - possessive pronouns (plural) *unser/euer/ihr*
 - imperative mood (plural)
 - selected dative prepositions *aus, bei, mit, nach, seit, von, zu*
 - comparison of adjectives (comparative form only)
 - simple past (third person singular); e.g., *er war/er hatte*
 - negation (*nicht/kein*)
 - selected accusative prepositions
 - possessive adjective *mein/dein/sein/ihr*
 - perfect tense (limited selection of verbs)
 - possessive pronouns nominative (third person singular) *sein, ihr*
- LC-3.4c** use, independently and consistently, the following grammatical elements:
- personal pronouns nominative (plural)
 - regular verbs (present tense)
 - selected reflexive verbs (first person singular)
 - simple past of *sein* and *haben* (first person singular) *ich war, ich hatte*
 - asking questions using interrogatives; e.g., *wer? wie?*
 - sentence structure: inversion following expressions of time or place; e.g., *Heute gehe ich ...*
 - compound sentences with coordinating conjunctions; e.g., *und*

Other Specific Outcomes (continued)



Applications

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

A-3.1

- a. make and respond to suggestions in a variety of situations

A-3.2

- a. state personal actions in the past, present and future

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia



Language Competence

Students will be able to:

LC-1.3

- a. engage in short, routine exchanges, with pauses for planning and repair

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing



Strategies

Students will be able to:

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - revise and correct final versions of texts
 - apply grammar rules to improve accuracy at the correction stage
 - use words that are visible in the immediate environment
 - use illustrations to provide detail when producing your own text

S-3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes
 - use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
 - use social interaction skills to enhance group learning activities

Jahrbuch / Yearbook

Compile a German yearbook with the class that includes each student's picture and a description written by a friend or classmate.

Students write short descriptions for three different classmates, paying careful attention to spelling and punctuation. The descriptions should be positive and kind and should focus on personality traits and hobbies. Once the descriptions are completed, students share the descriptions with the classmate being described for proofreading and approval.

Sample Text

Mein Freund Peter ist eine sehr nette und angenehme Person. Er ist sportlich und intelligent. Fußballspielen, Videospiele und Zeichnen sind seine Hobbys. Er will Arzt werden. / My friend Peter is a very nice and pleasant person. He is athletic and intelligent. Among his hobbies are playing soccer, videogames and drawing. He wants to become a doctor.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

LC-3.2

- apply common spelling rules to write unfamiliar words

LC-3.2

- recognize some elements of the writing system

LC-3.4

- use, independently and consistently, the following grammatical elements:
 - regular verbs (present tense)

Selected Supporting outcomes

Students will be able to:

LC-3.3

- recognize that one word may have multiple meanings, depending on the context

S-2.3

- identify and use a variety of productive strategies; e.g.,
 - revise and correct final versions of texts
 - apply grammar rules to improve accuracy at the correction stage

Activity 1 (continued)

LC-3

Materials

None required.

Prerequisite Knowledge

It varies.

Sample Vocabulary

das Alter / age
das Merkmal / characteristic
der Charakterzug / personality trait
die Persönlichkeit / personality

der Beruf / profession
das Interesse / interest
das Hobby / hobby
die äußere Erscheinung / physical appearance

Evaluation Tools

TOOL

1

Rubric

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well they are able to provide information on a classmate, recognize some elements of the writing systems, apply some common spelling rules and use a variety of productive strategies.

OUTCOMES

A-1.1a
LC-3.2a
LC-3.2b
S-2.3a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to provide information on a classmate, use common spelling rules and regular verbs in the present tense, and recognize that words may have multiple meanings. Students could use the following sentence starters.

- I learned ...
- Some new words I learned for this activity were ...
- I learned that the following word(s) have multiple meanings ...
- I would like to know more about ...
- I need to practice the following verbs

OUTCOMES

A-1.1a
LC-3.2b
LC-3.3a
LC-3.4c

Jahrbuch / Yearbook: Rubric

Name: _____

Datum: _____

<i>Ebene</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>Begrenzt</i>
Kriterien:				
A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report	orally provides information on a new product with articulate and pertinent details	orally provides information on a new product with appropriate and thoughtful details	orally provides information on a new product with overly simple and general details	<input type="checkbox"/> work was not completed <input type="checkbox"/> task demonstrates minimal effort <input type="checkbox"/> learning has not yet been achieved
LC-3.2 a. recognize some elements of the writing system	accurately and effectively applies some common spelling rules	accurately applies some common spelling rules	generally applies some common spelling rules	
LC-3.2 b. apply common spelling rules to write unfamiliar words	accurately and effectively uses some basic mechanical conventions	accurately uses some basic mechanical conventions	generally uses some basic mechanical conventions	
S-2.3 a. revise and correct final versions of texts: – revise and correct final version of texts – apply grammar rules to improve accuracy at the correction stage	thoroughly proofreads and edits the final version of a text	carefully proofreads and edits the final version of a text	casually proofreads and edits the final version of a text	
Work habits				
<input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance		<input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance		

Lieblingsbeschäftigungen / Favourite Activities

In small groups, students create a digital slide show displaying some of their favourite activities and hobbies. Students provide written and oral explanations for their choices.

After the presentations, students compile data on the five most popular activities and create a graph or pie chart using graphing software. Students write a brief summary of their findings with anecdotal evidence collected during their research.

Sample Dialogue

- *Meine Lieblingsbeschäftigungen sind der Reihe nach:...* / My favourite activities in order of preference are:...
- *Ich mag auch gern Aber ... mag ich nicht. Meine Lieblingsbeschäftigung ist ...* / I also like to ... very much. But I do not like ... My favourite activity is ...
- *Sehr gut, danke. Bitte, hilf mir jetzt die Umfrage auszuwerten.* / Very good, thank you. Please, now help me complete the survey.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- inquire about and express agreement and disagreement, and approval and disapproval

A-5.2

- gather information from a variety of resources; e.g., print, human, multimedia

LC-3.3

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
 - shopping
 - traditions
 - sports
 - any other lexical fields that meet their needs and interests

LC-3.4

- use, in modelled situations, the following grammatical elements:
 - modal verbs in present tense

LC-3.4

- use, in structured situations, the following grammatical elements:
 - possessive adjective *mein/dein/sein/ihr*

Selected Supporting outcomes

Students will be able to:

LC-5.1

- organize texts, using common patterns; e.g., cause and effect, sequencing

Activity 2 (continued)

LC-3

Materials

Survey template.

Prerequisite Knowledge

Students are able to express their opinion and ask their peers about their opinions.

Sample Vocabulary

die Umfrage / survey
das Ergebnis / results
beschreiben / to describe

die Grafik / graph
die Tabelle / table
die Untersuchung / research

Evaluation Tools

TOOL

1

Peer-assessment Comment Cards

Create outcome-based peer-assessment comment cards and share them with the students. Students use the cards to determine if their peers were able to inquire about and express agreement and disagreement, and use a range of vocabulary and selected grammatical elements to talk about their favourite leisure activities.

OUTCOMES

A-2.1a
LC-3.3b
LC-3.4a
LC-3.4b

TOOL

2

Anecdotal Notes

Observe the students as they conduct their survey and compile their findings. Record anecdotal notes on the extent to which students are able to gather information, use selected grammatical elements and organize their texts using common patterns.

OUTCOMES

A-5.2a
LC-3.4b
LC-5.1a

**Lieblingsbeschäftigungen / Favourite Activities:
Peer-assessment Comment Cards**

Name: _____ Datum: _____

Criteria

- use a variety of words and phrases dealing with friends and activities
- inquire about and express agreement and disagreement, approval and disapproval
- use modal verbs like *mögen* and words like *mein, dein, and sein*.

Dear _____,

As we were completing the “Favourite Activities” survey-taking activity, I noticed that you used words and expressions such as:

I also noticed that you used some possessive adjectives in your chart; for example:

Lastly, I noticed that you expressed agreement and disagreement when we were discussing:

Next time, you may want to try: _____

From: _____

Lieblingsbeschäftigungen / Favourite Activities: Anecdotal Notes

Kriterien:

A-5.2a gather information from a variety of resources; e.g., print, human, multimedia

LC-3.4b use, in structured situations, the following grammatical elements:

- possessive adjective *mein/dein/sein/ihr*

LC-5.1a organize texts, using common patterns; e.g., cause and effect, sequencing

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-5.2a			
	LC-3.4b			
	LC-5.1a			
2.	A-5.2a			
	LC-3.4b			
	LC-5.1a			
3.	A-5.2a			
	LC-3.4b			
	LC-5.1a			
4.	A-5.2a			
	LC-3.4b			
	LC-5.1a			
5.	A-5.2a			
	LC-3.4b			
	LC-5.1a			
6.	A-5.2a			
	LC-3.4b			
	LC-5.1a			
7.	A-5.2a			
	LC-3.4b			
	LC-5.1a			
8.	A-5.2a			
	LC-3.4b			
	LC-5.1a			
9.	A-5.2a			
	LC-3.4b			
	LC-5.1a			

Der menschliche Körper / The Human Body

Inform students that they will be using their knowledge of health and physical fitness to come up with a health campaign in German; e.g., poster, advertisement, digital slide show, musical dramatic presentation.

Students work individually or in small groups to create a campaign that promotes physical fitness, health and wellness. The campaign should include an explanation of activities that can be done to promote health and wellness; e.g., cardiovascular exercise, healthy diet, good personal hygiene, daily exercise. Students are to pay careful attention to their spelling and punctuation.

Sample Text

Was muss ich machen, um gesund zu bleiben? Um gesund zu bleiben, ist es wichtig, gut zu essen. Du musst Sport treiben und jede Nacht mindestens 8 Stunden schlafen. / What do I have to do to stay healthy? To stay healthy it is important to eat well. You have to exercise and sleep at least eight hours every night.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-3.2

- a. recognize some elements of the writing system

LC-3.2

- b. apply common spelling rules to write unfamiliar words

LC-3.4

- c. use, independently and consistently, the following grammatical elements:
 - asking questions, using interrogatives; e.g., *wer? wie?*

Selected Supporting outcomes

Students will be able to:

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use words that are visible in the immediate environment
 - use illustrations to provide detail when producing your own text

Activity 3 (continued)

LC-3

Materials

Poster paper and markers.

Prerequisite Knowledge

How to form and properly punctuate questions.

Students are able to write short texts in German.

Sample Vocabulary

Sport treiben / to exercise
gesund bleiben / to stay healthy
krank sein (werden) / to be (become) sick
körperlich fit sein / to be fit physically
joggen / to jog
das Gemüse / vegetables
die Diät / diet
die Gesundheitspflege, die Hygiene / hygiene

das Wasser / water
ausgewogen / balanced
das Joga / yoga
die Turnhalle, das Fitnessstudio / gym
das Vitamin / vitamin
das Krafttraining, das Training mit Gewichten / weight training
spazierengehen / to go for walks

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to provide information on several aspects of a topic, recognize some elements of the writing system, use common spelling rules, and use some grammatical elements.

OUTCOMES

A-1.1a
LC-3.2a
LC-3.2b
LC-3.4c

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to provide information on several aspects of a topic, recognize some elements of the writing system, use common spelling rules to write unfamiliar words and use a variety of productive strategies. Students could use the following sentence starters.

- This reminded me of ...
- I learned that when forming questions ...
- I used the following productive strategies while producing the poster ...
- Some new vocabulary words I learned were ...

OUTCOMES

A-1.1a
LC-3.2a
LC-3.2b
S-2.3a

Der menschliche Körper / The Human Body: Checklist and Comments

Name / Name: _____

Datum / Date: _____

Du kannst:	Ja	Noch Nicht
A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report		
LC-3.2 a. recognize some elements of the writing system		
LC-3.2 b. apply common spelling rules to write unfamiliar words		
LC-3.4 c. use, independently and consistently, the following grammatical elements: <ul style="list-style-type: none"> • asking questions, using interrogatives, such as <i>wer? wie?</i> 		

Bemerkungen*Das hast du gut gemacht:*

Das kannst du verbessern:

Feste feiern mit Freunden und der Familie / Sharing Family Traditions with Friends

Select an upcoming long weekend; e.g., Thanksgiving, and discuss with students what they would do if they celebrated the holiday together.

In small groups, students discuss what they traditionally do for the particular long weekend. Students then decide what changes would be necessary if they were to celebrate as a group. Students discuss the long weekend plan and decide where they will go, what they will do, in what order, and with which family. Students hand in their final plan to the teacher.

Sample Dialogue

- *Gewöhnlich gehe ich mit meiner Familie zu meinen Großeltern. Willst du mitkommen? /* Normally, I go to my grandparents' house with my family. Do you want to come along?
- *Am Nachmittag will ich mit meinem kleinen Bruder in den Park gehen. Wann gehst du zu deinen Großeltern? /* In the afternoon, I want to go to the park with my little brother. When do you go to your grandparents?
- *Um zwei oder drei Uhr. /* At two or three in the afternoon.
- *Wir können am Vormittag in den Park gehen. Ich will mit dir mitgehen. /* We can go to the park in the morning. I want to go with you.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.1

- make and respond to suggestions in a variety of situations

LC-2.2

- produce a variety of short, simple written texts in guided situations

A-3.2

- state personal actions in the past, present and future

LC-3.4

- use, in modelled situations, the following grammatical elements:
 - modal verbs in present tense

Selected Supporting outcomes

Students will be able to:

LC-1.3

- engage in short, routine exchanges, with pauses for planning and repair

S-3.3

- identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes
 - use support strategies to help peers; e.g., offer encouragement, praise, ideas
 - persevere at learning tasks
 - use social interaction skills to enhance group learning activities

Activity 4 (continued)

LC-3

Materials

None required.

Prerequisite Knowledge

Students will be able to provide short descriptions about family traditions; they will be familiar with uses of the construction *gern + infinitive...* and will be able to make short statements in the present.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based, self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine how well they were able to make and respond to suggestions, state personal actions in the past and present, and use selected grammatical elements.

OUTCOMES

A-3.1a
A-3.2a
LC-3.4a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to state personal actions in the past, present and future, engage in short, routine exchanges, produce a variety of short, simple written texts, and use a variety of social and affective strategies.

OUTCOMES

A-3.2a
LC-1.3a
LC-2.2a
S-3.3a

Feste feiern mit Freunden und der Familie / Sharing Family Traditions with Friends: Self-assessment Checklist

Name: _____

Datum: _____

I used the following statements to describe my family traditions:	I used the following modal verbs:
1. _____	1. _____
2. _____	2. _____

When people asked me questions, I understood them:

- immer* (always)
- manchmal* (sometimes)
- selten* (seldom)

I know this because ...

I was able to produce a variety of short, simple written sentences: **Ja** ___ **Noch nicht** ___

Evidence:

I used the following statements to make and respond to suggestions:

1. _____
2. _____

**Familienditionen mit Freunden und Freundinnen /
Family Traditions with Friends: Rating Scale**

Name: _____

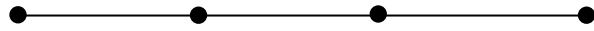
Datum: _____

Du kannst:

Ausgezeichnet Sehr gut Ausreichend Noch nicht

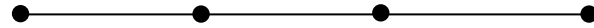
A-3.2

a. state actions in the past, present or future correctly



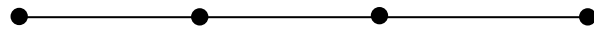
LC-1.3

a. engage in short, routine exchanges, with pauses for planning and repair



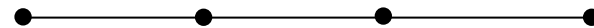
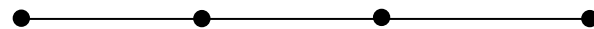
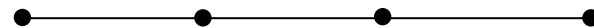
LC-2.2

a. produce a variety of short, simple written texts in guided situations



S-3.3

- a. identify and used a variety of social and affective strategies; e.g.,
- take part in group decision-making process
 - use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
 - use social interactions skills to enhance group learning activities



Beispiele

Sprache und Gesellschaft

Society and Language

Language Competence

LC-4

Students will use German to apply knowledge of the sociocultural context.

Specific Outcomes

Students will be able to:

- LC-4.1a** identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms
- LC-4.2a** use learned idiomatic expressions correctly
- LC-4.3a** recognize some common regional variations in language
- LC-4.4a** examine important social conventions in everyday interactions; e.g., shaking hands
- LC-4.5a** identify nonverbal behaviours in a variety of familiar contexts

Other Specific Outcomes



Applications

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-4.1

- a. initiate and participate in casual exchanges with classmates

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

A-6.1

- a. use German for fun and to interpret humour



Language Competence

Students will be able to:

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

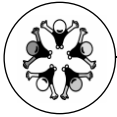
LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-3.1

- a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

GC-1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

GC-1.5

- a. recognize cultural behaviour that is different from their own

GC-2.2

- a. identify how and why languages borrow from one another

GC-2.4

- a. recognize that within any culture there are important differences in the way people speak and behave



Strategies

Students will be able to:

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - initiate or maintain interaction with others
 - be willing to take risks and to try unfamiliar tasks and approaches

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
 - determine the purpose of listening
 - listen selectively based on purpose
 - listen or look for key words

Redensarten / Idioms in the German Language

Introduce students to two to three idiomatic expressions in German. Explain the kinds of situations where one would use the expressions. Ask students if they are aware of similar expressions in English or other languages. Arrange students into pairs and have them write a brief skit depicting a situation that correctly and appropriately uses one of the idioms introduced.

Sample Dialogue

- *Der Winter ist so lang in Alberta! Mir ist immer kalt!* / Winter is so long in Alberta! I am always cold!
- *Ja, mir auch. Der Schnee ist schön und der Himmel ist fast immer blau. Aber ich habe auch schon die Nase voll!* / Yes, me, too. The snow is beautiful and the sky is almost always blue. But I am also sick and tired of it already.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.1

- use German for fun and to interpret humour

LC-4.2

- use learned idiomatic expressions correctly

LC-4.1

- identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms

Selected Supporting outcomes

Students will be able to:

LC-1.2

- produce a variety of short, simple oral texts in guided situations

LC-2.2

- produce a variety of short, simple written texts in guided situations

Activity 1 (continued)

LC-4

Materials

A book or list of idiomatic expressions in German.

Prerequisite Knowledge

Examples of idioms in English.

Sample Vocabulary

die Redensart / idiom
die idiomatische Redewendung / idiomatic expression
das Wort / word
auf Deutsch / in German

die Bedeutung / meaning
Was bedeutet diese Redewendung? / What does this expression mean?
erklären / to explain

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they write their dialogues. Record anecdotal notes on the extent to which students are able to use German for fun and to interpret humour, produce a variety of short, simple oral texts, identify socially appropriate language and use learned idiomatic expressions.

OUTCOMES

A-6.1a
LC-1.2a
LC-4.1a
LC-4.2a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to correctly use German for fun, produce a variety of short, simple written texts and use learned idiomatic expressions. Students could use the following sentence starters.

- I learned that idiomatic expressions were ...
- Idiomatic expressions in German were different from those in English in the following ways ...
- I enjoyed learning about the following idioms ...

OUTCOMES

A-6.1a
LC-2.2a
LC-4.2a

**Redensarten / Idioms in the German language:
Anecdotal Notes**

Datum: _____

Kriterien:

- A-6.1a use German for fun and to interpret humour
- LC-1.2a produce a variety of short, simple oral texts in guided situations
- LC-4.1a identify socially appropriate language in specific situations; e.g.,
 - Sie/du, age-appropriate colloquialisms
- LC-4.2a use learned idiomatic expressions correctly.

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-6.1a			
	LC-1.2a			
	LC-4.1a			
	LC-4.2a			
2.	A-6.1a			
	LC-1.2a			
	LC-4.1a			
	LC-4.2a			
3.	A-6.1a			
	LC-1.2a			
	LC-4.1a			
	LC-4.2a			
4.	A-6.1a			
	LC-1.2a			
	LC-4.1a			
	LC-4.2a			
5.	A-6.1a			
	LC-1.2a			
	LC-4.1a			
	LC-4.2a			
6.	A-6.1a			
	LC-1.2a			
	LC-4.1a			
	LC-4.2a			

Begrüßungen / Meet-and-Greet Role-Play

With students, brainstorm a list of 15 to 20 famous German-speaking people. Assign an identity to each student. Students create a badge listing the person's name, age and any other important information. Students then circulate through the classroom and greet each other using the appropriate social convention related to age, gender and professional background.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-4.1

- a. initiate and participate in casual exchanges with classmates

LC-4.5

- a. identify nonverbal behaviours in a variety of familiar contexts

LC-4.4

- a. examine important social conventions in everyday interactions; e.g., shaking hands

Selected Supporting outcomes

Students will be able to:

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

GC-1.5

- a. recognize cultural behaviour that is different from their own

GC-1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - initiate or maintain interaction with others
 - be willing to take risks and to try unfamiliar tasks and approaches

Activity 2 (continued)

LC-4

Materials

A list of famous German-speaking people.

Prerequisite Knowledge

The differences between formal and informal forms of address and greeting.

Sample Vocabulary

Hallo! / Hello!
Guten Morgen / Good morning
Guten Tag (all day) / Good day
Gute Nacht / Good night
Bis später (bald, dann) / See you later
Wie geht's? / How are you? (familiar)
Was gibt's? Wie läuft's? / How are you? (colloquial)
Wie geht es Ihnen? / How are you? (formal)
Danke, gut. / Thank you, I am fine.
(The phrase “How are you?” is used much less frequently in German than in English)

Guten Tag. Darf ich mich vorstellen? Mein Name ist Robert Beck. / Hello, may I introduce myself? My name is Robert Beck.
Sehr erfreut! (Es freut mich, Sie kennenzulernen! Ich freue mich, Sie kennenzulernen). / (I am) pleased (delighted) to meet you. (formal)
Freut mich! / Nice (glad) to meet you.
Ganz meinerseits. / (It is) my pleasure.
Auf Wiedersehen! / Goodbye!
Tschau! (Tschüss!) / Bye-bye! (See you!) (familiar)

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to initiate spoken dialogues that apply cultural and social conventions correctly.

OUTCOMES

A-4.1a
LC-1.2a
LC-4.4a
GC-1.3a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to initiate and participate in casual exchanges, examine important social conventions, identify nonverbal behaviours, apply knowledge of elements of the cultures to recognize and interpret cultural behaviour that is different from their own, and use social and affective strategies. Students could use the following sentence starters.

- I felt comfortable when the conversation ...
- An inappropriate way to address someone in a formal situation is ...
- Formal situations in the German-speaking world are different from those here in that ...
- I was able to identify the following nonverbal behaviours ...

OUTCOMES

A-4.1a
LC-4.4a
LC-4.5a
GC-1.3a
GC-1.5a
S-1.3a

Begrüßungen / Meet-and-Greet Role-Play: Checklist and Comments

Name: _____ Datum: _____

Du kannst:	Ja	Noch nicht
A-4.1		
a. initiate and participate in casual exchanges with classmates	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2		
a. produce a variety of short, simple oral texts in guided situations	<input type="checkbox"/>	<input type="checkbox"/>
LC-4.4		
a. examine important social conventions in everyday interactions; e.g., shaking hands	<input type="checkbox"/>	<input type="checkbox"/>
GC-1.3		
a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Hör zu und diskutiere! / Hear a Dialogue and Discuss It!

Record two to three excerpts of news reports from a radio station in a German-speaking country. The recordings should clearly contain examples of regional variations of the language, including accent, vocabulary and expressions. Students write down the similarities and differences they hear between the two reports. After a sufficient number of playbacks, review the responses and compile a list of regional variations the students recognize. Students then work together in partners or small groups and create their own news report being sure to include regional variations in language.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC-4.3

- a. recognize some common regional variations in language

LC-3.1

- a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

Selected Supporting outcomes

Students will be able to:

GC-2.4

- a. recognize that within any culture there are important differences in the way people speak and behave

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
 - determine the purpose of listening
 - listen selectively based on purpose
 - listen or look for key words

Activity 3 (continued)

LC-4

Materials

Template.

Prerequisite Knowledge

None required.

Sample Vocabulary

die Nachrichten / news
der Reporter / reporter
der (die) Sprecher(in) / speaker, announcer
der Akzent / accent

die Aussprache / pronunciation
die Verallgemeinerung / generalization
die Variation / variation

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to understand short, simple oral texts, to recognize common regional variations in language and to recognize that within any culture there are important differences in the way people speak and behave.

OUTCOMES

LC-1.1a
LC-4.3a
GC-2.4a

TOOL

2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use intelligible pronunciation, stress and intonation, recognize regional variations in the German language, recognize that within any culture there are important differences in the way people speak and behave, and use interpretive strategies.

OUTCOMES

LC-3.1a
LC-4.3a
GC-2.4a
S-2.2a

<p>Hör zu und diskutiere! / Hear a Dialogue and Discuss It! Checklist and Comments</p>

Name: _____

Datum: _____

Du kannst:	Ja	Noch nicht
LC-1.1 a. understand a variety of short, simple oral texts in guided and unguided situations	<input type="checkbox"/>	<input type="checkbox"/>
LC-4.3 a. recognize some common regional variations in language	<input type="checkbox"/>	<input type="checkbox"/>
GC-2.4 a. recognize that within any culture they are important differences in the way people speak and behave	<input type="checkbox"/>	<input type="checkbox"/>

Das hast du gut gemacht:

Das kannst du verbessern:

Nächstes Mal kannst du:

**Hör zu und diskutiere! / Hear a Dialogue and Discuss It!
Self-assessment Rating Scale**

Name: _____

Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
• use appropriate pronunciation, stress and intonation	●	●	●	●
• recognize some common regional variations in the German language	●	●	●	●
• recognize that within any culture there are important differences in the way people speak and behave	●	●	●	●
• listen for key words	●	●	●	●
• listen selectively based on purpose	●	●	●	●

Beispiele

Damit bin ich zufrieden:

Das kann ich verbessern:

Nächstes Mal achte ich mehr auf:

Regionale Varianten des Deutschen / Research Regional Expressions

Arrange students into pairs or small groups and have them choose a German-speaking country. Students research to identify all the languages spoken in their chosen country. Students then identify these languages on a map of their country, using a legend or key to identify each language. Students present their findings to the class.

Variation

Students learn a simple greeting or expression from different regional variations spoken in the their chosen country.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-4.3

- a. recognize some common regional variations in language

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

Selected Supporting outcomes

Students will be able to:

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

GC-2.2

- a. identify how and why languages borrow from one another

GC-2.4

- a. recognize that within any culture there are important differences in the way people speak and behave

Activity 4 (continued)

LC-4

Materials

Blank map of Europe. Teacher should be familiar with the regional variations in the German language.

Prerequisite Knowledge

Information on linguistic diversity in the German-speaking countries.

Sample Vocabulary

None required.

Evaluation Tools

TOOL

1

Rubric and Checklist

Create an outcome-based rubric and checklist and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to gather information from a variety of resources, recognize some common regional variations in language, formulate questions and use basic research skills.

OUTCOMES

A-5.2a
LC-4.3a
GC-1.1a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to provide information on the different languages and language families, recognize common regional variations, identify why languages borrow from one another, and recognize that within any culture there are differences in the way people speak and behave. Students could use the following sentence starters.

- I learned that in Switzerland ...
- The other languages spoken in Switzerland were similar to ...
- The linguistic situation in Canada was ...
- I would like to know more about ...

OUTCOMES

A-1.1a
LC-4.3a
GC-2.2a
GC-2.4a

Regionale Varianten des Deutschen / Research Regional Variations: Rubric and Checklist

Name: _____

Datum: _____

<i>Ebene</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen Ausreichend</i>
Kriterien:				
A-5.2 a. gather information from a variety of resources; e.g., print, human, multimedia	accurately and effectively gathers information from a variety of resources	accurately gathers information from a variety of resources	somewhat accurately gathers information from a variety of resources	<input type="checkbox"/> work was not completed <input type="checkbox"/> task demonstrates minimal effort <input type="checkbox"/> learning has not yet been achieved
LC-4.3 a. recognize some common regional variations in language	perceptively recognizes some common regional variations in language	thoughtfully recognizes some common regional variations in language	appropriately recognizes some common regional variations in language	
GC-1.1 a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities	formulates insightful questions and uses basic research skills with ease	formulates appropriate questions and uses basic research skills appropriately	formulates general questions and uses basic research skills somewhat effectively	Plan for improvement:
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance				

Working with Texts

Students will use German to apply knowledge of how discourse is organized, structured and sequenced.

Specific Outcomes

Students will be able to:

- LC-5.1a** organize texts, using common patterns; e.g., cause and effect, sequencing
- LC-5.2a** recognize a variety of text forms delivered through a variety of media
- LC-5.3a** initiate interactions and respond, using social interaction patterns; e.g., casual conversation with classmates

Please note that Specific Outcome LC-5.1b is not addressed in the activities for Cluster LC-5, but this outcome is addressed in Cluster LC-1, Activity 3, and in Cluster S-2, Activity 3.

Other Specific Outcomes



Applications

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-3.2

- a. state personal actions in the past, present or future

A-3.1

- a. make and respond to suggestions in a variety of situations



Language Competence

Students will be able to:

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

LC-2.3

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

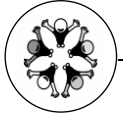
LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-3.2

- a. recognize some elements of the writing system

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC–2.4

- a. recognize that within any culture there are important differences in the way people speak and behave



Strategies

Students will be able to:

S–1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - associate new words or expressions with familiar ones, either in German, or in your own language
 - experiment with various elements of German
 - identify similarities and differences between aspects of German and your own language

S–1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - participate in shared reading experiences
 - seek the assistance of a friend to interpret a text
 - work cooperatively with peers in small groups

S–2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
 - be aware of and use the steps of the writing process: prewriting, writing, revision, correction, publication
 - revise and correct final versions of texts
 - apply grammar rules to improve accuracy at the correction stage

Bekannte Sportler aus deutschsprachigen Ländern / Sports Heroes from German-speaking Countries

Place students into groups of three to four and provide them with a name and photograph of a sports star from a German-speaking country. Each member of the group writes a brief report on a particular aspect of the athlete's life; e.g., current news, childhood or professional highlights. Students research independently and then reunite later to analyze each other's work and develop a way to organize the information into a summary.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

LC-5.3

- a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates

Selected Supporting outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

LC-2.3

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

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - apply grammar rules to improve accuracy at the correction stage

Activity 1 (continued)

LC-5

Materials

Photographs of sports stars from German-speaking countries (see sample chart for list of ideas).

Prerequisite Knowledge

aktuell / current
die Nachrichten (pl.) / news
die Kindheit / childhood
der Höhepunkt / highlight
die Karriere, Laufbahn / career
professionell / professional
der (die) Amateur(in) / Amateur

der Sport / sport
der (die) Sportler(in) / sports person
der (die) Athlet(in) / athlete
persönlich / personal
die Leistung / achievement
Sport treiben / to engage in sports

Sample Vocabulary

None required.

Evaluation Tools

TOOL

1

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to make and respond to suggestions, derive meaning from visual elements, organize texts using common patterns and use a variety of productive strategies.

OUTCOMES

A-3.1a
LC-2.3a
LC-5.1a
S-2.3a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide information, organize texts using common patterns, use a variety of social interaction patterns and use a variety of productive strategies.

OUTCOMES

A-1.1a
LC-5.1a
LC-5.3a
S-2.3a

***Bekannte Sportler aus deutschsprachigen Ländern / Sports
Heroes from German-speaking Countries***

SPORTLER(IN)	SPORT	LAND
Steffi Graf	Tennis	Deutschland
Boris Becker	Tennis	Deutschland
Michael Stich	Tennis	Deutschland
Katarina Witt	Eiskunstlauf	Deutschland
Rosi Mittermaier	Schilaufen	Deutschland
Michael Groß	Schwimmen	Deutschland
Magdalena Neuner	Schwimmen	Deutschland
Franziska von Almsick	Biathlon	Deutschland
Oliver Kahn	Fußball	Deutschland
Franz Beckenbauer	Fußball	Deutschland
Micahel Ballack	Fußball	Deutschland
Michael Schumacher	Autorennen	Deutschland
Ulrika Nasse-Meyfarth	Hochspringen	Deutschland
Jan Ullrich	Radfahren	Deutschland
Hermann Maier	Schilaufen	Österreich
Toni Sailer	Schilaufen	Österreich
Renate Götschl	Schilaufen	Österreich
Annemarie Moser-Pröll	Schilaufen	Österreich
Stephan Eberharter	Schilaufen	Österreich
Niki Lauda	Autorennen	Österreich
Markus Rogan	Schwimmen	Österreich
Ferdy Kübler	Radfahren	Schweiz
Roger Federer	Tennis	Schweiz
Martina Hingis	Tennis	Schweiz
Thomas Lüthi	Motorradrennen	Schweiz
Sinja Nef	Schilaufen	Schweiz
Vreni Schneider	Schilaufen	Schweiz
Peter Lüscher	Schilaufen	Schweiz
Hanni Wenzel	Schilaufen	Liechtenstein

Bekannte Sportler aus deutschsprachigen Ländern / Sports Heroes from German-speaking Countries: Peer-assessment Checklist

Name: _____ Datum: _____

Mein (Meine) Mitschüler (Mitschülerin) ist: _____

Mein Partner kann:	Ja	Fast	Noch nicht
• make suggestions how we should organize the summary			
• derive ideas for a summary from the photograph the teacher gave us			
• organize our summary, using common patterns like cause and effect, and sequencing			
• apply grammar rules to improve accuracy at the correction stage			

Bemerkungen

In dieser Aktivität hast du mir bei dem Folgenden sehr geholfen: _____

Ein Ratschlag für das nächste Mal: _____

Bekannte Sportler aus deutschsprachigen Ländern / Sports Heroes from German-speaking Countries: Rating Scale

Name: _____

Datum: _____

Du kannst	Ausgezeichnet	Sehr gut	Ausreichend	Noch nicht
A-1.1				
a. provide information on several aspects of a topic; e.g., give a simple report	●	●	●	●
LC-5.1				
a. organize texts, using common patterns; e.g., cause and effect, sequencing	●	●	●	●
LC-5.3				
a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates	●	●	●	●
S-2.3				
a. identify and use a variety of productive strategies; e.g., <ul style="list-style-type: none"> • apply grammar rules to improve accuracy at the correction stage 	●	●	●	●

Bemerkungen

Das hast du gut gemacht:

Das kannst du verbessern:

Mit Texten spielen / Playing with Texts

Locate or prepare a 10 to 15 line paragraph in German dealing with clothing or fashion. Cut the paragraph up into two to three sentence strips. Divide the class into groups of three to five students. Tape a text strip from the paragraph on the back of each group member and instruct the group to work together to physically organize themselves so that their sentences form a coherent paragraph.

Variation

Groups prepare their own paragraphs in German, cut the paragraphs up into strips, and challenge other groups to re-assemble the paragraphs.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

LC-5.2

- a. recognize a variety of text forms delivered through a variety of media

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

Selected Supporting outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - seek the assistance of friend to interpret a text
 - work cooperatively with peers in small groups

Activity 2 (continued)

LC-5

Materials

Seven to 10 sets of a paragraph in German, cut into strips.

Prerequisite Knowledge

Commonly used conjunctions.
Punctuation rules.
Transitional phrases.

Sample Vocabulary

Komm (hier)her. / Come here.
Geh dort hin. / Go there.
Stell dich hier hin. / Stand here.
Das ist (nicht) richtig. / This is (not) right.

Ich bin vor dir. / I am before you.
Du bist hinter mir. / You are after me.
Wir stehen nebeneinander. / We are standing side-by-side.

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to make and respond to suggestions, understand a variety of short, simple written texts, organize texts using common patterns, and use a variety of social and affective strategies.

OUTCOMES

A-3.1a
LC-2.1a
LC-5.1a
S-1.3a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to make and respond to suggestions, understand a variety of short, simple written texts, organize texts using common patterns, and recognize a variety of text forms delivered through a variety of media.

OUTCOMES

A-3.1a
LC-2.1a
LC-5.1a
LC-5.2a

Mit Texten spielen / Playing with Texts: Self-assessment Checklist

Name: _____ Datum: _____

Ich kann:	Ja	Fast	Noch nicht
<ul style="list-style-type: none"> • make and respond to suggestions within my group Evidence: – –			
<ul style="list-style-type: none"> • understand short, simple sentence strips with or without help Evidence: – –			
<ul style="list-style-type: none"> • organize the sentence strips, using common patterns; e.g., cause and effect, sequencing Evidence: – –			
<ul style="list-style-type: none"> • seek the assistance of a friend to interpret a text Evidence: – –			
<ul style="list-style-type: none"> • work cooperatively with peers in small groups Evidence: – –			
<ul style="list-style-type: none"> • work with others to solve problems and get feedback on tasks Evidence: – –			
Some advice that I would give to others performing this task ...			

**Mit Texten spielen / Playing with Texts:
Rating Scale**

Name: _____ Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	Noch nicht
A-3.1 a. make and respond to suggestions in a variety of situations	●	●	●	●
LC-2.1 a. understand a variety of short, simple written texts in guided and unguided situations	●	●	●	●
LC-5.1 a. organize texts, using common patterns; e.g., cause and effect, sequencing	●	●	●	●
LC-5.2 a. recognize a variety of text forms delivered through a variety of media	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Familienditionen meiner Klassenkameraden / My Classmates' Family Traditions

With the class, brainstorm a list of family traditions that students celebrate, along with a brief description. Instruct students to choose a tradition that is not theirs, analyze the highlights of the tradition, and then imagine the many details involved. Students will write a short description listing the details in chronological order. Once completed, the student will present his or her composition to the person who actually celebrates that tradition to verify the list.

Sample Text

Jeden Winter gehen die Eltern meiner Freundin und ihre Geschwister in einen Park und bauen einen Schneemann. Zuerst füllen sie eine Thermosflasche mit heißer Schokolademilch. Nachher geben sie eine Karotte, Knöpfe und einen Hut in einen Papiersack. Dann ziehen sie sich richtig an und gehen in den Park. Später ... / Every winter, my friend's parents and her siblings go to the park and build a snowman. First they fill a thermos with hot chocolate. Afterwards they put a carrot, buttons and a cap into a paper bag. Then they get dressed appropriately and go to the park. Later ...

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.2

- a. state personal actions in the past, present or future

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

LC-5.3

- a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates

Selected Supporting outcomes

Students will be able to:

GC-2.4

- a. recognize that within any culture there are important differences in the way people speak and behave

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
 - be aware of and use the steps of the writing process: prewriting, writing, revision, correction, publication
 - revise and correct final versions of texts

Activity 3 (continued)

LC-5

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

erstens / firstly
zweitens / secondly
als Nächstes / next

nachher, dann / then, after
schließlich / lastly

Evaluation Tools

TOOL

1

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to produce a variety of written texts, organize texts using common patterns, use social interaction patterns, state personal actions in the past, present and future, and use a variety of productive strategies.

OUTCOMES

A-3.2a
LC-2.2a
LC-5.1a
LC-5.3a
S-2.3a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to state personal actions in the past, present or future, produce a variety of short, simple written texts, recognize and appreciate culture differences, and use a variety of productive strategies. Students could use the following sentence starters.

- This family tradition reminded me of ...
- I learned about the following cultural differences ...
- I learned that some of my classmates' traditions are ...
- I would like to know more about ...

OUTCOMES

A-3.2a
LC-2.2a
GC-2.4a
S-2.3a

**Familienditionen meiner Klassenkameraden /
My Classmates' Family Traditions: Rating Scale**

Name: _____

Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
A-3.2				
a. state personal actions in the past, present or future	●	●	●	●
LC-2.2				
a. produce a variety of short, simple written texts in guided situations	●	●	●	●
LC-5.1				
a. organize texts, using common patterns; e.g., cause and effect, sequencing	●	●	●	●
LC-5.3				
a. initiate interactions and respond, using social interaction patterns; e.g., casual conversation with classmates	●	●	●	●
S-2.3				
a. identify and use a variety of productive strategies; e.g.,				
• use brainstorming to explore ideas at the planning stage	●	●	●	●
• revise and correct final versions of texts	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

SMS-Mitteilungen / Text Messages

Provide students with a list of common text messaging vocabulary in German. Students use the vocabulary list to write brief messages describing an after-school activity to three friends. Collect the messages from students for assessment once they have shared them with their friends.

Variation

If possible, students send the messages to their friends using their cell phones. Encourage the friends to reply back using the same vocabulary list.

Sample Dialogue

- *HLO, Rob. (Hallo, Rob) / Hello, Rob.*
- *HLO Tim. WAMADUHEU (Was machst du heute?) / Hello, Tim. (What are you doing today?)*
- *NX (nichts) / Nothing.*
- *OK. BIBA (bis bald) / OK. Bye.*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.2

- a. state personal actions in the past, present or future

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-3.2

- a. recognize some elements of the writing system

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

LC-5.2

- a. recognize a variety of text forms delivered through a variety of media

Selected Supporting outcomes

Students will be able to:

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - associate new words or expressions with familiar ones, either in German, or in your own language
 - experiment with various elements of German
 - identify similarities and differences between aspects of German and your own language

Activity 4 (continued)

LC-5

Materials

None required.

Prerequisite Knowledge

How to text message.

Sample Vocabulary

die Jugendsprache / language of young people
simsen / to send a text message
texten / to text
die SMS, Botschaft, Nachricht / message
das Handy / cell phone
mit dem Handy senden / to send by cell phone
eine SMS bekommen / to receive a message
tippen / to type
mailen / to mail
SMS-Sprache / texting language
die Abkürzung / abbreviation
G grins / grin
BG breitgrins / grin broadly
BIBA bis bald / talk to you later

WAMADUHEU Was machst du heute? / What are you doing today?
DAD Denk an dich / I am thinking of you
HDL Hab dich lieb / I love you
IDA Ich dich auch / I love you, too
IVD Ich vermisse dich / I miss you
CU Wir sehen uns / See you
BSG Brauche sofort Geld / Need money right away
GN8 Gute Nacht! / Good night
LG Liebe Grüße / Fond greetings
THX danke / thanks
NX Nix / Nothing

Evaluation Tools

TOOL

1

Rubric and Checklist

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to state personal actions in the past, present or future, recognize some elements of the writing system, and organize texts, using common patterns.

OUTCOMES

A-3.2a
LC-3.2a
LC-5.1a

TOOL

2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to state personal actions in the past, present or future, produce a variety of short written texts, recognize text messages delivered through a variety of media, and use a variety of cognitive strategies.

OUTCOMES

A-3.2a
LC-2.2a
LC-5.2a
S-1.1a

SMS-Mitteilungen / Text Messages: Rubric and Checklist

Name: _____

Datum: _____

Ebene	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen Ausreichend
Kriterien:				
A–3.2 a. state personal actions in the past, present or future	precisely states personal actions in the present <input type="checkbox"/>	correctly states personal actions in the present <input type="checkbox"/>	adequately states personal actions in the present <input type="checkbox"/>	<input type="checkbox"/> work was not completed <input type="checkbox"/> task demonstrates minimal effort <input type="checkbox"/> learning has not yet been achieved
LC–3.2 a. recognize some elements of the writing system	produces insightful and sophisticated written texts <input type="checkbox"/>	produces appropriate and thoughtful written texts <input type="checkbox"/>	produces simplistic written texts <input type="checkbox"/>	
LC–5.1 a. organize texts, using common patterns; e.g., cause and effect, sequencing	purposefully organizes texts, using common patterns <input type="checkbox"/>	logically organizes texts, using common patterns <input type="checkbox"/>	methodically organizes texts, using common patterns <input type="checkbox"/>	
Work habits				
<input type="checkbox"/> worked independently <input type="checkbox"/> worked with some assistance <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> required constant supervision and assistance				

SMS-Mitteilungen / Text Messages: Self-assessment Checklist

Name: _____

Datum: _____

Ich kann:	Ja	Fast	Noch nicht
• state personal actions in the past, present or future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• produce short, simple written text messages in guided situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognize text messages delivered through a cell phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• associate new words or expressions with familiar ones, either in German or in my own language(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• experiment with text messaging in German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• identify similarities and differences between aspects of German and my own language(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Was ich gut gemacht habe: _____

Das kann ich verbessern: _____

Global Citizenship Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the 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: *Land und Leute* / Exploring Cultures

- Activity 1: *Währungen* / Currencies
- Activity 2: *Redensarten* / Idiomatic Expressions
- Activity 3: *Modebewusstsein* / Thinking about Fashion
- Activity 4: *Landkarten und Orte* / Maps and Places
- Activity 5: *Ein Feiertagskalender* / A Cultural Calendar
- Activity 6: *Gesellschaftliche Konventionen* / Social Conventions

GC–2: *So vielfältig ist unsere Welt!* / It Is a Diverse World

- Activity 1: *Akzent und Dialekt* / Accents
- Activity 2: *Was die Welt isst* / What the World Eats
- Activity 3: *Das ist Kanada!* / O Canada
- Activity 4: *Lieblingsreiseziele* / Favourite Destinations
- Activity 5: *Sprachfamilien* / Language Families

GC–3: *Gelegenheiten überall* / Global Opportunities

- Activity 1: *Ein Gedicht suchen* / Searching for a Poem
- Activity 2: *Mein(e)Lieblingsmaler(in)* / My Favourite Painter
- Activity 3: *Warum ich Deutsch lerne* / Why I learn German
- Activity 4: *Interviews* / Interviews
- Activity 5: *Eine virtuelle Ausstellung* / A Virtual Exhibition
- Activity 6: *Berühmte Architektur* / Famous Architecture

Exploring Cultures

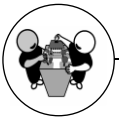
Students will acquire the knowledge, skills and attitudes to explore historical and contemporary elements of the cultures of the German-speaking world.

Specific Outcomes

Students will be able to:

- GC-1.1a** formulate questions and use basic research skills to gather and analyze information about German-speaking communities
- GC-1.2a** explore some elements of the cultures; e.g., everyday ways of life of people their own age
- GC-1.2b** identify similarities and differences between themselves and people their own age who live in the culture
- GC-1.3a** apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own
- GC-1.4a** apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts
- GC-1.5a** recognize cultural behaviour that is different from their own

Other Specific Outcomes



Applications

Students will be able to:

- A-1.1**
 - a. provide information on several aspects of a topic; e.g., give a simple report
- A-2.1**
 - a. inquire about and express agreement and disagreement, and approval and disapproval
- A-5.1**
 - a. explore classification systems and criteria for categories
- A-5.3**
 - a. distinguish fact from opinion
- A-6.2**
 - a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Other Specific Outcomes (continued)



Language Competence

Students will be able to:

LC–1.2

- a. produce a variety of short, simple oral texts in guided situations

LC–1.3

- a. engage in short, routine exchanges, with pauses for planning and repair

LC–2.2

- a. produce a variety of short, simple written texts in guided situations

LC–4.1

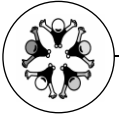
- a. identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms

LC–4.4

- a. examine important social conventions in everyday interactions; e.g., shaking hands

LC–5.2

- a. recognize a variety of text forms delivered through a variety of media



Global Citizenship

Students will be able to:

GC–2.5

- a. demonstrate curiosity about other languages and cultures



Strategies

Students will be able to:

S–2.1

- a. identify and use a variety of interactive strategies; e.g.,
 - indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte?*, *Entschuldigung?*, *Das habe ich nicht Verstanden*, raised eyebrows, blank look
 - start again, using a different tactic when communication breaks down; e.g., *Was ich damit sagen will, ...*
 - repeat part of what someone has said to confirm mutual understanding; e.g., *Was du damit sagen willst, ist ...*; *Du meinst also, dass ...*

S–3.1

- a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
 - seek information through a network of sources, including libraries, the Internet, individuals and agencies
 - use previously acquired knowledge or skills to assist with a new learning task

Währungen / Currencies

Randomly assign one of the four German-speaking countries (Austria, Germany, Liechtenstein, Switzerland) to each student. Instruct students to compile research on the form of currency used in that country and on the history of Germany's and Austria's changeover from the *D-Mark* and the *Schilling* to the *Euro*. Topics should include the name of the different units and how they compare to the Canadian dollar. Students also read advertisements in online German-language newspapers or supermarket flyers, compare them with Canadian advertisements and get an idea of the difference in "purchasing power."

Set up a currency exchange station for every country in the German-speaking world in the classroom. Each station should be supervised by two students who researched that country's currency. Provide students with imitation Canadian money and invite students to visit the offices, learn about the different forms of currency and exchange money.

Students write a short summary of what they learned about the different currencies.

Sample Dialogue

- *Ich habe 50 Dollar. Wie viele Euros kann ich kaufen? / I have 50 dollars. How many euros can I buy?*
- *Fünfzig Dollar sind ... Euros. / Fifty dollars are ... euros.*
- *Wieviel kostet ein Liter Milch in einem Supermarkt? / How much does a litre of milk cost in a supermarket?*
- *Ein Liter Milch kostet ... / A litre of milk costs ...*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

GC-1.1

- formulate questions and use basic research skills to gather and analyze information about German-speaking communities

GC-1.4

- apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts

Selected Supporting outcomes

Students will be able to:

A-5.1

- explore classification systems and criteria for categories

LC-1.3

- engage in short, routine exchanges, with pauses for planning and repair

S-2.1

- identify and use a variety of interactive strategies; e.g.,
 - indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte?*, *Entschuldigung?*, *Das habe ich nicht Verstanden*, raised eyebrows, blank look
 - start again, using a different tactic when communication breaks down; e.g., *Was ich damit sagen will, ...*
 - repeat part of what someone has said to confirm mutual understanding; e.g., *Was du damit sagen willst, ist ...; Du meinst also, dass ...*

Activity 1 (continued)

GC-1

Materials

Advertisements from German newspapers.
Foreign exchange tables from newspapers or printouts from the Internet.

Prerequisite Knowledge

Students can count currency and ask questions about money.

Sample Vocabulary

das Geld / money
die Münze / coin
die Banknote, der Geldschein / bank note
Geld wechseln / to exchange money
der Wechselkurs / exchange rate
der Euro / euro
der Cent / cent
der (Schweizer) Franken / (Swiss) franc
der Rappen / 100th part of a Swiss franc (in Switzerland)
billig / to be inexpensive
günstig / reasonable

teuer sein / expensive
der Supermarkt / supermarket
der Einkaufsmarkt / shopping centre
kaufen / to buy
der Verkauf / sale
im Angebot sein (haben) / to be (have) on sale
die Werbung, Reklame / advertisement
die Marke / brand
das Schnäppchen / hot buy
die Kaufkraft / purchasing power

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to assess how well they are able to provide information on a country's currency, explore classification systems, formulate questions, use basic research skills and use a variety of interactive strategies.

OUTCOMES

A-1.1a
A-5.1a
GC-1.1a
S-2.1a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to explore classification systems, engage in short, routine exchanges, apply cultural knowledge in their interactions and use a variety of interactive strategies. Students could use the following sentence starters.

- I asked the following questions and learned ...
- The interactive strategies that I found to be most effective were ...

OUTCOMES

A-5.1a
LC-1.3a
GC-1.4a
S-2.1a

**Währungen / Currencies:
Self-assessment Checklist**

Name: _____

Datum: _____

Ich kann:	Ja	Fast	Noch nicht
• provide information on several aspects of a country's currency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• explore classification systems and criteria for categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• formulate questions and gather information about currencies in the German-speaking countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• indicate lack of understanding verbally or nonverbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• start again, using a different tactic when communication breaks down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• repeat part of what someone has said to confirm mutual understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bemerkungen

Es hat mich interessiert, das zu lernen: _____

Ich muss ein bisschen mehr daran arbeiten: _____

Redensarten / Idiomatic Expressions

Students work with partners to research, select and explain a German saying or idiomatic expression. Students will post their research on a podcast for other students of German to learn and enjoy. Encourage students to be creative in how they explain their idioms. Invite students to research other sayings or idioms and add to the list of podcasts available for students of German.

Sample Text

“Sterne sehen.” Diese Redensart bedeutet genau dasselbe wie im Englischen. / “To see stars.” This saying means exactly the same thing as in English—to experience a tremendous amount of pain. “Die Nase voll haben. Diese Phrase bedeutet “genug haben von etwas.” Auf Englisch heißt das “to be sick and tired of something.” / “To have one’s nose full,” literally. This phrase means “to have enough.” In English this is “to be sick and tired of something.”

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

GC-1.2

- a. explore some elements of the cultures; e.g., everyday ways of life of people their own age

GC-1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

Selected Supporting outcomes

Students will be able to:

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Activity 2 (continued)

GC-1

Materials

A book of idiomatic expressions in German.

Prerequisite Knowledge

Students should be familiar with podcasts. Students should be aware of some idiomatic expressions in English.

Sample Vocabulary

It varies.

Evaluation Tools

TOOL

1

Rubric

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to formulate questions, use basic research skills and orally provide information on several aspects of a German idiom or saying.

OUTCOMES

A-1.1a
LC-1.2a
GC-1.1a

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to research German idioms, compare and recognize them with idioms in English, produce a variety of short, simple oral texts, explore cultural elements, apply knowledge to interpret cultural behaviour, and use German creatively to create a podcast. Students could use the following sentence starters.

- This activity reminded me of ...
- I learned that German idioms ...
- I learned the following things about podcasts ...
- The following German idioms will be fun to use ...

OUTCOMES

A-6.2a
LC-1.2a
GC-1.2a
GC-1.3a

Redensarten / Idiomatic Expressions: Rubric

Name: _____

Datum: _____

<i>Ebene</i>				
<i>Kriterien:</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen Ausreichend</i>
A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report	demonstrates extensive and sophisticated understanding of idiomatic expressions <input type="checkbox"/>	demonstrates a broad understanding of idiomatic expressions <input type="checkbox"/>	demonstrates adequate understanding of idiomatic expressions <input type="checkbox"/>	demonstrates minimal understanding of idiomatic expressions <input type="checkbox"/>
GC-1.1 a. formulate questions and use basic research skills to gather information about the German-speaking communities	formulates insightful questions and uses basic research skills with ease <input type="checkbox"/>	formulates appropriate questions and uses basic research skills appropriately <input type="checkbox"/>	formulates general questions and uses basic research skills somewhat effectively <input type="checkbox"/>	formulates irrelevant questions and uses basic research skills with difficulty <input type="checkbox"/>
LC-1.2 a. produce a variety of short, simple oral texts in guided situations	produces insightful and sophisticated oral texts <input type="checkbox"/>	produces appropriate and thoughtful oral texts <input type="checkbox"/>	produces meaningful oral texts <input type="checkbox"/>	produces simplistic oral texts <input type="checkbox"/>

Bemerkungen

Was ich anders für diesen Schüler (diese Schülerin) planen muss:

Modebewusstsein / Thinking about Fashion

Provide each student with an age-appropriate picture from a North American and a teen magazine from a German-speaking country that contain elements of fashion. On their own, students will examine and explore similarities and differences between fashion perspectives in North America and in these countries. Based on their personal experiences, students write a short text about fashion perspectives in the German-speaking countries.

Sample Text

- *Die deutsche (österreichische, schweizerische) Mode ist ... / German (Austrian, Swiss) fashion is ...*
- *Ich weiß dass ... / I know that ...*
- *Die Mode in Nordamerika ... / Fashion in North America ...*
- *Ich meine, die Mode in Nordamerika ist ... / I think that fashion in North America is ...*
- *Ich meine (denke, glaube), dass ... / I think that ...*
- *Meiner Meinung nach ist die deutsche Mode ... / In my opinion, German fashion is ...*
- *Die deutsche und die kanadische Mode haben viele Ähnlichkeiten (Unterschiede) in ... / German and Canadian fashion have many similarities (differences) in ...*

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- inquire about and express agreement and disagreement, and approval and disapproval

GC-1.5

- recognize cultural behaviour that is different from their own

GC-1.2

- explore some elements of the culture; e.g., everyday ways of life of people their own age

Selected Supporting outcomes

Students will be able to:

A-5.3

- distinguish fact from opinion

GC-2.5

- demonstrate curiosity about other languages and cultures

LC-1.3

- engage in short, routine exchanges, with pauses for planning and repair

Activity 3 (continued)

GC-1

Materials

Pictures of clothing from German-speaking teen magazines or the Internet.

Prerequisite Knowledge

Noun-adjective agreement. Colours.

Sample Vocabulary

(alt)modisch / old-fashioned/fashionable
aus der Mode kommen / to go out of fashion
mit der Mode gehen / to keep up with fashion
in Mode sein / to be in fashion
der Stil / style
die Farbe / colour
Geschmack haben / to have taste
der Lebensstil / lifestyle
die Selbstdarstellung /self-portrayal

die Marke / brand
die Markenklamotten / brand name clothing
geschmackvoll / tasteful
geschmacklos / tasteless
ähnlich sein / to be similar
anders sein / to be different
gleich sein / to be the same
aussehen (wie) / to look (like), appear
tragen / to wear
passen / to fit, suit
einkaufen gehen / to go shopping

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they examine their photos and present their opinions. Record anecdotal notes on the extent to which students are able to inquire about and express agreement and disagreement, provide reasons for their opinions, engage in short, routine exchanges, and identify similarities and differences between people their own age.

OUTCOMES

A-2.1a
A-5.3a
LC-1.3a
GC-1.2a

TOOL

2

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to inquire about and express agreement and disagreement, engage in short, routine exchanges, recognize cultural behaviour that is different from their own, and demonstrate curiosity about other languages and cultures.

OUTCOMES

A-2.1a
LC-1.3a
GC-1.5a
GC-2.5a

**Modebewusstsein / Thinking about Fashion:
Anecdotal Notes**

Datum: _____

Kriterien:

- A-2.1a inquire about and express agreement and disagreement, and approval and disapproval
- A-5.3a distinguish fact from opinion
- LC-1.3a engage in short, routine exchanges, with pauses for planning and repair
- GC-1.2a explore some elements of the cultures; e.g., everyday ways of life of people their own age

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-2.1a			
	A-5.3a			
	GC-1.2a			
	LC-1.3a			
2.	A-2.1a			
	A-5.3a			
	GC-1.2a			
	LC-1.3a			
3.	A-2.1a			
	A-5.3a			
	GC-1.2a			
	LC-1.3a			
4.	A-2.1a			
	A-5.3a			
	GC-1.2a			
	LC-1.3a			
5.	A-2.1a			
	A-5.3a			
	GC-1.2a			
	LC-1.3a			
6.	A-2.1a			
	A-5.3a			
	GC-1.2a			
	LC-1.3a			

Modebewusstsein / Thinking about Fashion: Self-assessment Checklist

Name: _____ Datum: _____

Ich kann:	Ja	Noch nicht
<ul style="list-style-type: none"> • express my opinions and perspectives on fashion in North America and the German-speaking countries Evidence: – –		
<ul style="list-style-type: none"> • value and recognize cultural behaviours that are different from my own Evidence: – –		
<ul style="list-style-type: none"> • recognize and acknowledge different perspectives on fashion Evidence: – –		
<ul style="list-style-type: none"> • manage simple, routine interactions with relative ease, asking for repetition or clarification when necessary Evidence: – –		

Bemerkungen

Ich bin mit dem zufrieden, was ich gemacht habe: _____

Ich habe noch immer Schwierigkeiten mit: _____

Landkarten und Orte / Maps and Places

Choose a German-speaking country. Place students into groups and assign each group a certain geographical feature to research; e.g., major cities, bodies of water, mountain ranges. Students research and gather interesting facts about the assigned geographical features of the German-speaking location. Students compile their work; using a digital presentation tool they share the slide show with the class.

Sample Text

- *Im Norden liegt eine große Stadt. Sie heißt ... / In the north there is a big city. It is called ...*
- *Berlin liegt an ... / Berlin lies (is situated) on the banks of the ...*
- *Es ist nicht weit von München zu den Alpen, ca. 50 Kilometer. / It is not far from Munich to the Alps, ca. 50 kilometres.*

Variation

Students compile their work, both visually and orally, using a digital presentation tool. They then present the completed compilation as an audio slide show.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

GC-1.1

- formulate questions and use basic research skills to gather and analyze information about German-speaking communities

LC-2.2

- produce a variety of short, simple written texts in guided situations

LC-5.2

- recognize a variety of text forms delivered through a variety of media

Selected Supporting outcomes

Students will be able to:

S-3.1

- identify and use a variety of cognitive strategies to enhance general language learning; e.g.,
 - seek information through a network of sources, including libraries, the Internet, individuals and agencies
 - use previously acquired knowledge or skills to assist with a new learning task

Activity 4 (continued)

GC-1

Materials

Digital presentation tool.
Microphone.

Prerequisite Knowledge

Students can present research using a digital presentation tool.

Sample Vocabulary

das Land / country
die Stadt, Großstadt / city
die Stadt, Kleinstadt / town
das Dorf / village
liegen / to be situated, located
die Bevölkerung / population
der Berg / mountain
das Gebirge / mountain range
der See / lake
der Fluss / river
fließen / to flow
die Küste / coast
das Meer / sea

die Ebene / plains
grenzen an / to border on
nach Norden, Osten, Westen, Süden / to the north, east, west, south
im Norden, etc. / in the north, etc.
der Kilometer / kilometre
der Meter / meter
Wie weit ist es nach ...? / How far is it to ...?
Wie hoch (lang, breit, tief) ist ...? / How high (long, wide, deep) is ...
Wo liegt ...? / Where is .. located?
Wohin fließt ...? / Where does ... flow?

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to provide information on several aspects of a geographical feature, formulate questions and use basic research skills, produce short, simple written text, and use a variety of cognitive strategies.

OUTCOMES

A-1.1a
LC-5.2a
GC-1.1a
S-3.1a

TOOL

2

Rubric and Checklist

Create an outcome-based rubric and share it with the students before they begin the activity. Use the rubric to evaluate how well students are able to use research skills, provide written information on the geography of a German-speaking country, and produce a variety of short, simple written texts.

OUTCOMES

A-1.1a
LC-2.2a
GC-1.1a

<p>Landkarten und Orte / Maps and Places: Self-assessment Checklist</p>
--

Name: _____

Datum: _____

Ich kann:	Ja	Noch nicht	Was ich gelernt habe
<ul style="list-style-type: none"> • provide information about the geography of a country • formulate questions and use basic research skills to gather geographical information about a German-speaking community • produce short, simple written text for the audio slide show • seek information through a network of sources • use previously acquired knowledge to facilitate a learning task 			

Beispiele

Damit bin ich zufrieden:

Nächstes Mal achte ich mehr auf:

Landkarten und Orte / Maps and Places: Rubric and Checklist

Name: _____

Datum: _____

<i>Ebene</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen Ausreichend</i>
Kriterien				
A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report	demonstrates extensive and sophisticated understanding of geographical features in German <input type="checkbox"/>	demonstrates a broad understanding of geographical features in German <input type="checkbox"/>	demonstrates adequate understanding of geographical features in German <input type="checkbox"/>	<input type="checkbox"/> work was not completed <input type="checkbox"/> task demonstrates minimal effort <input type="checkbox"/> learning has not yet been achieved
LC-2.2 a. produce a variety of short, simple written texts in guided situations	produces insightful and sophisticated written texts <input type="checkbox"/>	produces appropriate and thoughtful written texts <input type="checkbox"/>	produces meaningful written texts <input type="checkbox"/>	
GC-1.1 a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities	formulates insightful questions and uses basic research skills with ease <input type="checkbox"/>	formulates appropriate questions and uses basic research skills appropriately <input type="checkbox"/>	formulates general questions and uses basic research skills somewhat effectively <input type="checkbox"/>	
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with some assistance <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> required constant supervision and assistance				

Ein Feiertagskalender / A Cultural Calendar

Divide students into groups and assign a month and a German-speaking country to each group. Students will research the holidays and special celebrations held in the German-speaking world in that month and list them on the calendar. Students prepare a presentation comparing the holidays and celebrations in Germany, Austria and Switzerland with those in Canada, and give examples of the celebration activities.

Sample Text

Der Heilige Abend ist am 24. Dezember; er kommt vor dem Weihnachtsfest selbst. An diesem Abend findet traditionell die Bescherung statt. Das heißt, an diesem Abend bekommen die Kinder Geschenke, nicht am Morgen des 25. Dezember. Man feiert den Abend in der Familie, selten mit Freunden. / The “Holy Evening” (Christmas Eve) is the evening of December 24; it comes before Christmas itself. Traditionally gifts are exchanged on that evening. This means that children receive their gifts then, not on the morning of December 25. People celebrate Christmas Eve with their family, rarely with friends.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

GC-1.1

- a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities

GC-1.2

- b. identify similarities and differences between themselves and people their own age

GC-1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

GC-1.4

- a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts

GC-1.5

- a. recognize cultural behaviour that is different from their own

Selected Supporting outcomes

Students will be able to:

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

Activity 5 (continued)

GC-1

Materials

Blank calendars.

Prerequisite Knowledge

Students should be familiar with some holidays that are celebrated in the German-speaking countries, but not in Canada.

Sample Vocabulary

der Feiertag / special day on which something is celebrated, holiday
der Festtag / festival day
das Fest / festival
der (die) Heilige / holy
Abend / Christmas Eve
feiern / to celebrate
erinnern / to remember

religiös / religious
die Kirche / church
der Brauch / custom
beginnen / to begin
enden / to end
der Kalender / calendar
das Geschenk / present

Evaluation Tools

TOOL

1

Learning Log

Have the students reflect on their learning and how well they were able to use basic research skills, use short, simple oral texts to provide information on holiday celebrations, and identify similarities and differences between German-speaking people their own age. Students could use the following sentence starters.

- Our holidays were different in that they ...
- I learned that holidays in the German-speaking world ...
- Some similarities and differences between myself and German-speaking peers were ...
- I would like to know more about the following holiday(s) ...

OUTCOMES

A-1.1a
LC-1.2a
GC-1.1a
GC-1.2b

TOOL

2

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to acknowledge cultural behaviours that are different from their own, and apply and use knowledge of elements of the culture in interactions with people, in interpreting texts and in interpreting cultural behaviour.

OUTCOMES

GC-1.3a
GC-1.4a
GC-1.5a

Ein Feiertagskalender / A Cultural Calendar: Observation Checklist

Datum: _____

Kriterien:

GC-1.3a apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

GC-1.4a apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts

GC-1.5a recognize cultural behaviour that is different from their own

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	GC-1.3a		
	GC-1.4a		
	GC-1.5a		
2.	GC-1.3a		
	GC-1.4a		
	GC-1.5a		
3.	GC-1.3a		
	GC-1.4a		
	GC-1.5a		
4.	GC-1.3a		
	GC-1.4a		
	GC-1.5a		
5.	GC-1.3a		
	GC-1.4a		
	GC-1.5a		
6.	GC-1.3a		
	GC-1.4a		
	GC-1.5a		
7.	GC-1.3a		
	GC-1.4a		
	GC-1.5a		
8.	GC-1.3a		
	GC-1.4a		
	GC-1.5a		

Gesellschaftliche Konventionen / Social Conventions

Divide the class into groups of four. Assign a different age, gender and professional role to each student and choose an imaginary location. Students improvise a short skit in which students greet and/or introduce each other. Students apply their knowledge of the cultural behaviour of German-speaking cultures regarding register, vocabulary and nonverbal behaviour. They share their skit with the class.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

GC-1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

GC-1.5

- a. recognize cultural behaviour that is different from their own

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

Selected Supporting outcomes

Students will be able to:

LC-4.1

- a. identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms

LC-4.4

- a. examine important social conventions in everyday interactions; e.g., shaking hands

Activity 6 (continued)

GC-1

Materials

List of different roles and scenarios.

Prerequisite Knowledge

Students should be familiar with culturally appropriate social conventions; e.g., shaking hands.

Sample Vocabulary

förmlich, formell / formal
die Sitte / custom
die Norm / norm
was man tun soll / what one is supposed to do
unkonventionell / unconventional
duzen, Siezen / addressing another person with “du” or “Sie”
Händeschütteln / shaking hands
Straßenschuhe bei Gastgebern ablegen / to take off street footwear in a host’s house (North America)

pünktlich sein / to be punctual
ein Geschenk mitbringen / to bring along a present
die Ruhezeit / quiet time
betonen, Wert legen auf / to emphasize
das gute Benehmen / good manners
den Titel verwenden / to use the title
vorstellen / to introduce
Esssitten (Verwendung von Gabel und Messer) / eating customs (use of fork and knife)

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use German creatively, produce a variety of short, simple oral texts, demonstrate cultural knowledge, and identify socially appropriate language.

OUTCOMES

A-6.2a
LC-1.2a
LC-4.1a
GC-1.3a

TOOL

2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use German creatively to improvise a skit that applies cultural knowledge, and recognizes social conventions and cultural behaviours that are different from their own.

OUTCOMES

A-6.2a
LC-4.4a
GC-1.3a
GC-1.5a

Gesellschaftliche Konventionen / Social Conventions: Checklist and Comments

Name: _____

Datum: _____

Du kannst:	Ja	Noch nicht
A-6.2 a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language		
LC-1.2 a. produce a variety of short, simple oral texts in guided situations		
LC-4.1 a. identify socially appropriate language in specific situations; e.g., <i>Sie/du</i> , age-appropriate colloquialisms		
GC-1.3 a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own		

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

**Gesellschaftliche Konventionen / Social Conventions:
Self-assessment Rating Scale**

Name: _____

Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
<ul style="list-style-type: none"> • use the language creatively in a skit with classmates <p>Evidence: – –</p>				
<ul style="list-style-type: none"> • compare and contrast elements and cultural behaviours of German-speaking cultures with elements of my own <p>Evidence: – –</p>				
<ul style="list-style-type: none"> • recognize cultural behaviour; e.g., appropriate vocabulary and nonverbal behaviour that is different from my own <p>Evidence: – –</p>				
<ul style="list-style-type: none"> • recognize important social conventions in everyday situations <p>Evidence: – –</p>				

So vielfältig ist unsere Welt!

It is a Diverse World!

Global Citizenship

GC-2

Students will acquire the knowledge, skills and attitudes to appreciate diversity.

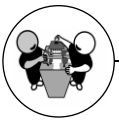
Specific Outcomes

Students will be able to:

- GC-2.2a** identify how and why languages borrow from one another
- GC-2.3a** identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture
- GC-2.4a** recognize that within any culture there are important differences in the way people speak and behave
- GC-2.5a** demonstrate curiosity about other languages and cultures
- GC-2.6a** explore representations of their own culture created by members of another culture

Please note that Specific Outcome GC-2.1a is not addressed in the activities for Cluster GC-2, but this outcome is addressed in Cluster A-6, Activity 4.

Other Specific Outcomes



Applications

Students will be able to:

- | | |
|---|---|
| A-1.1
a. provide information on several aspects of a topic; e.g., give a simple report | A-5.1
a. explore classification systems and criteria for categories |
| A-2.1
a. inquire about and express agreement and disagreement, and approval and disapproval | A-5.2
a. gather information from a variety of resources; e.g., print, human, multimedia |
| A-3.2
a. state personal actions in the past, present and future | A-5.4
a. describe and analyze a problem, then propose solutions |
| A-3.3
a. check for agreement and understanding | |

Other Specific Outcomes (continued)



Language Competence

Students will be able to:

LC–1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC–1.3

- a. engage in short, routine exchanges, with pauses for planning and repair

LC–2.1

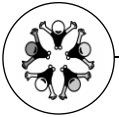
- a. understand a variety of short, simple written texts in guided and unguided situations

LC–3.1

- a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

LC–4.3

- a. recognize some common regional variations in language



Global Citizenship

There are no additional Global Citizenship outcomes in this cluster.



Strategies

Students will be able to:

S–1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - listen attentively
 - associate news words or expressions with familiar ones, either in German or in your own language
 - look for patterns and relationships
 - imitate sounds and intonation patterns

S–2.1

- a. identify and use a variety of interactive strategies; e.g.,
 - start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will ...*
 - use circumlocution to compensate for lack of vocabulary; e.g., *Das Ding, aus dem man trinkt* for *Glas*

S–3.2

- a. identify and use a variety of metacognitive strategies to enhance general language learning; e.g.,
 - reflect on learning tasks with the guidance of the teacher
 - reflect upon your thinking processes and how you learn

Akzent und Dialekt / Accents

Brainstorm with students a list of different types of accents among English language speakers; e.g., Australian, British, South African, American. Locate recordings and play examples of different accents and have students identify them. Explain the function of accents and survey if there are different accents in class. Briefly explore different dialects and expressions within English and extend the idea of differences within a language to variations within the German language. Provide students with oral examples of different German language accents.

Sample Text

Jeder spricht mit einem Akzent. Ein Akzent ist eine Art und Weise, eine Sprache auszusprechen. Jede Sprache hat auch verschiedene Dialekte. Viele Regionen haben ihren eigenen Dialekt. / Everybody speaks with an accent. An accent is simply a way of pronouncing a language. Each language has different accents. Many regions of a country have a variety of dialects.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

GC-2.4

- a. recognize that within any culture there are important differences in the way people speak and behave

LC-4.3

- a. recognize some common regional variations in language

Selected Supporting outcomes

Students will be able to:

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC-3.1

- a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - listen attentively
 - imitate sounds and intonation patterns

Activity 1 (continued)

GC-2

Materials

Recordings of a variety of English and German accents.
The teacher should be informed about the function of accents and how accents have developed.

Prerequisite Knowledge

None required.

Sample Vocabulary

der Akzent / accent
der Dialekt / dialect
die Aussprache / pronunciation
aussprechen / to pronounce
Sie hat einen deutschen Akzent im Englischen. / She has a German accent in English.
Er spricht einen bayerischen Dialekt. / He speaks a Bavarian dialect.

sprechen / to speak
die Region / region
klingen / to sound
der Laut / sound
fremd / foreign
anders, verschieden / different
die Standardsprache / standard language

Evaluation Tools

TOOL

1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to recognize regional variations in language and diversity within cultures, use intelligible pronunciation, stress and intonation, recognize important cultural differences and use a variety of cognitive strategies.

OUTCOMES

LC-3.1a
LC-4.3a
GC-2.4a
S-1.1a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to understand a variety of short, simple oral texts, recognize regional variations in language, and recognize diversity within cultures.

OUTCOMES

LC-1.1a
LC-4.3a
GC-2.4a

Akzent und Dialekt / Accents: Self-assessment Rating Scale

Name: _____

Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
• pronounce words correctly, using appropriate stress and intonation	●	●	●	●
• recognize that within any culture there are important differences in the way people speak and behave	●	●	●	●
• recognize some common regional variations in the way people speak English and German	●	●	●	●
• listen attentively	●	●	●	●
• imitate sounds and intonation patterns	●	●	●	●

Bemerkungen

Das Folgende hat mich interessiert: _____

Ich hatte einige Schwierigkeiten mit: _____

Akzent und Dialekt / Accents: Rating Scale

Name: _____

Datum: _____

Du kannst	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
LC-1.1 a. understand a variety of short, simple oral texts in guided and unguided situations	●	●	●	●
LC-4.3 a. recognize some common regional variations in language	●	●	●	●
GC-2.4 a. recognize that within any culture there are important differences in the way people speak and behave	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Was die Welt isst / What the World Eats

Ask students to reflect on a typical week's worth of meals. Students write down what they eat, at what time of the day, with whom and where. Students then compare their lists with others and note similarities and differences. Present students with images and information on how culture influences the way people eat. Lead the class in a discussion on awareness of cultural influences; e.g., the effect climate has on sleep patterns and eating times, or the time when people have their main meal.

Sample Text

Normalerweise esse nicht viel zum Frühstück, ich trinke nur ein Glas Saft. Zu Mittag esse ich ein Brot und einen Apfel. Abends esse ich gerne Spaghetti und Salat. / Normally I do not have much for breakfast, just a glass of juice. For lunch I eat a sandwich and an apple. For supper I like spaghetti and salad.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.2

- a. state personal actions in the past, present and future

GC-2.3

- a. identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture

Selected Supporting outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

GC-2.4

- a. recognize that within any culture there are important differences in the way the people speak and behave

Activity 2 (continued)

GC-2

Materials

Photographs and information on how the world eats.

Prerequisite Knowledge

Food and meal time vocabulary. Telling time and knowing the days of the week. Students should have access to a world map, atlas or globe.

Sample Vocabulary

das Essen, die Speise / meal, food
die Mahlzeit / meal
essen / to eat, to have ... (for a meal)
trinken / drink
das Frühstück / breakfast
das Mittagessen / lunch
das Abendessen / supper

der Snack, die Zwischenmahlzeit / snack
der Happen / bite
die Kultur / culture
die Ähnlichkeit / similarity
der Unterschied / difference
typisch / typical
das Land / country

Evaluation Tools

TOOL

1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to state personal actions in the past, present and future, identify shared references and the different connotations attached to them, and recognize diversity within cultures.

OUTCOMES

A-3.2a
GC-2.3a
GC-2.4a

TOOL

2

Learning Log

Have the students reflect on their learning and how well they are able to provide information on several aspects of a topic, recognize different perspectives on meals, and identify how culture influences what they eat. Students could use the following sentence starters.

- Some ways in which the world eats in the same way were ...
- Some ways in which the world eats differently were ...
- After having seen these photographs, I understand ...

OUTCOMES

A-1.1a
GC-2.3a
GC-2.4a

<p>Was die Welt isst / What the World Eats: Observation Checklist</p>
--

Datum: _____

Kriterien:

- A-3.2a state personal actions in the past, present and future
- GC-2.3a identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture
- GC-2.4a recognize that within any culture there are important differences in the way the people speak and behave

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A-3.2a		
	GC-2.3a		
	GC-2.4a		
2.	A-3.2a		
	GC-2.3a		
	GC-2.4a		
3.	A-3.2a		
	GC-2.3a		
	GC-2.4a		
4.	A-3.2a		
	GC-2.3a		
	GC-2.4a		
5.	A-3.2a		
	GC-2.3a		
	GC-2.4a		
6.	A-3.2a		
	GC-2.3a		
	GC-2.4a		
7.	A-3.2a		
	GC-2.3a		
	GC-2.4a		
8.	A-3.2a		
	GC-2.3a		
	GC-2.4a		

Das ist Kanada! / O Canada

Present the class with the results of international polls which survey how other countries view Canada. Write recurring themes on the board in English and in German. Divide the class into groups and assign a theme to each. Students evaluate the perspective and decide if they agree or disagree with the views and why. Students then choose a German-speaking country and research to determine the relationship between Canada and that country. Have students reflect on how the relationship between the German-speaking country and Canada might affect one's perception on and beliefs about Canada; e.g., relationship between Canada and Germany, Canada's health care system.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

GC-2.6

- a. explore representations of their own culture created by members of another culture

A-5.4

- a. describe and analyze a problem, then propose solutions

Selected Supporting outcomes

Students will be able to:

LC-1.3

- a. engage in short, routine exchanges, with pauses for planning and repair

S-3.2

- a. identify and use a variety of metacognitive strategies to enhance general language learning; e.g.,
 - reflect on learning tasks with the guidance of the teacher
 - reflect upon your thinking processes and how you learn

Activity 3 (continued)

GC-2

Materials

Polling data.

Prerequisite Knowledge

None required.

Sample Vocabulary

tolerant / tolerant
großzügig / generous
ein hohe Meinung haben / to have a high regard
mehr / more
weniger / less
im Vergleich zu / in comparison with
die Umfrage / poll

die Daten (pl.), die Angabe / data
die Meinung / opinion
das Deutschlandbild / image, view of Germany
das Klischee / cliché, stereotype
Klischeehaft / stereotypical
charakterisieren / to characterize

Evaluation Tools

TOOL

1

Learning Log

Have the students reflect on their learning and on how well they were able to engage in conversations, inquire about and express agreement and disagreement, approval and disapproval, and use metacognitive strategies. Students could use the following sentence starters.

- I think the outside world's perspectives of Canada were ...
- I expressed agreement and disagreement by ...
- My classmates thought that ...
- When I think about how I now see Canada ...

OUTCOMES

A-2.1a
LC-1.3a
S-3.2a

TOOL

2

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to engage in a simple conversation, describe and analyze a problem, then propose a solution, and explore representations of their own culture created by members of another culture.

OUTCOMES

A-5.4a
LC-1.3a
GC-2.6a

<p>Das ist Kanada / O Canada: Checklist and Comments</p>

Name: _____ Datum: _____

Du kannst:	Ja	Noch nicht
A-5.4 a. describe and analyze a problem, then propose solutions	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3 a. engage in short, routine exchanges, with pauses for planning and repair	<input type="checkbox"/>	<input type="checkbox"/>
GC-2.6 a. explore representations of your own culture created by members of another culture	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Lieblingsreiseziele / Favourite Destinations

Students create a survey form and interview six classmates about two countries they would like to visit and learn about. Lead a class discussion and create a statistical analysis of student responses. Invite student feedback and explore reasons for student responses.

Sample Text

70% der Schülerinnen und Schüler wollen Deutschland besuchen. Sie wollen ihr Deutsch anwenden und Land und Leute kennenlernen. 25% wollen nach Österreich reisen, denn das Land hat eine interessante Geschichte und Kultur. Die anderen 5% wollen gerne nach Italien oder Frankreich fahren. / 70% of the students want to visit German. They want to practice their German and get to know the country and the people. 25% want to travel to Austria because the country has an interesting history and culture. The other 5% would like to travel to Italy or France.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-5.1

- a. explore classification systems and criteria for categories

A-5.4

- a. describe and analyze a problem, then propose solutions

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

GC-2.5

- a. demonstrate curiosity about other languages and cultures

Selected Supporting outcomes

Students will be able to:

LC-1.3

- a. engage in short, routine exchanges, with pauses for planning and repair

S-2.1

- a. identify and use a variety of interactive strategies; e.g.,
 - start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will, ...*
 - use circumlocution to compensate for lack of vocabulary; e.g., *Das Ding, aus dem man trinkt* for *Glas*

Activity 4 (continued)

GC-2

Materials

Sample template.

Prerequisite Knowledge

None required.

Sample Vocabulary

das Ziel / destination
die Kultur / culture
die Leute (pl.) / people
die Sprache / language
üben / to practice
die Geschichte / history

reisen / to travel
fahren / to go
besuchen / to visit
kennenlernen / to get to know
fremd / foreign
bleiben / to stay, remain

Evaluation Tools

TOOL

1

Observation Checklist

Create an outcome-based checklist with the students before they begin the activity. Use the checklist to assess if students are able to explore classification and categorization systems, demonstrate curiosity about other cultures, gather information from a variety of resources and describe and analyze a problem, then propose solutions.

OUTCOMES

A-5.1a
A-5.2a
A-5.4a
GC-2.5a

TOOL

2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they gather information from a variety of resources, engage in short conversations, demonstrate curiosity about other languages and cultures, and use a variety of interactive strategies.

OUTCOMES

A-5.2a
LC-1.3a
GC-2.5a
S-2.1a

<p>Lieblingsreiseziele / Favourite Destinations: Observation Checklist</p>

Name: _____ Datum: _____

Du kannst:	Ja	Noch nicht
A-5.1 a. explore classification systems and criteria for categories	<input type="checkbox"/>	<input type="checkbox"/>
A-5.2 a. gather information from a variety of resources; e.g., print, human, multimedia	<input type="checkbox"/>	<input type="checkbox"/>
A-5.4 a. describe and analyze a problem, then propose solutions	<input type="checkbox"/>	<input type="checkbox"/>
GC-2.5 a. demonstrate curiosity about other languages and cultures	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Lieblingsreiseziele / Favourite Destinations: Self-assessment Rating Scale

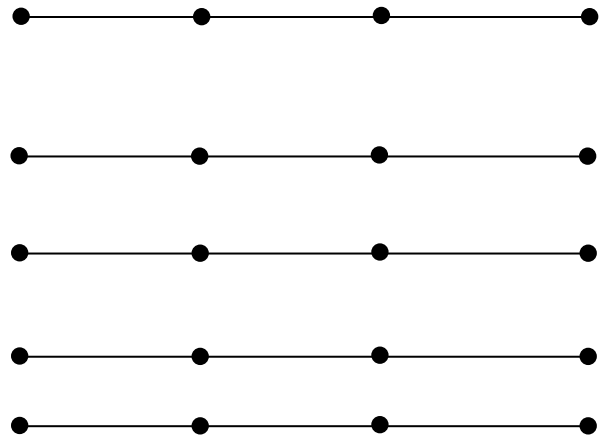
Name: _____

Datum: _____

Ich kann:

**Ausgezeichnet Sehr gut Ausreichend In Teilen
ausreichend**

- gather information on my classmates' preferred destinations using a prepared format
- demonstrate curiosity about other languages and cultures
- engage in short, routine exchanges, with pauses for planning and repair
- acknowledge being spoken to
- find other ways of expressing a word when I cannot think of how to say that word in German

**Beispiele***Damit bin ich zufrieden:*

Das kann ich verbessern:

Nächstes Mal achte ich mehr auf:

Sprachfamilien / Language Families

Compile a list of five to 10 English vocabulary words from a particular unit or lexical field. Find the equivalents of those words in German, French and Spanish, and then shuffle the words in no particular order. Distribute the list to each student. Students examine the list and rearrange the words into the four language categories. Lead the class in a discussion on language families and elicit responses from students as to why they organized their lists the way they did.

Variation

Cut out the individual words into cards or squares, and students put the cards together under the headings “English,” “French,” “German” and “Spanish.”

Specific Outcomes

Selected Principal outcomes

Students will be able to:

GC-2.2

- a. identify how and why languages borrow from one another

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - associate news words or expressions with familiar ones, either in German or your own language
 - look for patterns and relationships

Selected Supporting outcomes

Students will be able to:

A-3.3

- a. check for agreement and understanding

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

Activity 5 (continued)

GC-2

Materials

List of vocabulary in a variety of languages.
Information on language families.

Prerequisite Knowledge

None required.

Sample Vocabulary

(la) cabeza / (la) tête
(la) rodilla / (le) genou
(la) pierna / (la) jambe
(el) brazo / (le) bras
(el) dedo / (le) doigt
(el) codo / (le) coude

(der) Kopf / (the) head
(das) Knie / (the) knee
(das) Bein / (the) leg
(der) Arm / (the) arm
(der) Finger / (the) finger
(der) Ellbogen / (the) elbow

Evaluation Tools

TOOL

1

Self-assessment Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use cognitive strategies, understand and arrange words into language groups, and identify how and why languages borrow from one another.

OUTCOMES

LC-2.1a
GC-2.2a
S-1.1a

TOOL

2

Anecdotal Notes

Observe the students as they arrange the vocabulary words into languages. Record anecdotal notes on the extent to which students are able to check for agreement and understanding, gather information from a variety of resources, and identify how and why languages borrow from one another.

OUTCOMES

A-3.3a
A-5.2a
GC-2.2a

**Sprachfamilien / Language Families:
Self-assessment Checklist**

Name: _____

Datum: _____

Ich kann:	Ja	Noch nicht
<ul style="list-style-type: none"> identify how and why languages borrow from one another 		
<ul style="list-style-type: none"> understand a short, simple list of foreign vocabulary words 		
<ul style="list-style-type: none"> associate new words or expressions with familiar ones, either in German or in my own language(s) 		
<ul style="list-style-type: none"> look for patterns and relationships among vocabulary words 		

Beispiele

Damit bin ich zufrieden:

Das kann ich verbessern:

Nächstes Mal achte ich mehr auf:

Sprachfamilien / Language Families: Anecdotal Notes

Name: _____

Datum: _____

Kriterien:

A-3.3a check for agreement and understanding

A-5.2a gather information from a variety of resources; e.g., print, human, multimedia

GC-2.2a identify how and why languages borrow from one another

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-3.3a			
	A-5.2a			
	GC-2.2a			
2.	A-3.3a			
	A-5.2a			
	GC-2.2a			
3.	A-3.3a			
	A-5.2a			
	GC-2.2a			
4.	A-3.3a			
	A-5.2a			
	GC-2.2a			
5.	A-3.3a			
	A-5.2a			
	GC-2.2a			
6.	A-3.3a			
	A-5.2a			
	GC-2.2a			
7.	A-3.3a			
	A-5.2a			
	GC-2.2a			
8.	A-3.3a			
	A-5.2a			
	GC-2.2a			

Global Opportunities

Students will acquire the knowledge, skills and attitudes to explore personal and career opportunities.

Specific Outcomes *Students will be able to:*

- GC-3.1a** identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest
- GC-3.2a** identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

Other Specific Outcomes



Applications

Students will be able to:

- A-1.1**
 - a. provide information on several aspects of a topic; e.g., give a simple report
- A-2.2**
 - a. inquire about and express emotions and feelings in a variety of familiar contexts
- A-3.3**
 - a. check for agreement and understanding
- A-3.3**
 - b. express disagreement in an appropriate way
- A-5.2**
 - a. gather information from a variety of resources; e.g., print, human, multimedia
- A-6.2**
 - a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language
- A-6.3**
 - a. use German for personal enjoyment; e.g., learn a craft or a dance

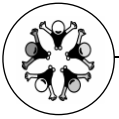


Language Competence

Students will be able to:

- LC-1.2**
 - a. produce a variety of short, simple oral texts in guided situations
- LC-2.1**
 - a. understand a variety of short, simple written texts in guided and unguided situations
- LC-2.4**
 - a. express meaning through the use of visual elements in a variety of media in guided situations
- LC-3.1**
 - a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases
- LC-5.1**
 - a. organize texts, using common patterns; e.g., cause and effect, sequencing

Other Specific Outcomes (continued)



Global Citizenship

Students will be able to:

GC–2.5

- a. demonstrate curiosity about other languages and cultures



Strategies

Students will be able to:

S–1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - perform actions to match the words of a song, story or rhyme

S–2.1

- a. identify and use a variety of interactive strategies; e.g.,
 - repeat part of what someone has said to confirm mutual understanding; e.g., *Was du damit sagen willst, ist ...; Du meinst also, dass ...*
 - summarize the point reached in a discussion to help focus the talk

S–2.2

- a. identify and use a variety of interpretive strategies; e.g.,
 - make connections between texts on the one hand and prior knowledge and personal experience on the other
 - infer probable meanings of unknown words or expressions from contextual cues
 - summarize information gathered

S–2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use knowledge of sentence patterns to form new sentences
 - revise and correct final versions of texts

S–3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes
 - be willing to take risks and to try unfamiliar tasks and approaches

Ein Gedicht suchen / Searching for a Poem

On their own, students research poems on the “*Gedichte für alle Fälle*” Web site and select a poem they like. They practise saying the poem out loud and ultimately present it to the class and perform actions to match the words of the poem.

Sample Text

Mir gefällt das Gedicht “Der Lindenbaum” sehr gut. Es ist sehr romantisch und so traurig. Heimweh ist immer noch ein Thema für viele Leute. Der Sänger bringt viel Gefühl in das Lied. / I like the poem “Der Lindenbaum” very much. It is so romantic and so sad. To be home sick is still a theme for many people. The singer presents the song with much emotion.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.2

- a. inquire about and express emotions and feelings in a variety of familiar contexts

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

LC-3.1

- a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

Selected Supporting outcomes

Students will be able to:

A-6.3

- a. use German for personal enjoyment; e.g., learn a craft or a dance

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - perform actions to match the words of a song, story or rhyme

Activity 1 (continued)

GC-3

Materials

Internet access.

Prerequisite Knowledge

None required.

Sample Vocabulary

die Dichtung/die Gedichte / poetry
das Gedicht / poem
der Dichter / poet
der Vers / verse
die Strophe / stanza
der Reim / rhyme

vortragen / to recite
das Thema / theme
die Stimmung / mood
das Gefühl / feeling, emotion
das Bild / image
vertonen / to set to music

Evaluation Tools

TOOL

1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to inquire about and express emotions, produce a variety of short, oral texts, use intelligible pronunciation and intonation, and identify aspects of the German cultures that are of personal interest.

OUTCOMES

A-2.2a
LC-1.2a
LC-3.1a
GC-3.1a

TOOL

2

Rubric

Create an outcome-based rubric with the students before they begin the activity. Use the rubric to evaluate how well students are able to use German for personal enjoyment, identify aspects of the German cultures that are of personal interest, and use a variety of cognitive strategies to enhance language learning.

OUTCOMES

A-6.3a
GC-3.1a
S-1.1a

Ein Gedicht suchen / Searching for a Poem: Observation Checklist

Name: _____

Datum: _____

Kriterien:

A-2.2a inquire about and express emotions and feelings in a variety of familiar contexts

LC-1.2a produce a variety of short, simple oral texts in guided situations

LC-3.1a use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

GC-3.1a identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A-2.2a		
	LC-1.2a		
	LC-3.1a		
	GC-3.1a		
2.	A-2.2a		
	LC-1.2a		
	LC-3.1a		
	GC-3.1a		
3.	A-2.2a		
	LC-1.2a		
	LC-3.1a		
	GC-3.1a		
4.	A-2.2a		
	LC-1.2a		
	LC-3.1a		
	GC-3.1a		
5.	A-2.2a		
	LC-1.2a		
	LC-3.1a		
	GC-3.1a		
6.	A-2.2a		
	LC-1.2a		
	LC-3.1a		
	GC-3.1a		

Ein Gedicht suchen / Searching for a Poem: Rubric

Name: _____

Datum: _____

<i>Ebene</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen Ausreichend</i>
Kriterien:				
A-6.3 a. use German for personal enjoyment; e.g., learn a craft or a dance	enthusiastically uses German for personal enjoyment; e.g., learn a craft or a dance	willingly uses German for personal enjoyment; e.g., learn a craft or a dance	hesitantly uses German for personal enjoyment; e.g., learn a craft or a dance	reluctantly uses German for personal enjoyment
GC-3.1 a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest	identifies several specific and relevant aspects of the arts of the German-speaking world that are of personal interest	identifies some specific and relevant aspects of the arts of the German-speaking world that are of personal interest	identifies a few specific and relevant aspects of the arts of the German-speaking world that are of personal interest	identifies vague or irrelevant aspects of the arts of German-speaking world that are of personal interest
S-1.1 a. identify and use a variety of cognitive strategies to enhance language learning	effectively uses a variety of cognitive strategies to enhance language learning	often uses several cognitive strategies to enhance language learning	adequately uses a few cognitive strategies to enhance language learning	ineffectively uses cognitive strategies to enhance language learnings
<i>Was ich das nächste Mal anders machen sollte:</i>				

Mein(e)Liebling(maler(in) / My Favourite Painter

Place students into pairs and present them with a list of well-known German-speaking artists. Students explore some of the works of the artists and choose one work that appeals to them. Using a computer graphics program, students create a reasonable facsimile of the work or create a piece of their own in the style of the artist. Students share their art with the class and explain how they created their piece. Alternatively, students may choose to re-create the artwork through another medium; e.g., from a painting to sculpture, from a drawing to a textile.

Sample Text

In dem Gemälde "Madonna mit der Birne" von Albrecht Dürer sehen wir eine junge Mutter (sicher Maria) mit einem Baby im Arm. Sie sieht auf das Kind hinunter. Es hat ein Stück Birne in der Hand. Das Bild mit Mutter und Kind ist sehr persönlich. Es gibt nicht viele Farben in der Malerei (blau, schwarz und die Hautfarbe), aber sie sind leuchtend. / In the painting "Madonna with the Pear" by Albrecht Dürer we see a young mother (surely Maria) with a baby in her arm. She looks down on the child. He holds a piece of a pear in his hand. The picture of a mother with child is very intimate. There are not many colours in the painting (blue, black and the skin colour), but they are very brilliant.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-2.2

- a. inquire about and express emotions and feelings in a variety of familiar contexts

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations

Selected Supporting outcomes

Students will be able to:

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
 - make connections between texts on the one hand and prior knowledge and personal experience on the other
 - infer probable meanings of unknown words or expressions from contextual clues

Activity 2 (continued)

GC-3

Materials

List of painters from German-speaking countries.

Prerequisite Knowledge

None required.

Sample Vocabulary

das Gemälde, die Malerei / painting
die Farbe / colour
das Thema / theme
die Person / character
die Figur / figure
die Meinung / opinion
der Künstler / artist
der Maler / painter
malen / to paint
der Schatten / shadow

das Licht / light
der Raum / space
der Hintergrund / background
der Vordergrund / foreground
die Ausgewogenheit / balance
die Komposition / composition
leuchtend / bright
düster / dim
glücklich / happy
traurig / sad

Evaluation Tools

TOOL

1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to inquire about and express emotions, express meaning through visual elements, identify aspects of the German culture that are of personal interest, and use a variety of interpretive strategies.

OUTCOMES

A-2.2a
LC-2.4a
GC-3.1a
S-2.2a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to provide information on German artists, express meaning through visual elements, identify aspects of the German culture that are of personal interest, and use a variety of interpretive strategies.

OUTCOMES

A-1.1a
LC-2.4a
GC-3.1a
S-2.2a

**Mein(e) Lieblingsmaler(in) / My Favourite Painter:
Self-assessment Rating Scale**

Name: _____

Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
• inquire about and express feelings regarding famous paintings	●	●	●	●
• identify aspects of the paintings of the German-speaking world that are of personal interest	●	●	●	●
• express meaning through the use of visual pictures, drawings or sketches	●	●	●	●
• understand what certain words or expressions probably mean based on context	●	●	●	●

Beispiele

Damit bin ich zufrieden:

Das kann ich verbessern:

Nächstes Mal achte ich mehr auf:

Mein(e) Lieblingsmaler(in) / My Favourite Painter: Rating Scale

Name: _____

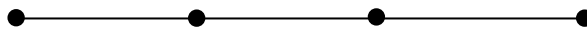
Datum: _____

Du kannst:

**Ausgezeichnet Sehr gut Ausreichend In Teilen
Ausreichend**

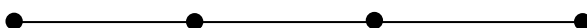
A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report



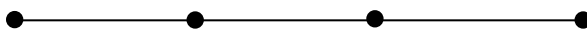
GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest



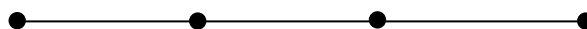
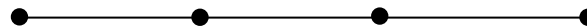
LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations



S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
- infer probable meanings of unknown words or expressions from contextual clues
 - make connections between texts on the one hand and prior knowledge and personal experience on the other

**Beispiele***Das hast du gut gemacht:*

Das kannst du verbessern:

Warum ich Deutsch lerne / Why I learn German

Lead a brief discussion with students on reasons for learning a second language. Working individually, have students reflect on their personal and/or possible career opportunities for learning German. Using a key word or phrase, students create a campaign to demonstrate reasons for learning German. Students may choose to create posters, acrostics, digital slide shows, speeches, dramatic presentations and so on.

Sample Text

Reden ist besser als Schweigen. / Speaking is better than being silent.

Einen guten Beruf haben. / To have a good job.

In Deutschland mit den Leuten reden können. / To be able to talk with people in Germany.

Sprachen sind interessant. / Languages are interesting.

Eine deutsche Zeitung lesen können. / To be able to read a German newspaper.

Nur eine Sprache können ist wenig. / Knowing only one language is limited.

Variation

Students could use symbols or posters that represent their reasons for learning a language.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.3

- a. check for agreement and understanding

A-3.3

- b. express disagreement in an appropriate way

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

Selected Supporting outcomes

Students will be able to:

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use knowledge of sentence patterns to form new sentences
 - revise and correct final versions of texts

Activity 3 (continued)

GC-3

Materials

Paper and markers.

Prerequisite Knowledge

None required.

Sample Vocabulary

None required.

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they create their campaign. Record anecdotal notes on the extent to which students are able to use German creatively, check for agreement and understanding, express disagreement in an appropriate way, and identify aspects of the German cultures that are of personal interest.

OUTCOMES

A-3.3a
A-3.3b
A-6.2a
GC-3.1a

TOOL

2

Learning Log

After creating their campaign, have the students reflect on their learning and how well they were able to use productive strategies, use German creatively, organize texts using common patterns and identify aspects of the German cultures that are of personal interest. Students could use the following sentence starters.

- In my opinion, an effective productive strategy was ...
- I used German creatively by ...
- I am learning German because ...

OUTCOMES

A-6.2a
LC-5.1a
GC-3.1a
S-2.3a

Warum ich Deutsch lerne / Why I learn German: Anecdotal Notes

Datum: _____

Kriterien:

- A-3.3a check for agreement and understanding
- A-3.3b express disagreement in an appropriate way
- A-6.2a use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language
- GC-3.1a identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-3.3a			
	A-3.3b			
	A-6.2a			
	GC-3.1a			
2.	A-3.3a			
	A-3.3b			
	A-6.2a			
	GC-3.1a			
3.	A-3.3a			
	A-3.3b			
	A-6.2a			
	GC-3.1a			
4.	A-3.3a			
	A-3.3b			
	A-6.2a			
	GC-3.1a			
5.	A-3.3a			
	A-3.3b			
	A-6.2a			
	GC-3.1a			
6.	A-3.3a			
	A-3.3b			
	A-6.2a			
	GC-3.1a			
7.	A-3.3a			
	A-3.3b			
	A-6.2a			
	GC-3.1a			

Interviews / Interviews

Place students into groups of three to four and instruct them to explore personal and professional reasons for learning languages in addition to German. Assign the role of “camera operator” to a number of students. The camera operators use a (digital) videorecorder to record students’ reasons for learning languages in an “on the street” interview style. The recordings are edited, arranged and analyzed by students.

Sample Dialogue

- *Warum lernst du Deutsch? / Why do you learn German?*
- *Mein Großeltern kommen aus Deutschland. / My grandparents come from Germany.*
- *Sprichst du mit ihnen auf Deutsch? / Do you speak to them in German?*
- *Ein wenig. Sie sprechen Deutsch und ich antworte auf Englisch. / A little. They speak German and I answer in English.*
- *Willst du andere Sprachen lernen? / Do you want to learn other languages?*
- *Ja, ich will Spanisch lernen. Ich will nach Mexiko fahren und dort mit den Leuten sprechen. / Yes, I want to learn Spanish. I want to go to Mexico and talk with the people.*

Variation

Students use a more simple “pen and paper” interview style and then present the results to the class in whatever manner they choose; e.g., statistical diagram, photo collage, poster.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.3

- b. express disagreement in an appropriate way

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

GC-3.2

- a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

Selected Supporting outcomes

Students will be able to:

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

S-2.1

- a. identify and use a variety of interactive strategies; e.g.,
- repeat part of what someone has said to confirm mutual understanding; e.g., *Was du damit sagen willst, ist ...; Du meinst also, dass ...*
 - summarize the point reached in a discussion to help focus the talk

Activity 4 (continued)

GC-3

Materials

Digital videorecorder.
Editing software.

Prerequisite Knowledge

None required.

Sample Vocabulary

das Interview / interview
der (die) Interviewer(in) / interviewer
interviewen / to interview
der (die) Gesprächspartner(in) / interviewee

die Frage / question
die Antwort / response
die Sprache / language
der Grund / reason

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to gather information from a variety of resources, identify aspects of the German cultures that are of personal interest, produce a variety of short, simple oral texts and use interactive strategies.

OUTCOMES

A-5.2a
LC-1.2a
GC-3.2a
S-2.1a

TOOL

2

Anecdotal Notes

Observe the students as they interview other students. Record anecdotal notes on the extent to which students express disagreement appropriately, gather information from a variety of resources, and identify aspects of the German culture that are of personal interest.

OUTCOMES

A-3.3b
A-5.2a
GC-3.2a

Interviews / Interviews: Checklist and Comments

Name: _____

Datum: _____

Der Schüler (die Schülerin) kann:	Ja	Noch nicht
A-5.2		
a. gather information from a variety of resources; e.g., print, human, multimedia	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2		
a. produce a variety of short, simple, oral texts in guided situations	<input type="checkbox"/>	<input type="checkbox"/>
GC-3.2		
a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	<input type="checkbox"/>	<input type="checkbox"/>
S-2.1		
a. identify and use a variety of interactive strategies; e.g.,		
• repeat part of what someone has said to confirm mutual understanding; e.g., <i>Was du damit sagen willst, ist ...; Du meinst also, dass ...</i>	<input type="checkbox"/>	<input type="checkbox"/>
• summarize the point reached in a discussion to help focus	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Gut gemacht: _____

Könnte hier besser sein: _____

Interviews / Interviews: Anecdotal Notes

Datum: _____

Kriterien:

A-3.3b express disagreement in an appropriate way

A-5.2a gather information from a variety of resources; e.g., print, human, multimedia

GC-3.2a identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-3.3b			
	A-5.2a			
	GC-3.2a			
2.	A-3.3b			
	A-5.2a			
	GC-3.2a			
3.	A-3.3b			
	A-5.2a			
	GC-3.2a			
4.	A-3.3b			
	A-5.2a			
	GC-3.2a			
5.	A-3.3b			
	A-5.2a			
	GC-3.2a			
6.	A-3.3b			
	A-5.2a			
	GC-3.2a			
7.	A-3.3b			
	A-5.2a			
	GC-3.2a			
8.	A-3.3b			
	A-5.2a			
	GC-3.2a			

Eine virtuelle Ausstellung / A Virtual Exhibition

Lead a brief discussion about sculptures and brainstorm any sculptures with which students are familiar. Present photographs of a few famous sculptures done by artists around the world. Working in pairs, students research and select a sculpture they like regardless of country of origin or date. Students write a brief description of the sculpture. Students compile the visuals of all the sculptures described along with their summaries, organize the descriptions into an electronic slide show, and invite other classes to view the virtual art exhibition.

Sample Text

Die Skulptur "Der Denker" von Rodin ist sehr berühmt und bekannt. Sie zeigt die Figur eines Mannes. Er sitzt mit dem Kinn in der Hand. Die Skulptur ist aus Bronze. / The sculpture "The Thinker" by Rodin is very famous and well-known. It shows a figure of a man. He sits with his chin on his hand. The sculpture is made of bronze.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-2.2

- a. inquire about and express emotions and feelings in a variety of familiar contexts

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

GC-3.2

- a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

Selected Supporting outcomes

Students will be able to:

S-3.3

- a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,
 - take part in group decision-making processes
 - be willing to take risks and to try unfamiliar tasks and approaches

Activity 5 (continued)

GC-3

Materials

None required.

Prerequisite Knowledge

None required.

Sample Vocabulary

die Skulptur, die Plastik / sculpture
das Material / material
aus Bronze sein / made of bronze
groß / large
klein / small
massiv / massive
zart / delicate

das Metall / metal
das Holz / wood
der Stein / stone
der (die) Bildhauer(in) / sculptor
meißeln / to carve (stone, metal), to chisel
formen / to mold
schnitzen / to carve (wood)

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to inquire about and express emotions, organize information about aspects of sculpture they like (using common patterns), and use social and affective strategies.

OUTCOMES

A-2.2a
LC-5.1a
GC-3.2a
S-3.3a

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to organize and provide information on aspects of sculpture that are of personal interest and use social and affective strategies. Some sample sentence starters are:

- I liked this sculpture because ...
- Some social and affective strategies that work for me were ...
- When my group put together the slide show, I ...

OUTCOMES

A-1.1a
LC-5.1a
GC-3.2a
S-3.3a

**Eine virtuelle Ausstellung / A Virtual Exhibition:
Checklist and Comments**

Name: _____

Datum: _____

Du kannst:	Ja	Noch nicht
A-2.2		
a. inquire about and express emotions and feelings in a variety of familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>
GC-3.2		
a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1		
a. organize texts, using common patterns; e.g., cause and effect, sequencing	<input type="checkbox"/>	<input type="checkbox"/>
S-3.3		
a. identify and use a variety of social and affective strategies to enhance general learning; e.g.,		
• take part in group decision-making processes	<input type="checkbox"/>	<input type="checkbox"/>
• be willing to take risks and to try unfamiliar tasks and approaches	<input type="checkbox"/>	<input type="checkbox"/>

Beispiele

Gut gemacht: _____

Könnte besser sein: _____

Berühmte Architektur / Famous Architecture

Lead the class in a brief discussion of architecture and why it is considered an art form. Present visuals of some examples of famous architecture. In pairs, students choose one of the architecture examples and then research and develop a short report; e.g., name, location, architect, style, why they like it. Post visuals and distribute copies of the reports to students. Students circulate and match the visuals to the written reports.

Sample Text

Der Eiffelturm steht in Paris. Er ist circa 110 Jahre alt. Gustave Eiffel war der Konstrukteur und Architekt. Es ist das höchste Bauwerk in Paris mit mehr als 300 Metern. Jedes Jahr besuchen mehr als sechs Millionen Touristen den Eiffelturm. / The Eiffel Tower is located in Paris. It is ca. 110 years old. Gustave Eiffel was the designer and engineer. It is the tallest building in Paris with more than 300 metres. More than six million tourists visit the Eiffel Tower every year.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-2.2

- a. inquire about and express emotions and feelings in a variety of familiar contexts

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

GC-3.2

- b. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

Selected Supporting outcomes

Students will be able to:

GC-2.5

- a. demonstrate curiosity about other languages and cultures

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
 - summarize information gathered
 - infer probable meanings of unknown words or expressions from contextual cues

Activity 6 (continued)

GC-3

Materials

Photographs of famous architecture.

Prerequisite Knowledge

None required.

Sample Vocabulary

der Architekt / architect
die Architektur, Baukunst / architecture
der Ingenieur / engineer
der Erbauer / builder
entwerfen / to design
bauen / to construct
das Werk / piece of work
das Kunstwerk / work of art
das Bauwerk, das Gebäude / building

die Struktur / structure
das Material / material
die Kunst / art
der Künstler / artist
der Raum / space
die Beleuchtung / lighting
die Form / form
der Innenraum / interior
das Äußere / exterior

Evaluation Tools

TOOL

1

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to use interpretive strategies, identify and provide information about aspects of the architecture of different cultures that are of personal interest, and inquire about and express emotions.

OUTCOMES

A-1.1a
A-2.2a
GC-3.2a
S-2.2a

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to identify and provide information about aspects of the architecture of different cultures that are of personal interest, understand written information provided by others, and demonstrate curiosity about other language and cultures. Students could use the following sentence starters.

- The piece of architecture that liked best was ...
- I would like to learn more about the culture of ...
- I found information on architecture in ...

OUTCOMES

A-1.1a
LC-2.1a
GC-2.5a
GC-3.2a

<p>Berühmte Architektur / Famous Architecture: Peer-assessment Checklist</p>

Name: _____

Datum: _____

Name meines Mitschülers (meiner Mitschülerin): _____

Meine Mitschülerin (mein Mitschüler) kann:	Ja	Noch nicht
<ul style="list-style-type: none"> provide information on several aspects of architecture 		
<ul style="list-style-type: none"> express his or her feelings and opinions on famous architecture 		
<ul style="list-style-type: none"> identify aspects of the architecture of different cultures that are of personal interest 		
<ul style="list-style-type: none"> summarize information he or she gathered through research 		
<ul style="list-style-type: none"> infer what unknown words or expressions probably meant from the sentence or text they are in 		

Beispiele

Dieses Kompliment kann ich meinem Partner (meiner Partnerin) machen: _____

Hier ist ein Rat für meine Partnerin (meinen Partner): _____

Strategies Clusters

The following clusters, with associated activities, are based on the cluster headings from the program of studies, which define the general outcome for Strategies: Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1: *Eine Sprache lernen / Learning a Language*

Activity 1: *Deutsch bei mir zu Hause / German in My House*

Activity 2: *Talkshow-Moderator / Talk Show Host*

Activity 3: *Ein Videoclip für ein Lied machen / Songs and Movements*

Activity 4: *Nützliche Wendungen / Phrase Book*

Activity 5: *Landestypische Szenen nachspielen / Charades*

Activity 6: *Haiku-Gedichte / Haiku*

S–2: *Sprache und Kommunikation / Language and Communication*

Activity 1: *Ein Wetterbericht / A Weather Report*

Activity 2: *Wort-für-Wort / Word-by-Word*

Activity 3: *Lesestrategien / Strategies and Fashion*

Activity 4: *Beschreibung von Kunstwerken / Descriptions of Art*

Activity 5: *Ein schwieriger Text / A Difficult Text*

Activity 6: *Geschichten / Telling Stories*

S–3: *Allgemeines Lernen/ General Learning*

Activity 1: *Modewortschatz / Fashion Words*

Activity 2: *Eine Materialsammlung aufertigen / Making a Scrapbook*

Activity 3: *Ein gesundes Leben / A Healthy Life*

Activity 4: *Wo ich zu Hause lerne / Where I Study at Home*

Activity 5: *Einen Text zusammenfassen / Summarizing a Text*

Activity 6: *Liebes Tagebuch / Dear Diary*

Eine Sprache lernen Learning a Language

Strategies

S-1

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

Specific Outcomes

Students will be able to:

- S-1.1a** identify and use a variety of cognitive strategies to enhance language learning; e.g.,
- listen attentively
 - seek opportunities outside of class to practise and observe
 - learn short rhymes or songs, incorporating new vocabulary or sentence patterns
 - make personal dictionaries
 - group together sets of things—vocabulary, structures—with similar characteristics
 - perform actions to match words of a song, story or rhyme
 - learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- S-1.2a** identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
- rehearse or role-play language
 - evaluate your performance or comprehension at the end of a task
- S-1.3a** identify and use a variety of social and affective strategies to enhance language learning; e.g.,
- work cooperatively with peers in small groups
 - seek the assistance of a friend to interpret a text

Other Specific Outcomes



Applications

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

A-2.2

- a. inquire about and express emotions and feelings in a variety of familiar contexts

A-3.1

- a. make and respond to suggestions in a variety of situations

A-3.3

- a. check for agreement and understanding

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

A-6.1

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

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

A-6.3

- a. use German for personal enjoyment; e.g., learn a craft or a dance

Other Specific Outcomes (continued)



Language Competence

Students will be able to:

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-3.3

- b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
 - shopping
 - traditions
 - sports
 - any other lexical fields that meet their needs and interests

LC-4.1

- a. identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

LC-5.2

- a. recognize a variety of text forms delivered through a variety of media



Global Citizenship

Students will be able to:

GC-1.2

- a. explore some elements of the cultures; e.g., everyday ways of life of people of their own age

GC-1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

GC-3.2

- a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest



Strategies

There are no additional Strategies outcomes in this cluster.

Deutsch bei mir zu Hause / German in My House

Lead a brief discussion with students on how our present culture(s) incorporate elements from other cultures; for example, the Christmas tree. Working individually, students consider traditions they have with family and how they could incorporate German. Students could suggest to sing Happy Birthday in German, or learn phrases for inclusion in holiday greeting cards. Lead a discussion with students, and compile the list of opportunities on the whiteboard.

Sample Text

Alles (Liebe und) Gute zum Geburtstag! / All the very best on your birthday!

Wir wünschen dir alles Gute zum Geburtstag! / Best wishes on your birthday from us!

Liebe(r)..., Bleib so wie du bist! Wir haben dich lieb, lass dich ordentlich beschenken und feier' schön! Liebe Grüße von ... / Dear Stay the way you are. We love you. Hope you get lots of presents. Celebrate this day! Love, your ...

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

A-6.3

- a. use German for personal enjoyment; e.g., learn a craft or a dance

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - seek opportunities outside of class to practise and observe
 - learn short rhymes or songs, incorporating new vocabulary or sentence patterns

Selected Supporting outcomes

Students will be able to:

LC-3.3

- b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
 - shopping
 - traditions
 - sports
 - any other lexical fields that meet their needs and interests

GC-1.3

- a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own

Activity 1 (continued)

S-1

Materials

The words to “Happy Birthday” in German:
*Zum Geburtstag viel Glück,
Zum Geburtstag viel Glück,
Zum Geburtstag alles Gute,
Zum Geburtstag viel Glück.
Happy birthday to you, happy birthday to you,
Happy birthday, liebe(r)...
Happy birthday to you!*

Prerequisite Knowledge

Students should be familiar with typical family traditions.

Sample Vocabulary

die Geburtstagsfeier / birthday party, celebration
das Lied / song
singen / to sing
Herzliche Glückwünsche zum Geburtstag / Best wishes for your birthday

die Geburtstagskarte / birthday card
das Geschenk / present
das Spiel / game
die Torte / cake

Evaluation Tools

TOOL

1

Long-term Goal Setting

Create a long-term goal-setting sheet and share it with the students. Have students set goals to determine if they are able to use German for personal enjoyment, use a range of words and phrases in the lexicon of traditions, and use a variety of cognitive strategies. Encourage students to set others goals for future learning.

OUTCOMES

A-6.3a
LC-3.3b
S-1.1a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to determine how well students are able to make and respond to suggestions, apply knowledge of elements of cultures to interpret cultural behaviour that is different from their own, and use a variety of cognitive strategies.

OUTCOMES

A-3.1a
GC-1.3a
S-1.1a

**Deutsch bei mir zu Hause / German in My House:
Long-term Goal Setting**

Name: _____ Datum: _____

Ziel Nr. 1:

Bis zum Ende des Semesters (Trimesters, Jahres) möchte ich Deutsch in den folgenden Situationen verwenden können: / By the end of this term, I would like to be able to use German in the following situations: _____

Um dieses Ziel zu erreichen, werde ich: / To achieve this goal I will: _____

Mein(e) Lehrer(in) kann mir helfen, wenn er (sie): / My teacher can help me by: _____

Meine Eltern können mir helfen, wenn sie: / My parents can help me by: _____

Ziel Nr. 2:

Mir wird Deutsch Spaß machen, wenn ich bis zum Ende des Semesters (Trimesters, Jahres) das Folgende kann: / I will enjoy German if, by the end of the term, I am able to: _____

Um dieses Ziel zu erreichen, werde ich: / To achieve this goal I will: _____

Mein(e) Lehrer(in) kann mir helfen, wenn er (sie): / My teacher can help me by: _____

Meine Eltern können mir helfen, wenn sie: / My parents can help me by: _____

Deutsch bei mir zu Hause / German in My House: Rating Scale

Name: _____

Datum: _____

Der Schüler (die Schülerin) kann:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
A-3.1 a. make and respond to suggestions in a variety of situations	●	●	●	●
GC-1.3 a. apply knowledge of elements of the culture to interpret cultural behaviour that is different from their own	●	●	●	●
S-1.1 a. identify and use a variety of cognitive strategies to enhance language learning; e.g., • seek opportunities outside of class to practise and observe	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Talkshow-Moderator / Talk Show Host

Lead a brief discussion with students on friendship and what it means to them. Then, working in groups of four or five, students prepare a script for a talk show in which the host interviews people and discusses the meaning of friendship for them. Once students have rehearsed their script enough, they film the show and present it to the class.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.2

- a. inquire about and express emotions and feelings in a variety of familiar contexts

A-3.3

- a. check for agreement and understanding

S-1.2

- a. identify and use a variety of metacognitive strategies to enhance language learning; e.g.,
 - rehearse or role-play language
 - evaluate your performance or comprehension at the end of a task

Selected Supporting outcomes

Students will be able to:

LC-1.2

- a. produce a variety of short, simple oral texts in guided situations

Activity 2 (continued)

S-1

Materials

(Digital) videocamera and television/projector.

Prerequisite Knowledge

Students should be familiar with the format of a talk show.

Sample Vocabulary

die Freundschaft / friendship
loyal, treu / loyal
ehrlich / honest
verlässlich / reliable
helfen / to help
unterstützen / to support
sich verlassen auf / to rely on
(etwas) macht Spaß / to have fun
ausgehen / to go out
tanzen gehen / to go dancing
der (die) Freund(in) / friend

der (die) Bekannte / acquaintance
Willkommen! / Welcome!
das Programm, die Sendung, die Show /
show, broadcast
fragen / to ask
antworten / to answer
diskutieren / to discuss
der (die) Moderator(in) / host
der Gast / guest
der (die) Begleiter(in) / companion
Danke für's Kommen / Thank you for
coming.

Evaluation Tools

TOOL

1

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to produce short, simple oral texts, inquire about and express emotions, check for agreement and understanding, and use metacognitive strategies.

OUTCOMES

A-2.2a
A-3.3a
LC-1.2a
S-1.2a

TOOL

2

Anecdotal Notes

Observe the students as they prepare their scripts and film their videos. Record anecdotal notes on the extent to which students are able to produce short, simple oral texts, inquire about and express emotions, check for agreement and understanding, and use metacognitive strategies.

OUTCOMES

A-2.2a
A-3.3a
LC-1.2a
S-1.2a

**Talkshow-Moderator / Talk Show Host:
Peer-assessment Checklist**

Name: _____

Datum: _____

Name meines Mitschülers (meiner Mitschülerin): _____

Meine(e) Partner(in) kann:	Ja	Noch nicht
• inquire about and express emotions and feelings		
• check for agreement and understanding		
• produce short, simple oral texts		
• rehearse or role-play language		
• evaluate his or her performance at the end of the task		

Beispiele

Das hat mir gefallen:

Nächstes Mal kannst du:

Talkshow-Moderator / Talk Show Host: Anecdotal Notes

Datum: _____

Kriterien:

A–2.2a inquire about and express emotions and feelings in a variety of familiar contexts

A–3.3a check for agreement and understanding

LC–1.2a produce a variety of short, simple oral texts in guided situations

S–1.2a identify and use a variety of metacognitive strategies to enhance language learning;
e.g.,

- evaluate your performance or comprehension at the end of a task
- rehearse or role-play language

<i>Name der Schülerin (des Schülers)</i>	<i>Kriterien</i>	<i>Ja</i>	<i>Noch nicht</i>	<i>Beispiele</i>
1.	A–2.2a			
	A–3.3a			
	LC–1.2a			
	S–1.2a “evaluate”			
	S–1.2a “role-play”			
2.	A–2.2a			
	A–3.3a			
	LC–1.2a			
	S–1.2a “evaluate”			
	S–1.2a “role-play”			
3.	A–2.2a			
	A–3.3a			
	LC–1.2a			
	S–1.2a “evaluate”			
	S–1.2a “role-play”			
4.	A–2.2a			
	A–3.3a			
	LC–1.2a			
	S–1.2a “evaluate”			
	S–1.2a “role-play”			

Ein Videoclip für ein Lied machen / Songs and Movements

Select an appropriate German language song and present it to the class as a cloze activity. Once all the lyrics have been found and understood, place students into small groups. Students will analyze the song and brainstorm actions and gestures that would fit with the lyrics. Groups present their ideas to the class. Encourage students to sing and act out the song. Discuss, in English or German, which strategies were effective and which were not.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - listen attentively
 - perform actions to match words of a song, story or rhyme
 - learn short rhymes or songs, incorporating new vocabulary or sentence patterns

Selected Supporting outcomes

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

A-6.3

- a. use German for personal enjoyment; e.g., learn a craft or a dance

Activity 3 (continued)

S-1

Materials

German language pop song and lyrics in cloze-form.

Prerequisite Knowledge

None required.

Sample Vocabulary

die Geste / gesture
das Lied / song
der Text / lyrics

der Sinne/die Bedeutung / meaning
der Sänger/die Sängerin / singer
der Künstler/die Künstlerin / artist

Evaluation Tools

TOOL

1 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to make and respond to suggestions, use German for personal enjoyment, identify aspects of German culture that are of personal interest, and use a variety of cognitive strategies.

OUTCOMES

A-3.1a
A-6.3a
GC-3.1a
S-1.1a

TOOL

2 Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to inquire about and express agreement and disagreement and approval and disapproval, and use a variety of cognitive strategies.

OUTCOMES

A-2.1a
S-1.1a

**Ein Videoclip für ein Lied machen / Songs and Movements:
Self-assessment Checklist and Goal Setting**

Name: _____

Datum: _____

Du kannst:	Ja	Noch nicht
<ul style="list-style-type: none"> • make and respond to suggestions regarding song lyrics and gestures 		
<ul style="list-style-type: none"> • use German for personal enjoyment 		
<ul style="list-style-type: none"> • identify parts of German language songs that are of personal interest 		
<ul style="list-style-type: none"> • listen attentively to a song 		
<ul style="list-style-type: none"> • perform actions to match the words of a song 		

Beispiele

Das hat mir gefallen:

Nächstes Mal kannst du:

Ein Videoclip für ein Lied machen / Songs and Movements: Observation Checklist

Datum: _____

Kriterien:

A-2.1a inquire about and express agreement and disagreement, and approval and disapproval

S-1.1a identify and use a variety of cognitive strategies to enhance language learning; e.g.,

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A-2.1a		
	S-1.1a "listen"		
	S-1.1a "perform"		
	S-1.1a "learn"		
2.	A-2.1a		
	S-1.1a "listen"		
	S-1.1a "perform"		
	S-1.1a "learn"		
3.	A-2.1a		
	S-1.1a "listen"		
	S-1.1a "perform"		
	S-1.1a. "learn"		
4.	A-2.1a		
	S-1.1a "listen"		
	S-1.1a "perform"		
	S-1.1a "learn"		
5	A-2.1a		
	S-1.1a "listen"		
	S-1.1a "perform"		
	S-1.1a "learn"		
6.	A-2.1a		
	S-1.1a "listen"		
	S-1.1a "perform"		
	S-1.1a "learn"		

Nützliche Wendungen / Phrase Book

Students reflect on traditions or events that involve the writing of greeting cards or postcards. Students compile a list of useful expressions in German into a “greeting or post card dictionary.” Expressions, phrases and words should correspond to a variety of holidays, traditions and vacation settings.

Sample Text

Herzlichen Glückwunsch zum 20. Geburtstag (Namenstag, Hochzeitstag)! / Very best wishes on your 20th birthday (name day, wedding anniversary)

Wir wünschen euch alles Liebe und Gute zum Weihnachtsfest. / We wish you the very best for the Christmas season.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-4.1

- a. identify socially appropriate language in specific situations; e.g., *Sie/du*, age-appropriate colloquialisms

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - make personal dictionaries
 - group together sets of things—vocabulary, structures—with similar characteristics

Selected Supporting outcomes

Students will be able to:

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

GC-1.2

- a. explore some elements of the cultures; e.g., everyday ways of life of people of their own age

Activity 4 (continued)

S-1

Materials

None required.

Prerequisite Knowledge

Dictionary skills.

Sample Vocabulary

der Ausdruck / expression
die Phrase, Redewendung / phrase
der Wunsch / wish
wünschen / to wish
der Gruß / greeting
grüssen / to greet
einen Gruß schicken / to send greetings
der Festtag, Feiertag / holiday
der Urlaub / vacation
die Ferien (pl.) / holidays, vacation
die Karte / card
Viel Vergnügen! / Enjoy! Have fun!
Fröhliche Weihnachten und alles Gute zum Neuen Jahr! / Merry Christmas and the very best for the New Year!
Glückliches Neues Jahr! / Happy New Year!
Schönes Wochenende! / Have a nice weekend!

Beste (liebe, herzliche) Grüße / Best (fond) greetings, regards
Ich freue mich auf ... / I am looking forward to ...
Ich freue mich über ... / I am happy (pleased) about ...
Vielen (lieben, herzlichen) Dank! / Many (fond, cordial) thanks!
Ich wollte, du wärst hier! / Wish you were here!
Denk oft an mich! / Think of me often!
Du fehlst mir! / I miss you!
Bis bald! / See you soon!
Auf baldiges Wiedersehen! / See you soon (formal)
Lass es dir gut gehen! / Enjoy yourself!
Lass' deine Schwester grüßen. / Please give my regards to your sister.

Evaluation Tools

TOOL

1

Learning Log

Have the students reflect on their learning and how well they were able to identify socially appropriate language, produce a variety of short, simple written texts, explore elements of German culture, and use a variety of cognitive strategies. Students could use the following sentence starters.

- I liked the way German greeting cards ...
- My phrase book is a little different from the others in that ...
- I organized my phrase book ...
- My favourite phrase or greeting was ...

OUTCOMES

LC-2.2a
LC-4.1a
GC-1.2a
S-1.1a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to gather information, produce a variety of short, simple written texts, identify socially appropriate language, and use a variety of cognitive strategies.

OUTCOMES

A-5.2a
LC-2.2a
LC-4.1a
S-1.1a

Nützliche Wendungen / Phrase Book: Rating Scale

Name: _____

Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
<p>A-5.2</p> <p>a. gather information from a variety of resources; e.g., print, human, multimedia</p>	●	●	●	●
<p>LC-2.2</p> <p>a. produce a variety of short, simple written texts in guided situations</p>	●	●	●	●
<p>LC-4.1</p> <p>a. identify socially appropriate language in specific situations; e.g., <i>Sie/du</i>, age-appropriate colloquialisms</p>	●	●	●	●
<p>S-1.1</p> <p>a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,</p> <ul style="list-style-type: none"> • make personal dictionaries • group together sets of things—vocabulary, structures—with similar characteristics 	●	●	●	●
	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Landestypische Szenen nachspielen / Charades

From the Internet or a travel agency, collect a variety of travel brochures from German-speaking countries. Randomly distribute the brochures to students. Students form groups according to the country. In groups, students read the brochures and identify activities they could do while on vacation or travelling in that country. Groups act out the activities and classmates guess what the activities are. Assign a recorder to write down the activities presented.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.1

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

S-1.3

- a. identify and use a variety of social and affective strategies to enhance language learning; e.g.,
 - work cooperatively with peers in small groups
 - seek the assistance of a friend to interpret a text

Selected Supporting outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-5.2

- a. recognize a variety of text forms delivered through a variety of media

Activity 5 (continued)

S-1

Materials

Travel brochures.

Prerequisite Knowledge

How to play charades.

Sample Vocabulary

der (die) Fremde / foreigner
der (die) Tourist(in) / tourist
einkaufen gehen / to go shopping
Postkarten kaufen / to buy postcards
Andenken, Souvenirs kaufen / to buy souvenirs

sich sonnen, bräunen / to tan
etwas besichtigen / to go sightseeing
die Sehenswürdigkeit / place of interest
ins Museum gehen / to go to the museum
zusehen / to watch
zuhören / to listen to

Evaluation Tools

TOOL

1

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able use German for fun, recognize various text forms delivered through a variety of media, and use social and affective strategies.

OUTCOMES

A-6.1a
LC-5.2a
S-1.3a

TOOL

2

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to provide information on several aspects of a topic, use German for fun, recognize and understand the text in travel brochures, and use social and affective strategies.

OUTCOMES

A-1.1a
A-6.1a
LC-5.2a
S-1.3a

Landestypische Szenen nachspielen / Charades: Observation Checklist

Datum: _____

Kriterien:

A–6.1a use German for fun and to interpret humour

LC–5.2a recognize a variety of text forms delivered through a variety of media

S–1.3 identify and use a variety of social and affective strategies to enhance language learning; e.g.,

- work cooperatively with peers in small groups
- seek the assistance of a friend to interpret a text

<i>Name der Schülerin (des Schülers)</i>	<i>Kriterien</i>	<i>Ja</i>	<i>Noch nicht</i>
1.	A–6.1a		
	LC–5.2a		
	S–1.3a “work”		
	S–1.3a “seek”		
2.	A–6.1a		
	LC–5.2a		
	S–1.3a “work”		
	S–1.3a “seek”		
3.	A–6.1a		
	LC–5.2a		
	S–1.3a “work”		
	S–1.3a “seek”		
4.	A–6.1a		
	LC–5.2a		
	S–1.3a “work”		
	S–1.3a “seek”		
5.	A–6.1a		
	LC–5.2a		
	S–1.3a “work”		
	S–1.3a “seek”		
6.	A–6.1a		
	LC–5.2a		
	S–1.3a “work”		
	S–1.3a “seek”		

**Landestypische Szenen nachspielen / Charades:
Self-assessment Rating Scale**

Name: _____

Datum: _____

Ich kann:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
• provide information on several aspects of tourism in German-speaking cities	●	●	●	●
• use German for fun	●	●	●	●
• recognize and understand information in German language travel brochures	●	●	●	●
• work cooperatively with classmates in a small group	●	●	●	●
• get help from a friend to understand a text	●	●	●	●

Bemerkungen

Damit bin ich zufrieden:

Das kann ich verbessern:

Nächstes Mal achte ich mehr auf:

Haiku-Gedichte / Haiku

Introduce the format and history of the haiku (3-line poem consisting of 5/7/5 syllables). Students compose their own haiku on the theme of friends and activities and later share their haiku with the class. Encourage students to perform actions that match words of their poem.

Sample Text

Gute Freundinnen. / Good friends.

Wir gehen gerne wandern. / We like to go hiking.

Es ist schon Frühling. / It is spring already.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - perform actions to match words of a song, story or rhyme
 - learn short rhymes or songs, incorporating new vocabulary or sentence patterns

Selected Supporting outcomes

Students will be able to:

LC-5.2

- a. recognize a variety of text forms delivered through a variety of media

GC-3.2

- a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest

Activity 6 (continued)

S-1

Materials

Blank paper.

Prerequisite Knowledge

None required.

Sample Vocabulary

das Haiku-Gedicht / haiku
japanisch / Japanese
das Gedicht / poem
der Vers / verse

die Zeile / line
die Silbe / syllable
zählen / to count
die Natur / nature

Evaluation Tools

TOOL

1

Anecdotal Notes

Observe the students as they write and present their poems. Record anecdotal notes on the extent to which students are able to use German creatively and for aesthetic purposes, use cognitive strategies, creatively organize words into haiku and identify aspects of different cultures that are of personal interest.

OUTCOMES

A-6.2a
LC-5.1a
GC-3.2a
S-1.1a

TOOL

2

Learning Log

Have the students reflect on their learning and how well they were able to use cognitive strategies, recognize various text forms, identify aspects of different cultures that are of personal interest and use German creatively. Students could use the following sentence starters.

- An effective cognitive strategy for this activity was ...
- The most creative part of my poem was ...
- An interesting aspect of haiku poetry was ...

OUTCOMES

A-6.2a
LC-5.2a
GC-3.2a
S-1.1a

Haiku-Gedicht / Haiku: Anecdotal Notes

Datum: _____

Kriterien:

- A-6.2a use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language
- LC-5.1a organize texts, using common patterns; e.g., cause and effect, sequencing
- GC-3.2a identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest
- S-1.1a identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - perform actions to match words of a song, story or rhyme
 - learn short rhymes or songs, incorporating new vocabulary or sentence patterns

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-6.2a			
	LC-5.1a			
	GC-3.2a			
	S-1.1a "perform"			
	S-1.1a "learn"			
2.	A-6.2a			
	LC-5.1a			
	GC-3.2a			
	S-1.1a "perform"			
	S-1.1a "learn"			
3.	A-6.2a			
	LC-5.1a			
	GC-3.2a			
	S-1.1a "perform"			
	S-1.1a "learn"			

Sprache und Kommunikation

Language and Communication

Strategies

S-2

Students will know and use strategies to maximize the effectiveness of language use.

Specific Outcomes

Students will be able to:

- S-2.1a** identify and use a variety of interactive strategies; e.g.,
- acknowledge being spoken to
 - invite others into the discussion
 - use circumlocution to compensate for lack of vocabulary; e.g., *Das Ding, aus dem man trinkt* for *Glas*
- S-2.2a** identify and use a variety of interpretive strategies; e.g.,
- listen or look for key words
 - assess your information needs before listening, viewing or reading
 - use skimming and scanning to locate key information in texts
 - use key content words or discourse markers to follow an extended text
 - infer probable meanings of unknown words or expressions from contextual clues
 - use knowledge of the sound-symbol system to aid reading comprehension
- S-2.3a** identify and use a variety of productive strategies; e.g.,
- revise and correct the final versions of texts
 - use knowledge of sentence patterns to form new sentences
 - use words that are visible in the immediate environment
 - use illustrations to provide detail when producing your own texts
 - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
 - be aware of and use the steps of the writing process: prewriting, writing, revision, correction, publication

Other Specific Outcomes



Applications

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-3.2

- a. state personal actions in the past, present and future

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

Other Specific Outcomes (continued)



Language Competence

Students will be able to:

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-2.3

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

LC-4.3

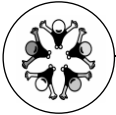
- a. recognize some common regional variations in language

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

LC-5.1

- b. interpret simple references within texts; e.g., pronouns



Global Citizenship

Students will be able to:

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest



Strategies

Students will be able to:

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - make personal dictionaries
 - group together sets of things—vocabulary, structures—with similar characteristics

Ein Wetterbericht / A Weather Report

Locate an authentic television weather report in German. Select specific information from the report and prepare guiding questions for students before they listen and watch it. Students listen and use interpretive strategies to understand. Lead the class in a discussion of the report and the effectiveness of the strategies.

Sample Text

- *Welche Wörter zu geografischen Richtungen hast du gehört?* / What direction words did you hear?
- *Welche Wörter über das Wetter hast du gehört?* / What weather words did you hear?
- *Wieviele Namen von Meeren, Flüssen oder Seen hast du gehört?* / How many names of bodies of water did you hear?

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
- listen or look for key words
 - assess your information needs before listening

Selected Supporting outcomes

Students will be able to:

LC-1.1

- a. understand a variety of short, simple oral texts in guided and unguided situations

LC-4.3

- a. recognize some common regional variations in language

Activity 1 (continued)

S-2

Materials

German weather reports and guiding questions sheet.

Prerequisite Knowledge

Interpretive listening strategies.

Sample Vocabulary

die Strategie / strategy
das Wetter / weather
das Meer, der Ozean / ocean
der Berg / mountain
die Ebene / plain
die Temperatur / temperature
der Grad / degree
die Höchsttemperatur / maximum temperature
der Regen / rain
die Sonne / sun
die Wolke / cloud
der Wind / wind
der Sturm / storm
der Schnee / snow
regnen / to rain

schneien / to snow
Die Sonne scheint. / The sun is shining.
sich ändern / to change
gleich bleiben / to stay the same
bewölkt / cloudy
sonnig / sunny
regnerisch / rainy
der Norden / north
der Süden / south
der Osten / east
der Westen / west
aus dem Norden / from the north
nach Süden / to the south
im Westen / in the west

Evaluation Tools

TOOL

1

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to use interpretive strategies to understand audio commercials and recognize some regional variations in language. Encourage students to set goals for future learning.

OUTCOMES

LC-1.1a
LC-4.3a
S-2.2a

TOOL

2

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use interpretive strategies to gather and provide information on several aspects of the topic.

OUTCOMES

A-1.1a
S-2.2a

**Ein Wetterbericht / A Weather Report:
Self-assessment Checklist and Goal Setting**

Name: _____

Datum: _____

<i>Ich kann:</i>	<i>Ja</i>	<i>Noch nicht</i>	<i>Was ich als Nächstesmal machen werde ...</i>
<ul style="list-style-type: none"> understand a German language weather report 			
<ul style="list-style-type: none"> recognize some regional variations in German 			
<ul style="list-style-type: none"> listen or look for key words 			
<ul style="list-style-type: none"> assess my information needs before listening 			

Beispiele

Eine Strategie, die mir beim Verstehen hilft, ist: _____

Was ich versuchen kann, um Deutsch besser zu verstehen: _____

Ein Wetterbericht / A Weather Report: Observation Checklist

Datum: _____

Kriterien:

A-1.1a provide information on several aspects of a topic; e.g., give a simple report

S-2.2a identify and use a variety of interpretive strategies; e.g.,

- listen or look for key words
- assess your information needs before listening

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A-1.1a		
	S-2.2a "listen"		
	S-2.2a "assess"		
2.	A-1.1a		
	S-2.2a "listen"		
	S-2.2a "assess"		
3.	A-1.1a		
	S-2.2a "listen"		
	S-2.2a "assess"		
4.	A-1.1a		
	S-2.2a "listen"		
	S-2.2a "assess"		
5.	A-1.1a		
	S-2.2a "listen"		
	S-2.2a "assess"		
6.	A-1.1a		
	S-2.2a "listen"		
	S-2.2a "assess"		
7.	A-1.1a		
	S-2.2a "listen"		
	S-2.2a "assess"		
8.	A-1.1a		
	S-2.2a "listen"		
	S-2.2a "assess"		

Wort-für-Wort / Word-by-Word

Divide the class into small groups. Provide each group with large sheets of paper and coloured markers. Students write a composition on a typical weekend with their friends. One student begins by writing one word, then passes the pen to another group member, who adds another word. If a student cannot think of a word, his or her groupmates can help him or her come up with an appropriate word. Once the groups are satisfied with the finished compositions, the sheets of paper are posted for display.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.2

- a. state personal actions in the past, present and future

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

S-2.1

- a. identify and use a variety of interactive strategies; e.g.,
 - acknowledge being spoken to
 - invite others into the discussion
 - use circumlocution to compensate for lack of vocabulary; e.g., *Das Ding aus dem man trinkt* for *Glas*

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - revise and correct final versions of texts
 - use knowledge of sentence patterns to form new sentences

Selected Supporting outcomes

Students will be able to:

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

Activity 2 (continued)

S-2

Materials

Big sheet of paper.

Large colour markers.

Prerequisite Knowledge

Basic sentence structure.

Sample Vocabulary

das Wochenende / weekend
der (die) Freund(in) / friend
die Party, das Fest, die Fete / party

ausgehen / to go out
die Hausaufgabe / homework
den Eltern helfen / to help the parents

Evaluation Tools

TOOL

1

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to use interactive strategies, and use German creatively and for aesthetic purposes.

OUTCOMES

A-6.2a
S-2.1a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the checklist to assess if students are able to use interactive and productive strategies, state personal actions in the past, present and future, and organize texts using common patterns.

OUTCOMES

A-3.2a
LC-5.1a
S-2.1a
S-2.3a

Wort-für-Wort / Word-by-Word: Peer-assessment Checklist
--

Name: _____

Datum: _____

Name meines Partners (meiner Partnerin): _____

Mein(e) Partner(in) kann:	Ja	Noch nicht
<ul style="list-style-type: none"> • use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language 		
<ul style="list-style-type: none"> • invite others into the discussion 		
<ul style="list-style-type: none"> • find different ways to express an idea when the exact word is not known 		

Bemerkungen

Was ich super an deiner Arbeit gefunden habe, war: _____

Das kannst du verbessern:

Wort-für-Wort / Word-by-Word: Rating Scale

Name: _____

Date: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
A-3.2 a. state personal actions in the past, present and future	●	●	●	●
LC-5.1 a. organize texts, using common patterns; e.g., cause and effect, sequencing	●	●	●	●
S-2.1 a. identify and use a variety of interactive strategies; e.g.,	●	●	●	●
• invite others into the discussion	●	●	●	●
• acknowledge being spoken to	●	●	●	●
S-2.3 a. identify and use a variety of productive strategies; e.g.,	●	●	●	●
• use knowledge of sentence patterns to form new sentences	●	●	●	●
• revise and correct final versions of texts	●	●	●	●

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Lesestrategien / Strategies and Fashion

Identify a current and appropriate text from a German language teen fashion magazine, locate specific information that you would like students to find and prepare guiding questions. Provide each student with a text. Working alone, students read the text and use interpretive strategies to locate the information. Lead the class in a discussion in German or in English on the text and the effectiveness of the strategies.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
 - use skimming and scanning to locate key information in texts
 - use key content words or discourse markers to follow an extended text

Selected Supporting outcomes

Students will be able to:

LC-5.1

- b. interpret simple references within texts; e.g., pronouns

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

Activity 3 (continued)

S-2

Materials

Text from a German-language fashion magazine, guiding questions.

Prerequisite Knowledge

Students should be familiar with interpretive strategies.

Sample Vocabulary

die Kleidung / clothing
beliebt / popular
die Frage / question

den Text überfliegen / to skim the text
das Schlüsselwort / key word
den Text durchsuchen / to scan the text

Evaluation Tools

TOOL

1

Learning Log

Have the students reflect on their learning and on how well they were able to use interpretive strategies, interpret simple references within the text, and identify aspects of the fashion world in the German-speaking countries that are of personal interest. Students could use the following sentence starters:

- I liked the way the fashion world in the German-speaking countries ...
- An effective interpretive strategy for me was to ...
- What I found easy to understand was ...
- What I found difficult to understand was ...
- The next time I am faced with a difficult text I will ...

OUTCOMES

LC-5.1b
GC-3.1a
S-2.2a

TOOL

2

Anecdotal Notes

Observe the students as they read the text and answer the questions. Record anecdotal notes on the extent to which students are able to use interpretive strategies, understand a short, simple written text and provide information on several aspects of the text.

OUTCOMES

A-1.1a
LC-2.1a
S-2.2a

**Lesestrategien / Strategies and Fashion:
Anecdotal Notes**

Date: _____

Kriterien:

A-1.1a provide information on several aspects of a topic; e.g., give a simple report

LC-2.1a understand a short, simple written text in guided and unguided situations

S-2.2a identify and use a variety of interpretive strategies; e.g.,

- use skimming and scanning to locate key information in texts
- use key content words or discourse markers to follow an extended text

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A-1.1a			
	LC-2.1a			
	S-2.2a "skimming"			
	S-2.2a "key content"			
2.	A-1.1a			
	LC-2.1a			
	S-2.2a "skimming"			
	S-2.2a "key content"			
3.	A-1.1a			
	LC-2.1a			
	S-2.2a "skimming"			
	S-2.2a "key content"			
4.	A-1.1a			
	LC-2.1a			
	S-2.2a "skimming"			
	S-2.2a "key content"			
5.	A-1.1a			
	LC-2.1a			
	S-2.2a "skimming"			
	S-2.2a "key content"			
6.	A-1.1a			
	LC-2.1a			
	S-2.2a "skimming"			
	S-2.2a "key content"			

Beschreibung von Kunstwerken / Descriptions of Art

Provide students with several well-known works of art by artists from the German-speaking world. Students select one work of art and analyze it. Students prepare a description of the painting that includes colour, materials, style, theme and what the student thinks the artists trying to express or convey. Randomly select students to present their descriptions.

Sample Text

- *Ich sehe viele Farben in dieser Malerei: rot, blau, gelb und grün.* / I see many colours in this painting: red, blue, yellow and green.
- *Da sind zwei Leute, eine Frau und ein Mann.* / There are two people, a woman and a man.
- *Sie sind in einem Park und gehen spazieren.* / They are in a park and they walk.
- *Ich sehe die Sonne, einige Wolken und viele Bäume.* / I see the sun, some clouds and many trees.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- provide information on several aspects of a topic; e.g., give a simple report

LC-2.3

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

GC-3.1

- identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

S-2.3

- identify and use a variety of productive strategies; e.g.,
 - use words that are visible in the immediate environment
 - use illustrations to provide detail when producing your own texts

Selected Supporting outcomes

Students will be able to:

LC-2.2

- produce a variety of short, simple written texts in guided situations

Activity 4 (continued)

S-2

Materials

Prints of paintings by German-speaking artists.

Prerequisite Knowledge

Noun–adjective agreements.

Sample Vocabulary

die Farbe / colour
das Thema / theme
der Stil / style

die Linie / line
die Form / form, shape
die Malerei, das Gemälde / painting

Evaluation Tools

TOOL

1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use productive strategies, derive meaning from a painting and identify German paintings that are of personal interest.

OUTCOMES

LC-2.3a
GC-3.1a
S-2.3a

TOOL

2

Observation Checklist

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use productive strategies, provide written information on several aspects of the painting, and provide a variety of short, simple written texts.

OUTCOMES

A-1.1a
LC-2.2a
S-2.3a

**Beschreibung von Kunstwerken / Descriptions of Art:
Self-assessment Rating Scale**

Name: _____

Date: _____

<i>Ich kann:</i>	<i>Ausgezeichnet</i>	<i>Sehr gut</i>	<i>Ausreichend</i>	<i>In Teilen ausreichend</i>
• look at a painting and understand something	●	●	●	●
• identify aspects of paintings from the German-speaking world that are of personal interest	●	●	●	●
• use words to describe what I can see in the paintings	●	●	●	●
• use illustrations to provide detail when writing my description	●	●	●	●

Beispiele

Damit bin ich zufrieden:

Das kann ich verbessern:

Beschreibung von Kunstwerken / Descriptions of Art: Observation Checklist

Datum: _____

Kriterien:

A–1.1a provide information on several aspects of a topic; e.g., give a simple report

LC–2.2a produce a variety of short, simple written texts in guided situations

S–2.3a identify and use a variety of productive strategies; e.g.,

- use words that are visible in the immediate environment
- use illustrations to provide detail when producing your own texts

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A–1.1a		
	LC–2.2a		
	S–2.3a “words”		
	S–2.3a “illustrations”		
2.	A–1.1a		
	LC–2.2a		
	S–2.3a “words”		
	S–2.3a “illustrations”		
3.	A–1.1a		
	LC–2.2a		
	S–2.3a “words”		
	S–2.3a “illustrations”		
4.	A–1.1a		
	LC–2.2a		
	S–2.3a “words”		
	S–2.3a “illustrations”		
5.	A–1.1a		
	LC–2.2a		
	S–2.3a “words”		
	S–2.3a “illustrations”		
6.	A–1.1a		
	LC–2.2a		
	S–2.3a “words”		
	S–2.3a “illustrations”		

Ein schwieriger Text / A Difficult Text

Locate short, but challenging, texts in German, which describe parts of systems of the human body. Present the text to the class and discuss interpretive strategies that could assist in comprehension. Encourage students to use whatever interpretive strategies they feel will help them. Allow some time for students to read the text completely. Lead a class discussion on the text and ask questions to check for comprehension. Compile a list of newly learned vocabulary on the board and encourage students to add the words to their personal dictionaries. Discuss, in English or German, which strategies were effective and which were not.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

S-2.2

- a. identify and use a variety of interpretive strategies; e.g.,
 - infer probable meanings of unknown words or expressions from contextual clues
 - use knowledge of the sound-symbol system to aid reading comprehension

Selected Supporting outcomes

Students will be able to:

S-1.1

- a. identify and use a variety of cognitive strategies to enhance language learning; e.g.,
 - make personal dictionaries
 - group together sets of things—vocabulary, structures—with similar characteristics

Activity 5 (continued)

S-2

Materials

Text on the human body.

Prerequisite Knowledge

Basic body parts.

Sample Vocabulary

das Atemwegssystem / respiratory system
der Kreislauf / circulatory system
der Sinn / sense

das Organ / organ
das Sinnesorgan / sensory organ
das Skelett / skeleton

Evaluation Tools

TOOL

1

Learning Log

Have the students reflect on their learning and how well they were able to use cognitive and interpretive strategies, understand a difficult text and provide information on various aspects of the human body. Students could use the following sentence starters.

- The strategies I used to understand the text were ...
- The words I was able to figure out from context were ...
- The new words I learned from this text were ...

OUTCOMES

A-1.1a
LC-2.1a
S-1.1a
S-2.2a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use interpretive strategies and provide information on several aspects of the human body.

OUTCOMES

A-1.1a
S-2.2a

Ein schwieriger Text / A Difficult Text: Rating Scale

Name: _____

Date: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
A-1.1				
a. provide information of several aspects of topic; e.g., give a simple report	●	●	●	●
S-2.2				
a. identify and use a variety of interpretive strategies; e.g.,				
• infer probable meanings of unknown words or expressions from contextual clues	●	●	●	●
• use knowledge of the sound-symbol system to aid reading comprehension	●	●	●	●

Beispiele

Wirkungsvolle Strategien für die Schüler und Schülerinnen waren: _____

Strategien, die nicht sehr hilfreich waren: _____

Geschichten / Telling Stories

Present a short bedtime story or picture book to students in English or in German; e.g., a book by Eric Carle. Lead a brief explanation of the writing process, drawing on examples from the story just read. Students use the format of the book to write a similar bedtime story in German. Students are encouraged to follow the steps in the writing process and include illustrations. Once completed, the stories can be read to younger German language students.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-6.2

- a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language

LC-5.1

- a. organize texts, using common patterns; e.g., cause and effect, sequencing

S-2.3

- a. identify and use a variety of productive strategies; e.g.,
 - use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
 - be aware of and use the steps in the writing process: prewriting, writing, revision, correction, publication

Selected Supporting outcomes

Students will be able to:

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

Activity 6 (continued)

S-2

Materials

Bedtime stories in English or German.

Prerequisite Knowledge

Bedtime story format.

Steps in the writing process.

Sample Vocabulary

die Idee / idea

die Ideensammlung / brainstorming

die Gute-Nacht-Geschichte / bedtime story

die Änderung, Überarbeitung / revision

die Verbesserung, Korrektur / correction

das Märchen / fairy tale

Evaluation Tools

TOOL

1

Checklist and Comments

Create an outcome-based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use productive strategies and produce and organize written texts, using common patterns.

OUTCOMES

LC-2.2a

LC-5.1a

S-2.3a

TOOL

2

Learning Log

Have the students reflect on their learning and on how well they were able to use productive strategies, identify aspects of German language stories that are of personal interest and creatively write their own bedtime story. Students could use the following sentence starters.

- The parts of my story that I thought were creative were ...
- German language bedtime stories were different in that ...
- I found that the steps in the writing process were ...

OUTCOMES

A-6.2a

GC-3.1a

S-2.3a

Geschichten / Telling Stories: Checklist and Comments

Name: _____

Date: _____

<i>Du kannst:</i>	<i>Ja</i>	<i>Noch nicht</i>
LC-2.2 a. produce a variety of short, simple written texts in guided situations		
LC-5.1 a. organize texts, using common patterns; e.g., cause and effect, sequencing		
S-2.3 a. identify and use a variety of productive strategies; e.g., <ul style="list-style-type: none"> • use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas • be aware of and use the steps in the writing process: prewriting, writing, revision, correction, publication 		

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

General Learning

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

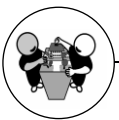
Specific Outcomes

Students will be able to:

- S-3.1a** identify and use a variety of cognitive strategies to enhance general learning; e.g.,
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
 - use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
 - formulate key questions to guide research
 - write down key words and concepts in abbreviated forms to assist with performance of a learning task
- S-3.2a** identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
- divide an overall learning task into a number of subtasks
 - make a plan in advance about how to approach a task
 - manage your physical working environment
 - keep a learning journal
 - identify your needs and interests
 - develop criteria for evaluating your work

Please note that Specific Outcome S-3.3a is not addressed in the activities for Cluster S-3, but this outcome is addressed in activities across several other clusters, including A-2, A-3, A-5, A-6, LC-1, LC-2, LC-3 and GC-3.

Other Specific Outcomes



Applications

Students will be able to:

- A-1.1**
a. provide information on several aspects of a topic; e.g., give a simple report
- A-2.1**
a. inquire about and express agreement and disagreement, and approval and disapproval
- A-2.2**
a. inquire about and express emotions and feelings in a variety of familiar contexts
- A-3.1**
a. make and respond to suggestions in a variety of situations
- A-5.1**
a. explore classification systems and criteria for categories
- A-5.2**
a. gather information from a variety of resources; e.g., print, human, multimedia
- A-5.4**
a. describe and analyze a problem, then propose solutions

Other Specific Outcomes (continued)



Language Competence

Students will be able to:

LC–2.1

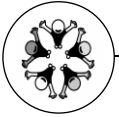
- a. understand a variety of short, simple written texts in guided and unguided situations

LC–2.2

- a. produce a variety of short, simple written texts in guided situations

LC–3.4

- b. use, in structured situations, the following grammatical elements:
 - imperative mood (plural)
 - selected dative prepositions *aus, bei, mit, nach, seit, von, zu*



Global Citizenship

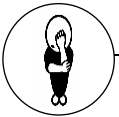
Students will be able to:

GC–2.3

- a. identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture

GC–3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest



Strategies

There are no additional Strategies outcomes in this cluster.

Modewortschatz / Fashion Words

Lead a brief discussion with students on the different ways one can organize a list of words. Distribute a lengthy list of fashion/clothing vocabulary to students, along with large sheets of poster paper and different coloured markers. Working in pairs, students evaluate the vocabulary list and decide how to place the words into categories. Students list the words in their categories on the poster paper and explain to the teacher the rationale for their decisions.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

A-5.1

- a. explore classification systems and criteria for categories

S-3.1

- a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
 - classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
 - use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

Selected Supporting outcomes

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

Activity 1 (continued)

S-3

Materials

List of fashion vocabulary.

Prerequisite Knowledge

Strategies on how to categorize words.

Sample Vocabulary

der Farbtupfer / polka dot
der Handschuh / glove
tragen / to wear

das Hemd / shirt
teuer / expensive
die Jacke / a jacket

Evaluation Tools

TOOL

1

Learning Log

Have the students reflect on their learning and how well they were able to inquire about and express agreement and disagreement, make and respond to suggestions and use cognitive strategies. Students could use the following sentence starters.

- I agreed with my partner's decision to ...
- An effective way for me to organize vocabulary was to ...
- A suggestion I made to my partner was ...
- I expressed disagreement or disapproval by ...

OUTCOMES

A-2.1a
A-3.1a
S-3.1a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use cognitive strategies, make and respond to suggestions, and explore classification systems and criteria for categories.

OUTCOMES

A-3.1a
A-5.1a
S-3.1a

Modewortschatz / Fashion Words: Rating Scale

Name: _____

Datum: _____

Du kannst:	Ausgezeichnet Sehr gut Ausreichend In Teilen ausreichend
A-3.1 a. make and respond to suggestions in a variety of situations	
A-5.1 a. explore classification systems and criteria for categories	
S-3.1 a. identify and use a variety of cognitive strategies to enhance general learning; e.g., <ul style="list-style-type: none"> • classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants • use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember 	

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Eine Materialsammlung aufertigen / Making a Scrapbook

Inform students that they will be working in groups of four to five and compiling a list of German-speaking artists. The artists can be from any particular field; e.g., dance, music, painting. They will then develop a plan to build a scrapbook of the artist. Students first discuss the task in groups and develop a research plan. Students submit the plan for approval before beginning the research.

Variation

Students can develop a comprehensive Web site of German-speaking artists.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

A-5.4

- a. describe and analyze a problem, then propose solutions

S-3.2

- a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
 - divide an overall learning task into a number of subtasks
 - make a plan in advance about how to approach a task

Selected Supporting outcomes

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

GC-3.1

- a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest

Materials

Scrapbook materials.

Prerequisite Knowledge

Usual format for scrapbooks.

Sample Vocabulary

das Einklebebuch / scrapbook
die Software, das Programm / software
die Website, Webseite / Web site
die Internet-Adresse / URL
der Klebstoff / glue

herunterladen / download
hochladen / to upload
das Papier / paper
die Schere / scissors
die Farbe / colour

Evaluation Tools

TOOL

1

Peer-assessment Checklist

Create an outcome-based peer-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if their peers are able to use metacognitive strategies to describe and analyze a problem, then propose solutions, and make and respond to suggestions.

OUTCOMES

A-3.1a
 A-5.4a
 S-3.2a

TOOL

2

Observation Checklist

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to agree or disagree with a proposed solution to a problem, identify aspects of German culture that are of personal interest, and use metacognitive strategies.

OUTCOMES

A-2.1a
 GC-3.1a
 S-3.2a

Eine Materialsammlung aufertigen / Making a Scrapbook: Peer-assessment Checklist

Name: _____

Datum: _____

Mein Partner/Meine Partnerin ist: _____

Mein(e) Partner(in) kann:	Ja	Noch Nicht
• make and respond to suggestions		
• describe and analyze a problem and come up with solutions to the problem		
• divide a large learning task into a number of smaller tasks		
• make a plan in advance about how to approach a task		

Bemerkungen

Was mir an deiner Arbeit richtig gefallen hat: _____

Das kannst du besser machen: _____

Eine Materialsammlung aufertigen / Making a Scrapbook: Observation Checklist

Datum: _____

Kriterien:

- A–2.1a inquire about and express agreement and disagreement, and approval and disapproval
- GC–3.1a identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest
- S–3.2a identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
- divide an overall learning task into a number of subtasks
 - make a plan in advance about how to approach a task

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A–2.1a		
	GC–3.1a		
	S–3.2a “divide”		
	S–3.2a “make”		
2.	A–2.1a		
	GC–3.1a		
	S–3.2a “divide”		
	S–3.2a “make”		
3.	A–2.1a		
	GC–3.1a		
	S–3.2a “divide”		
	S–3.2a “make”		
4.	A–2.1a		
	GC–3.1a		
	S–3.2a “divide”		
	S–3.2a “make”		
5.	A–2.1a		
	GC–3.1a		
	S–3.2a “divide”		
	S–3.2a “make”		

Ein gesundes Leben / A Healthy Life

Students work in groups of two or three and research an aspect of daily living they feel is important to their health; e.g., diet, exercise. Students can use either pencil and paper or a simple desktop publishing program to create a brochure or poster in German.

Sample Text

Iss jeden Tag einen Apfel! / Eat one apple a day.

Du musst täglich acht Glas Wasser trinken. / You have to drink eight glasses of water a day.

Ein Fahrrad ist besser als ein Auto. / A bicycle is better than a car.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-3.1

- a. make and respond to suggestions in a variety of situations

LC-3.4

- b. use, in structured situations, the following grammatical elements:
 - imperative mood (plural)

S-3.1

- a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
 - formulate key questions to guide research

Selected Supporting outcomes

Students will be able to:

GC-2.3

- a. identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture

Activity 3 (continued)

S-3

Materials

Desktop publishing program.

Prerequisite Knowledge

None required.

Sample Vocabulary

die Diät / diet
die Bewegung, die sportliche Aktivität /
exercise
gesund / healthy
ungesund / unhealthy

turnen, Bewegung machen / to exercise
das Plakat, der Poster / poster
die Broschüre / brochure
meiden / to avoid

Evaluation Tools

TOOL

1

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they begin the activity. Students use the rating scale to assess how well they are able to use cognitive strategies, provide information, make and respond to suggestions and identify shared references in the German-speaking cultures and their own.

OUTCOMES

A-1.1a
A-3.1a
GC-2.3a
S-3.1a

TOOL

2

Checklist and Comments

Create an outcome based checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to use selected grammatical elements, identify shared references in the German-speaking cultures and their own, and use a variety of cognitive strategies.

OUTCOMES

LC-3.4b
GC-2.3a
S-3.1a

Ein gesundes Leben / A Healthy Life: Self-assessment Rating Scale

Name: _____

Datum: _____

<i>Ich kann:</i>	<i>Ausgezeichnet Sehr Gut Ausreichend In Teilen ausreichend</i>
<ul style="list-style-type: none"> • provide information on several aspects of a healthy lifestyle 	
<ul style="list-style-type: none"> • make and respond to suggestions when designing a brochure 	
<ul style="list-style-type: none"> • identify shared references 	
<ul style="list-style-type: none"> • formulate key questions to guide research 	

Beispiele

Ich glaube, ich habe das Folgende gut gemacht: _____

Ich kann mich wahrscheinlich hier noch verbessern: _____

Ein gesundes Leben / A Healthy Life: Checklist and Comments
--

Name: _____

Datum: _____

Der Schüler (die Schülerin) kann:	Ja	Noch nicht
LC–3.4 b. use, in structured situations, the following grammatical elements: <ul style="list-style-type: none"> • imperative mood (plural) 		
GC–2.3 a. identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture		
S–3.1 a. identify and use a variety of cognitive strategies to enhance general learning; e.g., <ul style="list-style-type: none"> • formulate key questions to guide research 		

Beispiele

Das hast du gut gemacht:

Das kannst du verbessern:

Wo ich zu Hause lerne / Where I Study at Home

Lead a brief class discussion on what contributes to a positive physical working environment. List on the board both positive and negative influences. Students evaluate their present working environment and develop a plan to improve it. Students draw their ideal working environment and write an accompanying description. Students share and compare their physical working environment plans with classmates.

Sample Text

Mein idealer Studierplatz ist ruhig und hell. Klassische Musik spielt leise im Hintergrund. Es gibt keinen Fernseher und kein Telefon. Der Stuhl ist bequem und hat eine aufrechte Lehne. / My ideal work space is quiet and bright. There is soft classical music. There is no television or telephone. The chair is comfortable and straight.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-5.4

- a. describe and analyze a problem, then propose solutions

LC-2.4

- a. express meaning through the use of visual elements in a variety of media in guided situations

S-3.2

- a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
 - manage your physical working environment

Selected Supporting outcomes

Students will be able to:

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

LC-3.4

- b. use, in structured situations, the following grammatical elements:
 - selected dative prepositions *aus, bei, mit, nach, seit, von, zu*

Materials

None required.

Prerequisite Knowledge

Characteristics of positive and negative workspaces.

Sample Vocabulary

bequem / comfortable
die Beleuchtung / lighting
die Belüftung / ventilation
der Raum / space
ruhig, still / quiet

die Ablenkung / distraction
laut, lärmig / noisy
dumpf, muffig / stuffy
halbdunkel, matt / dim
die Unterhaltung / talk, chat

Evaluation Tools

TOOL

1

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they begin the activity. Students use the checklist to determine if they are able to describe a problem and propose solutions, produce a variety of short, written texts, express meaning through visuals, and use a variety of metacognitive strategies.

OUTCOMES

A-5.4a
 LC-2.2a
 LC-2.4a
 S-3.2a

TOOL

2

Rating Scale

Create an outcome-based rating scale and share it with the students before they begin the activity. Use the rating scale to assess how well students are able to use metacognitive strategies and provide information using specific grammatical elements.

OUTCOMES

A-1.1a
 LC-3.4b
 S-3.2a

**Wo ich zu Hause lerne / Where I Study at Home:
Self-assessment Checklist and Goal Setting**

Name: _____

Datum: _____

Ich kann:	Ja	Noch nicht	Nächstes Mal werde ich:
<ul style="list-style-type: none"> describe and analyze a problem, then propose solutions 			
<ul style="list-style-type: none"> produce a written description of my work environment 			
<ul style="list-style-type: none"> express meaning through the use of visual elements 			
<ul style="list-style-type: none"> manage my physical working environment 			

Bemerkungen

Was ich gemacht habe, damit ich besser lernen kann: _____

So kann ich meinen Arbeitsplatz verbessern: _____

Wo ich zu Hause lerne / Where I Study at Home: Rating Scale

Name: _____

Datum: _____

Du kannst:	Ausgezeichnet	Sehr gut	Ausreichend	In Teilen ausreichend
A-1.1 a. provide information on several aspects of a topic; e.g., give a simple report	●	●	●	●
LC-3.4 b. use, in structured situations, the following grammatical elements: <ul style="list-style-type: none"> • selected dative prepositions <i>aus, bei, mit, nach, seit, von, zu</i> 	●	●	●	●
S-3.2 a. identify and use a variety of metacognitive strategy to enhance general learning; e.g., <ul style="list-style-type: none"> • manage your physical working environment 	●	●	●	●

Beispiele

Das hast du gut gemacht: _____

Das kannst du verbessern: _____

Einen Text zusammenfassen / Summarizing a Text

Lead a class discussion, in English or in German, on locating key terms and ideas and summarizing texts. Provide each student with a text dealing with the human body. Students are to read the text and summarize it. Match up students who have the same text and instruct them to compare their summaries and abbreviations.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-1.1

- a. provide information on several aspects of a topic; e.g., give a simple report

A-5.2

- a. gather information from a variety of resources; e.g., print, human, multimedia

LC-2.1

- a. understand a variety of short, simple written texts in guided and unguided situations

Selected Supporting outcomes

Students will be able to:

S-3.1

- a. identify and use a variety of cognitive strategies to enhance general learning; e.g.,
 - write down key words and concepts in abbreviated form to assist with performance of a learning task

Materials

Text on the human body.

Prerequisite Knowledge

How to summarize a text.

Sample Vocabulary

zusammenfassen / to summarize
das Schlüsselwort / key word
der Leuchtstift, der Textmarker / highlighter

das Konzept / concept, draft
die Abkürzung / abbreviation

Evaluation Tools

TOOL

1

Learning Log

Have the students reflect on their learning and how well they were able to read a text, gather and provide information in a summarized format, and use cognitive strategies. Students could use the following sentence starters.

- An effective strategy for summarizing a text was ...
- When I first looked at a text in German, I ...
- Compared with my classmates text, my summary was ...

OUTCOMES

A-1.1a
 A-5.2a
 LC-2.1a
 S-3.1a

TOOL

2

Observation Checklist

Create an outcome-based observation checklist and share it with the students before they begin the activity. Use the checklist to assess if students are able to provide information on several aspects of a topic and use a variety of cognitive strategies.

OUTCOMES

A-1.1a
 S-3.1a

Einen Text zusammenfassen / Summarizing a Text: Observation Checklist

Datum: _____

Kriterien:

A-1.1a provide information on several aspects of a topic; e.g., give a simple report

S-3.1a identify and use a variety of cognitive strategies to enhance general learning; e.g.,

- write down key words and concepts in abbreviated form to assist with performance of a learning task

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht
1.	A-1.1a		
	S-3.1a		
2.	A-1.1a		
	S-3.1a		
3.	A-1.1a		
	S-3.1a		
4.	A-1.1a		
	S-3.1a		
5.	A-1.1a		
	S-3.1a		
6.	A-1.1a		
	S-3.1a		
7.	A-1.1a		
	S-3.1a		
8.	A-1.1a		
	S-3.1a		
9.	A-1.1a		
	S-3.1a		
10.	A-1.1a		
	S-3.1a		
11.	A-1.1a		
	S-3.1a		
12.	A-1.1a		
	S-3.1a		

Liebes Tagebuch / Dear Diary

Lead a class discussion on the pedagogical benefits of keeping a learning journal. Locate and present examples of other students' learning journals. Provide students with sample questions or sentence starters so they can begin journal entries. Encourage students to personalize a scribbler or notebook using colours, images and other options. Promote the idea that students should write in their learning journal regularly.

Specific Outcomes

Selected Principal outcomes

Students will be able to:

A-2.1

- a. inquire about and express agreement and disagreement, and approval and disapproval

A-2.2

- a. inquire about and express emotions and feelings in a variety of familiar contexts

S-3.2

- a. identify and use a variety of metacognitive strategies to enhance general learning; e.g.,
 - keep a learning journal, such as diary or a log
 - identify your needs and interests
 - develop criteria for evaluating your work

Selected Supporting outcomes

Students will be able to:

A-3.1

- a. make and respond to suggestions in a variety of situations

LC-2.2

- a. produce a variety of short, simple written texts in guided situations

Activity 6 (continued)

S-3

Materials

Scribblers or notebooks for each student.

Prerequisite Knowledge

How to write in a diary or journal.

Sample Vocabulary

None required.

Evaluation Tools

TOOL

1

Long-term Goal Setting

Create a long-term goal setting sheet and share it with the students. Have students reflect on their learning and encourage them to set goals regarding metacognitive strategies, express thoughts, make suggestions and identify reasons for learning German.

OUTCOMES

A-2.2a
A-3.1a
S-3.2a

TOOL

2

Anecdotal Notes

Observe the students as they assemble and write in their learning journals. Record anecdotal notes on the extent to which students are able to inquire about and express agreement and disagreement, produce a variety of short, simple written texts and use a variety of metacognitive strategies.

OUTCOMES

A-2.1a
LC-2.2a
S-3.2a

Liebes Tagebuch / Dear Diary: Long-term Goal Setting

Name: _____ Datum: _____

Ziel Nr. 1:

Bis zum Ende des Semesters (Trimesters, Jahres) möchte ich Deutsch in den folgenden Situationen verwenden können: / By the end of this term, I would like to be able to use German in the following situations: _____

Um dieses Ziel zu erreichen, werde ich: / To achieve this goal I will: _____

Mein(e) Lehrer(in) kann mir helfen, wenn er (sie): / My teacher can help me by: _____

Meine Eltern können mir helfen, wenn sie: / My parents can help me by: _____

Ziel Nr. 2:

Mir wird Deutsch Spaß machen, wenn ich bis zum Ende des Semesters (Trimesters, Jahres) das Folgende kann: / I will enjoy German if, by the end of the term, I am able to: _____

Um dieses Ziel zu erreichen, werde ich: / To achieve this goal I will: _____

Mein(e) Lehrer(in) kann mir helfen, wenn er (sie): / My teacher can help me by: _____

Meine Eltern können mir helfen, wenn sie: / My parents can help me by: _____

Liebes Tagebuch / Dear Diary: Anecdotal Notes

Datum: _____

Kriterien:

A–2.1a inquire about and express agreement and disagreement, approval and disapproval

LC–2.2a produce a variety of short, simple written texts in guided situations

S–3.2a identify and use a variety of metacognitive strategies to enhance general learning;

e.g.,

- keep a learning journal, such as a diary or a log
- identify your needs and interests

Name der Schülerin (des Schülers)	Kriterien	Ja	Noch nicht	Beispiele
1.	A–2.1a			
	LC–2.2a			
	S–3.2a “keep”			
	S–3.2a “identify”			
2.	A–2.1a			
	LC–2.2a			
	S–3.2a “keep”			
	S–3.2a “identify”			
3.	A–2.1a			
	LC–2.2a			
	S–3.2a “keep”			
	S–3.2a “identify”			
4.	A–2.1a			
	LC–2.2a			
	S–3.2a “keep”			
	S–3.2a “identify”			
5.	A–2.1a			
	LC–2.2a			
	S–3.2a “keep”			
	S–3.2a “identify”			
6.	A–2.1a			
	LC–2.2a			
	S–3.2a “keep”			
	S–3.2a “identify”			



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Appendix A: General and Specific Outcomes Chart

Four general outcomes serve as the foundation for the German Language and Culture Nine-year Program, Grades 7–8–9. These general outcomes are based on four components: Applications, Language Competence, Global Citizenship and Strategies. Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade.

The specific outcomes listed in the program of studies will have slightly different meanings to different teachers. Some specific outcomes may indeed be difficult to clearly understand immediately. The following chart is intended to provide teachers with space in which to record notes that may help them understand or distinguish the Grade 7 specific outcomes from the program of studies. The chart can also be used to plan and track outcome coverage throughout the year.

GRADE 7

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		GRADE 7
A-1.1 share factual information	<i>Students will be able to:</i> a. provide information on several aspects of a topic; e.g., give a simple report	NOTES:
A-2 to express emotions and personal perspectives		GRADE 7
A-2.1 share ideas, thoughts, opinions, preferences	<i>Students will be able to:</i> a. inquire about and express agreement and disagreement, and approval and disapproval	NOTES:
A-2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts	NOTES:

A-3 to get things done		GRADE 7
A-3.1 guide actions of others	<p><i>Students will be able to:</i></p> <p>a. make and respond to suggestions in a variety of situations</p>	NOTES:
A-3.2 state personal actions	<p>a. state personal actions in the past, present and future</p>	
A-3.3 manage group actions	<p>a. check for agreement and understanding</p> <p>b. express disagreement in an appropriate way</p>	
A-4 to form, maintain and change interpersonal relationships		GRADE 7
A-4.1 manage personal relationships	<p><i>Students will be able to:</i></p> <p>a. initiate and participate in casual exchanges with classmates</p>	NOTES:
A-5 to extend their knowledge of the world		GRADE 7
A-5.1 discover and explore	<p><i>Students will be able to:</i></p> <p>a. explore classification systems and criteria for categories</p> <p>b. discuss relationships and patterns</p>	NOTES:
A-5.2 gather and organize information	<p>a. gather information from a variety of resources; e.g., print, human, multimedia</p>	
A-5.3 explore opinions and values	<p>a. distinguish fact from opinion</p>	

A-5 to extend their knowledge of the world (continued)		GRADE 7
A-5.4 solve problems	<p><i>Students will be able to:</i></p> <p>a. describe and analyze a problem, then propose solutions</p>	NOTES:
A-6 for imaginative purposes and personal enjoyment		GRADE 7
A-6.1 humour/fun	<p><i>Students will be able to:</i></p> <p>a. use German for fun and to interpret humour</p>	NOTES:
A-6.2 creative/aesthetic purposes	<p>a. use German creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language</p>	
A-6.3 personal enjoyment	<p>a. use German for personal enjoyment; e.g., learn a craft or a dance</p>	

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

LC-1 interpret and produce oral texts		GRADE 7
LC-1.1 aural interpretation	<i>Students will be able to:</i> a. understand a variety of short, simple oral texts in guided and unguided situations	NOTES:
LC-1.2 oral production	a. produce a variety of short, simple oral texts in guided situations	
LC-1.3 interactive fluency	a. engage in short, routine exchanges, with pauses for planning and repair	
LC-2 interpret and produce written and visual texts		GRADE 7
LC-2.1 interpretation of written texts	<i>Students will be able to:</i> a. understand a variety of short, simple written texts in guided and unguided situations	NOTES:
LC-2.2 written production	a. produce a variety of short, simple written texts in guided situations	
LC-2.3 viewing	a. derive meaning from visual elements of a variety of media in guided and unguided situations	
LC-2.4 representing	a. express meaning through the use of visual elements in a variety of media in guided situations	

LC-3 attend to form		GRADE 7
LC-3.1 phonology	<p><i>Students will be able to:</i></p> <p>a. use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases</p>	NOTES:
LC-3.2 orthography	<p>a. recognize some elements of the writing system</p> <p>b. apply common spelling rules to write unfamiliar words</p>	
LC-3.3 lexicon	<p>a. recognize that one word may have multiple meanings, depending on the context</p> <p>b. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> • shopping • traditions • sports • any other lexical fields that meet their needs and interests 	
LC-3.4 grammatical elements	<p>a. use, in modelled situations,¹ the following grammatical elements:</p> <ul style="list-style-type: none"> • plural of nouns • personal pronouns accusative (singular); i.e., <i>mich, dich, sie, ihn, es</i> • modal verbs in present tense • separable verbs • selected reflexive verbs (singular) • formal address • subordinate clauses beginning with <i>weil</i> • position of adverbs of frequency; e.g., <i>manchmal, oft</i> • possessive pronouns (plural) <i>unser/euer/ihr</i> • present perfect regular verbs (common) 	

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

<p>LC-3.4 grammatical elements</p>	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,² the following grammatical elements:</p> <ul style="list-style-type: none"> • compound nouns • possessive pronouns (plural) <i>unser/euer/ihr</i> • imperative mood (plural) • selected dative prepositions <i>aus, bei, mit, nach, seit, von, zu</i> • comparison of adjectives (comparative form only) • simple past (third person singular); e.g., <i>er war/er hatte</i> • negation (<i>nicht/kein</i>) • selected accusative prepositions • possessive adjective <i>mein/dein/sein/ihr</i> • perfect tense (limited selection of verbs) • possessive pronouns nominative (third person singular) <i>sein/ihr</i> 	<p>NOTES:</p>
--	--	----------------------

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

<p>LC-3.4 grammatical elements</p>	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,³ the following grammatical elements:</p> <ul style="list-style-type: none"> • personal pronouns nominative (plural) • regular verbs (present tense) • selected reflexive verbs (first person singular) • simple past of <i>sein</i> and <i>haben</i> (first person singular) <i>ich war, ich hatte</i> • asking questions, using interrogatives; e.g., <i>wer? wie?</i> • sentence structure: inversion following expressions of time or place; e.g., <i>Heute gehe ich ...</i> • compound sentences with coordinating conjunctions; e.g., <i>und</i> 	<p>NOTES:</p>
--	--	----------------------

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC-4 apply knowledge of the sociocultural context		GRADE 7
LC-4.1 register	<p><i>Students will be able to:</i></p> <p>a. identify socially appropriate language in specific situations; e.g., <i>Sie/du</i>, age-appropriate colloquialisms</p>	NOTES:
LC-4.2 idiomatic expressions	a. use learned idiomatic expressions correctly	
LC-4.3 variations in language	a. recognize some common regional variations in language	
LC-4.4 social conventions	a. examine important social conventions in everyday interactions; e.g., shaking hands	
LC-4.5 nonverbal communication	a. identify nonverbal behaviours in a variety of familiar contexts	
LC-5 apply knowledge of how discourse is organized, structured and sequenced		GRADE 7
LC-5.1 cohesion/ coherence	<p><i>Students will be able to:</i></p> <p>a. organize texts, using common patterns; e.g., cause and effect, sequencing</p> <p>b. interpret simple references within texts; e.g., pronouns</p>	NOTES:
LC-5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	
LC-5.3 patterns of social interaction	a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates	

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 the German-speaking world
GRADE 7

GC-1.1 accessing/analyzing cultural knowledge	<i>Students will be able to:</i> a. formulate questions and use basic research skills to gather and analyze information about German-speaking communities	NOTES:
GC-1.2 knowledge of the cultures of the German-speaking world	a. explore some elements of the cultures; e.g., everyday ways of life of people their own age b. identify similarities and differences between themselves and German-speaking people their own age	
GC-1.3 applying cultural knowledge	a. apply knowledge of elements of the cultures to interpret cultural behaviour that is different from their own	
GC-1.4 diversity within German-speaking cultures	a. apply knowledge of diverse elements of the cultures in interactions with people and in interpreting texts	
GC-1.5 valuing German- speaking cultures	a. recognize cultural behaviour that is different from their own	

GC-2 appreciating diversity		GRADE 7
<p>GC-2.1 awareness of first language</p> <p><i>Students will be able to:</i></p> <p>a. identify some words in their first language that have been borrowed from German or from other languages</p>		NOTES:
<p>GC-2.2 general language knowledge</p> <p>a. identify how and why languages borrow from one another</p>		
<p>GC-2.3 awareness of own culture</p> <p>a. identify shared references and the different connotations attached to them in the German-speaking cultures and their own culture</p>		
<p>GC-2.4 general cultural knowledge</p> <p>a. recognize that within any culture there are important differences in the way people speak and behave</p>		
<p>GC-2.5 valuing diversity</p> <p>a. demonstrate curiosity about other languages and cultures</p>		
<p>GC-2.6 intercultural skills</p> <p>a. explore representations of their own culture created by members of another culture</p>		

GC-3 personal and career opportunities		GRADE 7
GC-3.1 German language and culture	<i>Students will be able to:</i> a. identify aspects of the history, literature, arts and crafts of the German cultures that are of personal interest	NOTES:
GC-3.2 cultural and linguistic diversity	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	

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

S-1 language learning		GRADE 7
S-1.1 cognitive	<i>Students will be able to:</i> a. identify and use a variety of cognitive strategies to enhance language learning	NOTES:
S-1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	
S-1.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance language learning	

S-2 language use		GRADE 7
S-2.1 interactive	<p><i>Students will be able to:</i></p> <p>a. identify and use a variety of interactive strategies</p>	NOTES:
S-2.2 interpretive	<p>a. identify and use a variety of interpretive strategies</p>	
S-2.3 productive	<p>a. identify and use a variety of productive strategies</p>	
S-3 general learning		GRADE 7
S-3.1 cognitive	<p><i>Students will be able to:</i></p> <p>a. identify and use a variety of cognitive strategies to enhance general learning</p>	NOTES:
S-3.2 metacognitive	<p>a. identify and use a variety of metacognitive strategies to enhance general learning</p>	
S-3.3 social/affective	<p>a. identify and use a variety of social and affective strategies to enhance general learning</p>	

Appendix B: Planning Tools

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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- Present and support key concepts and instructions by using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions and:
 - ___ provide a visual reference of the sequence of key steps in completing the assignment
 - ___ provide a checklist of assignment parts for students to mark as tasks are completed
 - ___ support written instructions with picture prompts, or highlight directions using a colour-coding system
 - ___ record directions or lectures for playback
 - ___ repeat instructions
 - ___ have students recall instructions in sequence.
- Model and demonstrate to promote understanding of directions.
- Check in with students regularly to check their understanding of the task and to provide feedback and clarification on specific aspects of the assignment.
- Highlight key points of the lesson orally and visually.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Build in opportunities for students to make connections between what they know and what they are learning.

Instructional Planning Guide: Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work spaces.

- Provide a quiet work station like a study carrel in a corner of the classroom.
- Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print and multimedia texts and community resources.

- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- Rewrite materials at a lower reading level.
- Provide a graphic organizer for note taking; e.g., cloze style.
- Highlight passages of text.
- Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs; for example:

- ___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- ___ a copy of the lecture notes
- ___ enlarged or reduced text
- ___ scribe
- ___ audio recordings
- ___ picture prompts
- ___ manipulatives
- ___ overlays
- ___ computers

⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- Provide assessment options for students to “show what they know.”

Make necessary preparations for alternative testing procedures, resources and materials.

- Does the student need:
 - ___ an audio recording of the test
 - ___ a scribe to write down his or her ideas or answers
 - ___ the test questions read aloud
 - ___ a time extension
 - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize them for spelling errors or missed punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- Emphasize the quality of work and perseverance rather than emphasizing quantity.

Provide opportunities for student self-reflection and self-evaluation.

- Consider necessary alternative assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time Line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

- Show students how to plan for longer assignments by using a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- Prepare an assignment summary with task increments and a time line to guide students' completion of the assignment. Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

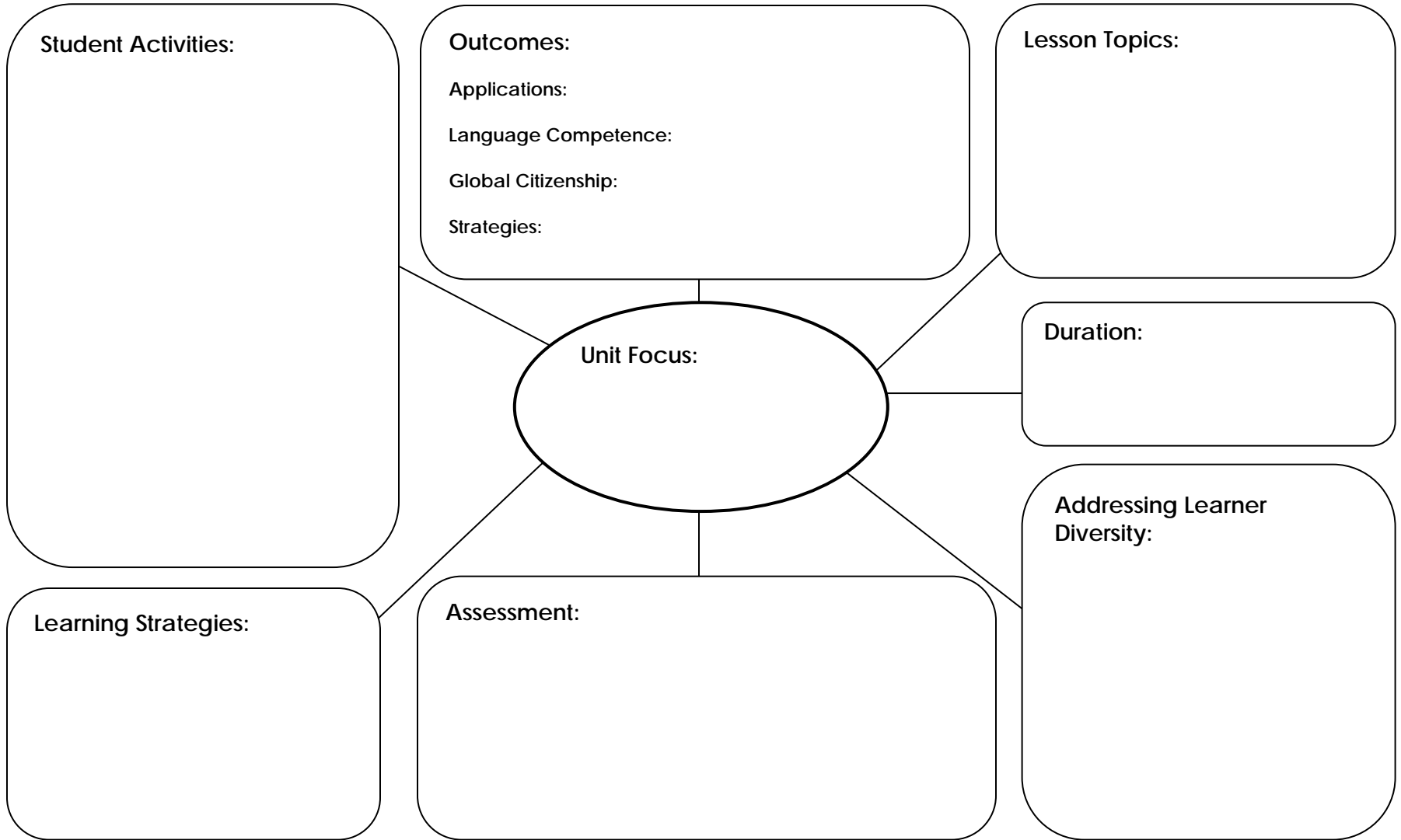
	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

Unit Plan Overview



Unit Plan A

Grade(s): _____ Unit Focus: _____ Teacher(s): _____

Outcomes:

- ✦ Applications
- ✦ Language Competence
- ✦ Global Citizenship
- ✦ Strategies

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:

Planning for Diversity:

Assessment
and Evaluation:

Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

Unit Plan C

Title:		Time line:	
General outcome:			
Specific outcomes		Learning strategies and activities	
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit)			
Assessment strategies and activities		Enrichment strategies	
Resources			
Home/school/community connections		Cross-curricular connections	

Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

Lesson Plan B

Lesson Title: _____

Date: _____ Class: _____

Outcomes

- ✦ Applications
- ✦ Language Competence
- ✦ Global Citizenship
- ✦ Strategies

Possible Student Learning Strategies:

Lesson Description

Differentiation of Instruction

yes not necessary

If yes, description:

Assessment

Materials

How “Listener-friendly” Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	<input type="radio"/>	<input type="radio"/>
• I communicate clearly what my expectations of the students are during the class.	<input type="radio"/>	<input type="radio"/>
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	<input type="radio"/>	<input type="radio"/>
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	<input type="radio"/>	<input type="radio"/>
• I use cue words and phrases to signal important information; e.g., In summary ..., Note the following ..., Pay attention to ..., Record this important fact ..., This is important ..., Listen carefully.	<input type="radio"/>	<input type="radio"/>
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	<input type="radio"/>	<input type="radio"/>
• I highlight important information by using bold, italics and different coloured text.	<input type="radio"/>	<input type="radio"/>
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	<input type="radio"/>	<input type="radio"/>
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	<input type="radio"/>	<input type="radio"/>
• I repeat important ideas and concepts by rephrasing and using multiple examples.	<input type="radio"/>	<input type="radio"/>
• I write important ideas, key concepts and vocabulary on the board or on an overhead transparency.	<input type="radio"/>	<input type="radio"/>
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	<input type="radio"/>	<input type="radio"/>
• I provide examples and non-examples of concepts.	<input type="radio"/>	<input type="radio"/>
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to discuss concepts with a partner or small group.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to work with and/or practise new skills and concepts.	<input type="radio"/>	<input type="radio"/>
• I allow time for reflection at the end of the class; e.g., time for students to review important ideas, summarize, ask questions, self-evaluate.	<input type="radio"/>	<input type="radio"/>
• I briefly review the important concepts at the end of the class and preview what will be happening in the next class.	<input type="radio"/>	<input type="radio"/>

Adapted from Anne Price, “Listen Up” handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

Examples of General Accommodations

Methods of Instruction

- Vary amount of material to be learned.
- Vary amount of material to be practised.
- Vary time for practice activities.
- Use advanced organizers.
- Cue student to stay on task; e.g., private signal.
- Facilitate student cueing (student providing cues to the teacher).
- Repeat directions or have student repeat directions.
- Shorten directions.
- Pair written instructions with oral instructions.
- Use computer-assisted instruction.
- Use visual aids in lesson presentation.

Other _____

Task/Response

- Reduce or substitute required assignments.
- Adjust level of in-class assignments to academic level.
- Break long-term assignments into shorter tasks.
- Adjust amount of copying.
- Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- Provide student with a copy of notes.
- Accept dictated or parent-assisted homework assignments.
- Provide extra assignment time.
- Permit student to print.
- Provide a student buddy for reading.

Other _____

Materials

- Modify text materials (add, adapt or substitute).
- Make materials self-correcting.
- Highlight important concepts and information and/or passages.
- Use a desktop easel or slant board to raise reading materials.
- Prepare recordings of reading/textbook materials.
- Provide an extra textbook for home use.
- Allow use of personal word lists, cue cards.
- Increase use of pictures, diagrams, concrete manipulators.
- Break materials into smaller task units.

Materials (cont'd)

- Increase print size in photocopying.
 - Use daily homework assignment book.
- Other _____

Organization for Instruction

The student works best:

- in large group instruction
- in small group instruction
- when placed beside an independent learner
- with individual instruction
- with peer tutoring
- with cross-aged tutoring
- using independent self-instructional materials
- in learning centres
- with preferential seating
- with allowances for mobility
- in a quiet space within the classroom.

Other _____

Reinforcement Systems

- Provide immediate reinforcement.
- Give verbal praise for positive behaviour.
- Use tangible reinforcers.
- Send notes home.
- Complete progress charts.

Reinforcement Systems (cont'd)

- Allow special activities.
 - Instruct student in self-monitoring; e.g., following directions, raising hand to talk.
- Other _____

Assessment and Testing

- Adjust the test appearance; e.g., margins, spacing.
- Adjust the test design (T/F, multiple choice, matching).
- Adjust to recall with cues, cloze, word lists.
- Vary test administration (group/individual, open book, make-up tests).
- Audio record test questions.
- Select items specific to ability levels.
- Vary amount to be tested.
- Give extra test time.
- Adjust readability of test.
- Allow recorded reports for essays and/or long answers.
- Read test questions.
- Allow use of a scribe or a reader.
- Allow oral examinations.

Other _____

Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
<ul style="list-style-type: none"> ○ Use less difficult/alternative reading material. ○ Reduce amount of reading required. ○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ○ Set time limits for specific task completion. ○ Enlarge text of worksheets and reading material. ○ Extend time to complete tests and assignments. ○ Use large print editions of tests. ○ Read test items aloud to student. ○ Read standard directions several times at start of exam. ○ Audio-record directions. ○ Use assistive technology (optical character recognition system, books on tape/CD, screen readers). 	<ul style="list-style-type: none"> ○ Reduce volume of work. ○ Break long-term assignments into manageable tasks. ○ Extend time for completing assignments. ○ Offer alternative assignments. ○ Allow student to work on homework while at school. ○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ○ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). ○ Waive spelling, punctuation and paragraphing requirements. ○ Accept keyword responses instead of complete sentences. ○ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software). 	<ul style="list-style-type: none"> ○ Provide alternative seating: <ul style="list-style-type: none"> — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ○ Provide additional or personal work space (quiet area for study, extra seat or table, study carrels). ○ Permit movement during class activities and testing sessions. ○ Provide directions in written form: <ul style="list-style-type: none"> — on board — on worksheets — copied in assignment book by student. ○ Set time limits for specific task completion. ○ Extend time to complete tests and assignments. ○ Allow student to take breaks during tests. ○ Use multiple testing sessions for longer tests. ○ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ○ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ○ Provide a quiet, distraction-free area for testing. ○ Allow student to wear noise buffer device such as headphones to screen out distracting sounds. ○ Provide checklists for long, detailed assignments. 	<ul style="list-style-type: none"> ○ Provide a written outline. ○ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ○ Provide a specific process for turning in completed assignments. ○ Provide checklists for long, detailed assignments. ○ Read and discuss standard directions several times at start of examination. ○ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ○ Allow student to use reference aids (dictionary, word processor, vocabulary cue card). 	<ul style="list-style-type: none"> ○ Use assistive and adaptive devices: <ul style="list-style-type: none"> — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ○ Set realistic and mutually agreed-upon expectations for neatness. ○ Reduce or eliminate the need to copy from a text or board; e.g., <ul style="list-style-type: none"> — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. ○ Extend time to complete tests and assignments. ○ Alter the size, shape or location of the space provided for answers. ○ Accept keyword responses instead of complete sentences. ○ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student's understanding of the test process
- administering the test in a small-group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers; e.g., headphones
- adjusting the test appearance; e.g., margins, spacing
- adjusting the test design (true/false, multiple choice, matching)
- adjusting the readability of the test
- allowing alternative formats, such as webs or key points in place of essays or long answers
- reading test questions
- allowing oral examinations
- allowing students to practise taking similar test questions.

Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other “how to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- storytelling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD-ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

Alternative Learning Activities Menu

Name: _____ Date: _____

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

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

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

DEMONSTRATE	PLAN	INTERVIEW
RESEARCH	YOUR IDEA	SURVEY
DISPLAY	CREATE	EVALUATE

Sample Independent Study Agreement

Name: _____

Grade: _____

Date: _____

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my Learning Log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of German
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of German and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in German or in your own language
- find information, using reference materials such as dictionaries, textbooks, grammars and technological aids
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task

- ❑ keep a learning log
- ❑ experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- ❑ be aware of the potential of learning through direct exposure to the language
- ❑ know how strategies may enable coping with texts containing unknown elements
- ❑ identify factors that might hinder successful completion of a task, and seek solutions
- ❑ monitor your speech and writing to check for persistent errors
- ❑ be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- ❑ initiate or maintain interaction with others
- ❑ participate in shared reading experiences
- ❑ seek the assistance of a friend to interpret a text
- ❑ reread familiar self-chosen texts to enhance understanding and enjoyment
- ❑ work cooperatively with peers in small groups
- ❑ understand that making mistakes is a natural part of language learning
- ❑ experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- ❑ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- ❑ reduce anxiety by using mental techniques such as positive self-talk or humour
- ❑ work with others to solve problems and get feedback on tasks
- ❑ provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- ❑ ask for clarification or repetition when you do not understand; e.g., *Was meinst du damit?, Kannst du das bitte wiederholen?*
- ❑ use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in German
- ❑ acknowledge being spoken to
- ❑ interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- ❑ indicate lack of understanding verbally or nonverbally; e.g., *Wie bitte?, Entschuldigung?, Das habe ich nicht verstanden*, raised eyebrows, blank look
- ❑ use other speakers' words in subsequent conversations
- ❑ assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- ❑ start again, using a different tactic, when communication breaks down; e.g., *Was ich damit sagen will, ...*
- ❑ use a simple word similar to the concept to convey, and invite correction; e.g., *Fisch* for *Forelle*
- ❑ invite others into the discussion
- ❑ ask for confirmation that a form used is correct; e.g., *Kann man das sagen?*
- ❑ use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Also ..., Was wollte ich sagen ...*
- ❑ use circumlocution to compensate for lack of vocabulary; e.g., *Das Ding, aus dem man trinkt* for *Glas*
- ❑ repeat part of what someone has said to confirm mutual understanding; e.g., *Was du damit sagen willst, ist ...; Du meinst also, dass ...*
- ❑ summarize the point reached in a discussion to help focus the talk
- ❑ ask follow-up questions to check for understanding; e.g., *Verstehst du, was ich meine?*
- ❑ use suitable phrases to intervene in a discussion; e.g., *Da wir gerade dabei sind ...*
- ❑ self-correct if errors lead to misunderstandings; e.g., *Was ich eigentlich damit sagen will ...*
- ❑ express approval or positive feedback; e.g., *Ich finde das gut.*

Interpretive Language Use Strategies

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

Productive Language Use Strategies

- ❑ mimic what the teacher says
- ❑ use nonverbal means to communicate
- ❑ copy what others say or write
- ❑ use words that are visible in the immediate environment
- ❑ use resources to increase vocabulary
- ❑ use familiar repetitive patterns from stories, songs, rhymes or media
- ❑ use illustrations to provide detail when producing your own texts
- ❑ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- ❑ use knowledge of sentence patterns to form new sentences
- ❑ be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- ❑ use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- ❑ take notes when reading or listening to assist in producing your own text
- ❑ revise and correct final versions of texts
- ❑ use circumlocution and definition to compensate for gaps in vocabulary
- ❑ apply grammar rules to improve accuracy at the correction stage
- ❑ compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

- ❑ classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- ❑ use models
- ❑ connect what is already known with what is being learned
- ❑ experiment with, and concentrate on, one thing at a time
- ❑ focus on and complete learning tasks
- ❑ write down key words and concepts in abbreviated form to assist with performance of a learning task
- ❑ use mental images to remember new information
- ❑ distinguish between fact and opinion when using a variety of sources of information
- ❑ formulate key questions to guide research
- ❑ make inferences, and identify and justify the evidence on which these inferences are based
- ❑ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ❑ seek information through a network of sources, including libraries, the Internet, individuals and agencies
- ❑ use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- ❑ reflect on learning tasks with the guidance of the teacher
- ❑ choose from among learning options
- ❑ discover how your efforts can affect learning
- ❑ reflect upon your thinking processes and how you learn
- ❑ decide in advance to attend to the learning task
- ❑ divide an overall learning task into a number of subtasks
- ❑ make a plan in advance about how to approach a task
- ❑ identify your needs and interests
- ❑ manage your physical working environment
- ❑ keep a learning journal, such as a diary or a log
- ❑ develop criteria for evaluating your work
- ❑ discuss strategies with others to monitor your learning
- ❑ take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective General Learning Strategies

- ❑ watch others' actions and copy them
- ❑ seek help from others
- ❑ follow your natural curiosity and intrinsic motivation to learn
- ❑ participate in cooperative group learning tasks
- ❑ choose learning activities that enhance understanding and enjoyment
- ❑ be encouraged to try, even though mistakes might be made
- ❑ take part in group decision-making processes
- ❑ use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- ❑ take part in group problem-solving processes
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter, listening to instrumental music
- ❑ use social interaction skills to enhance group learning activities

Appendix C: Graphic Organizers

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How I Contribute to Group Work

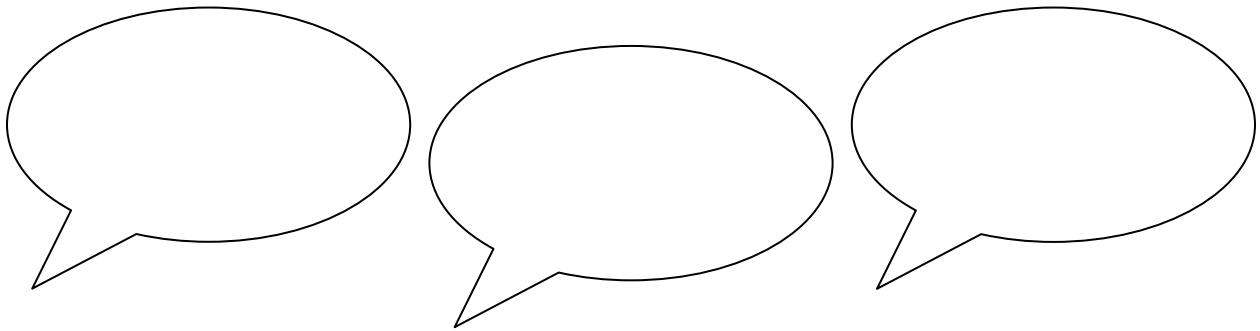


My role in this group is _____
_____.

I do my job by:

- _____
- _____
- _____

I say things like:



The most challenging part of this job is _____.

The best part of this job is _____.

I would rate my performance in the role of _____
as _____.

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

How I Can Help My Group



Name: _____ Date: _____

During group work, when someone:

☆ keeps interrupting, I feel _____
I can help make this situation better by _____

☆ argues, I feel _____
I can help make this situation better by _____

☆ puts down others, I feel _____
I can help make this situation better by _____

☆ complains, I feel _____
I can help make this situation better by _____

☆ fools around, I feel _____
I can help make this situation better by _____

☆ bosses others around, I feel _____
I can help make this situation better by _____

☆ doesn't listen to others, I feel _____
I can help make this situation better by _____

☆ is off-topic, I feel _____
I can help make this situation better by _____

☆ is very quiet, I feel _____
I can help make this situation better by _____

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

Activity Reflection



Name: _____

Date: _____

Activity: _____

What did I (we) do?	What were the results?
What could I (we) do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

Collecting My Thoughts



Name: _____ Date: _____

Here is everything I know about _____

Here are some drawings/pictures of _____

--	--	--

Here are some questions I have: _____

How to Use KWL Charts



Step 1

Think about what you already **KNOW** about your topic. List those facts in the first column.

For example, if your topic is “How I Talk to Others in a New Language,” you may come up with these ideas.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none">• Can use hand gestures and facial expressions to help the other person understand.• Don't be afraid to make mistakes!		

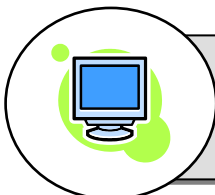
Step 2

Think of the kinds of information you **WANT** to find out. List specific questions in the second column.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none">• Can use hand gestures and facial expressions to help the other person understand.• Don't be afraid to make mistakes!	<ul style="list-style-type: none">• What do I do if I don't know how to say a word?• What do I do if I don't understand what the other person is saying?	

Step 3

LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.



Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

KWL Chart



Name: _____

Date: _____

Step 1

What I know

Step 2

What I want to find out

Step 3

What I have learned

How to Use a Brainstorming Web



Step 1

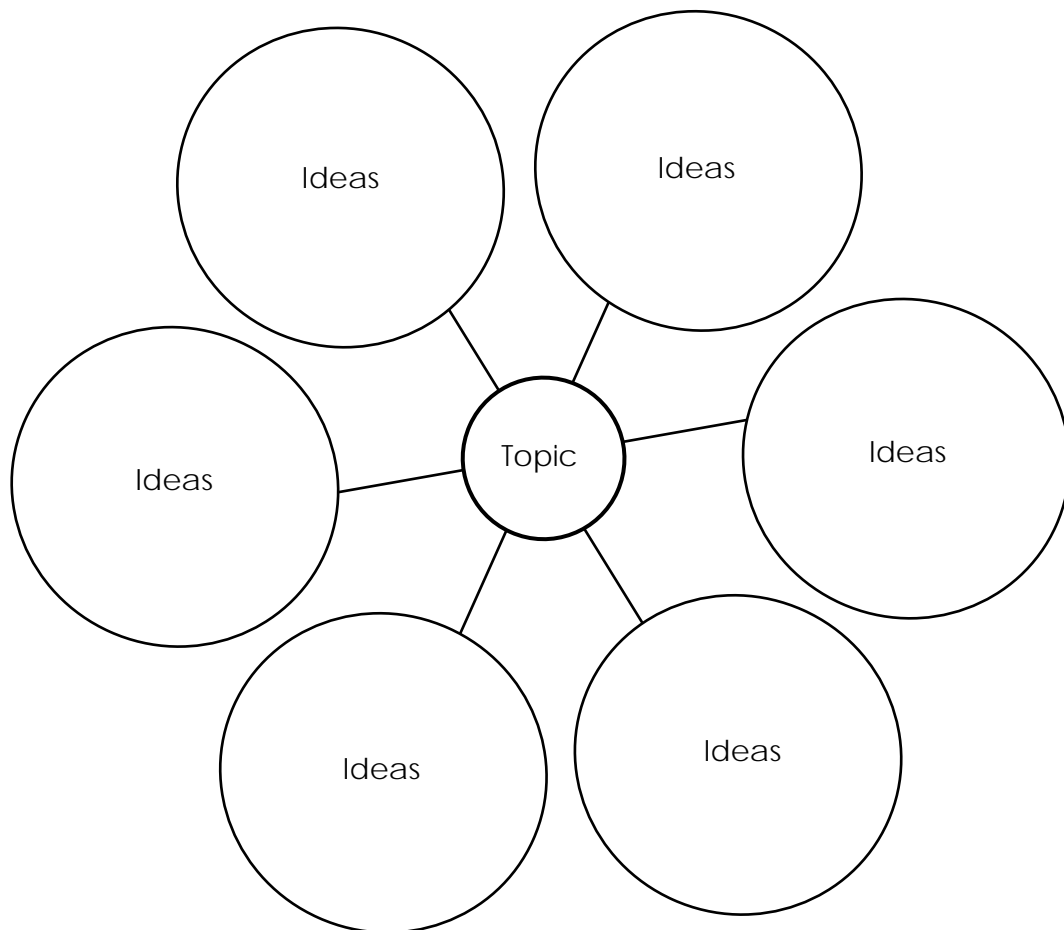
Identify your topic and use it as the title. Write it in the centre of your web.

Step 2

Identify categories of information and label each of the outer bubbles.

Step 3

Brainstorm and jot down ideas in each category.

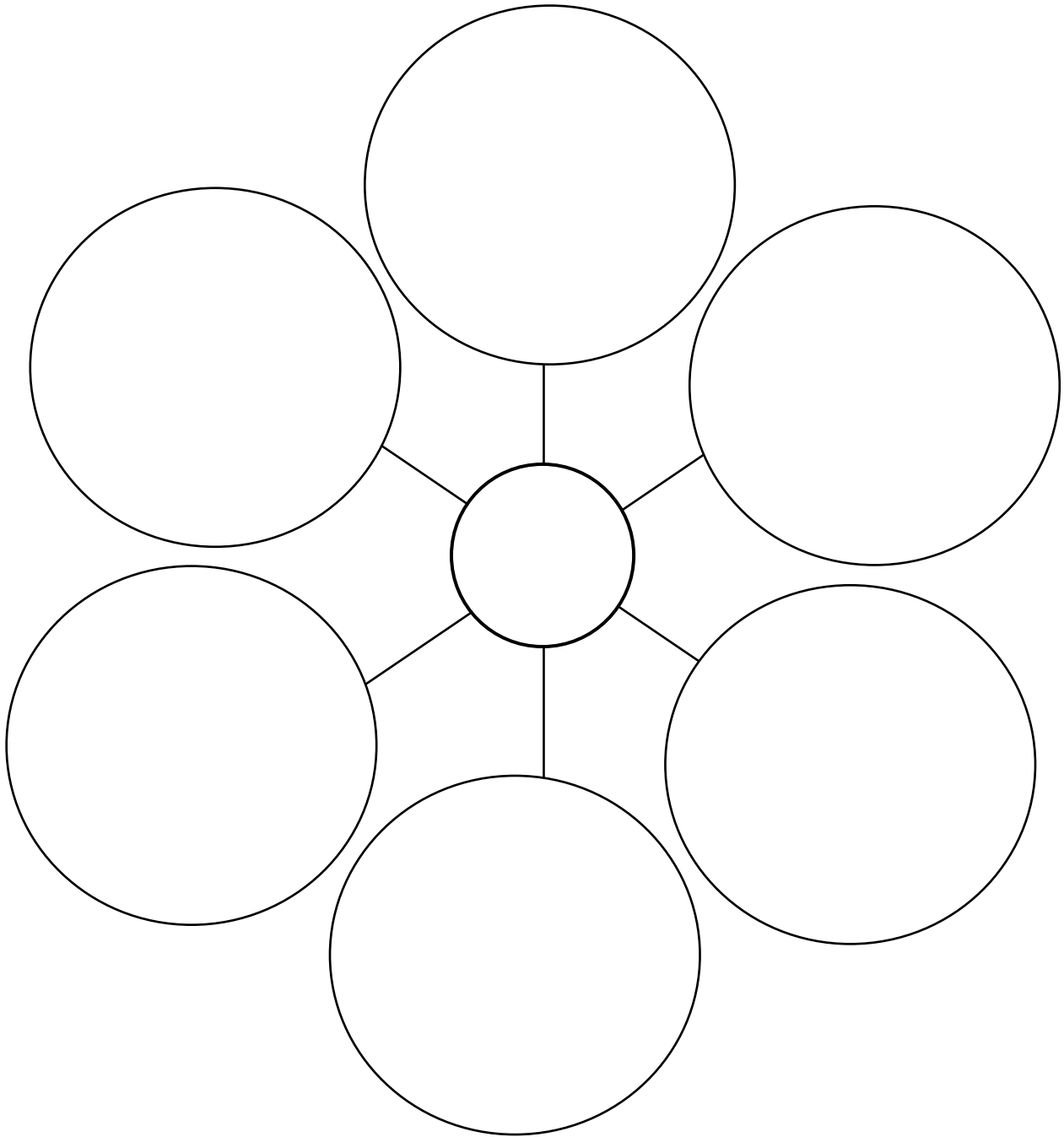


Brainstorming Web



Name: _____

Date: _____



Idea Builder



1. Key idea

2. Draw it

3. Facts

4. Sample sentence

5. Examples

6. Non-examples

7. Definition

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

How to Create a Mind Map



What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

Step 1

Identify your topic and write it in the centre of the page. This is the centre of your mind map.

Step 2

As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

Step 3

Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

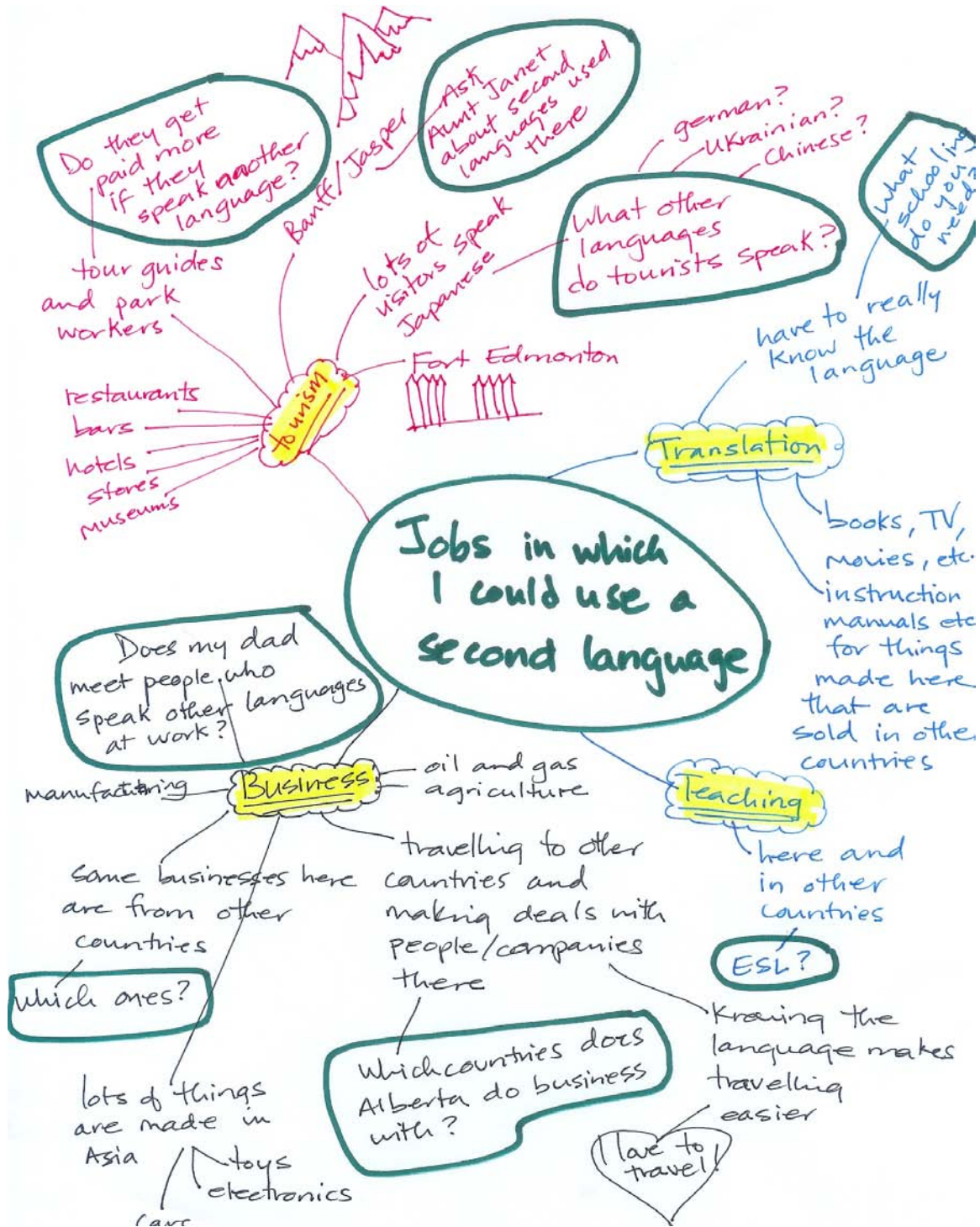
Step 4

Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

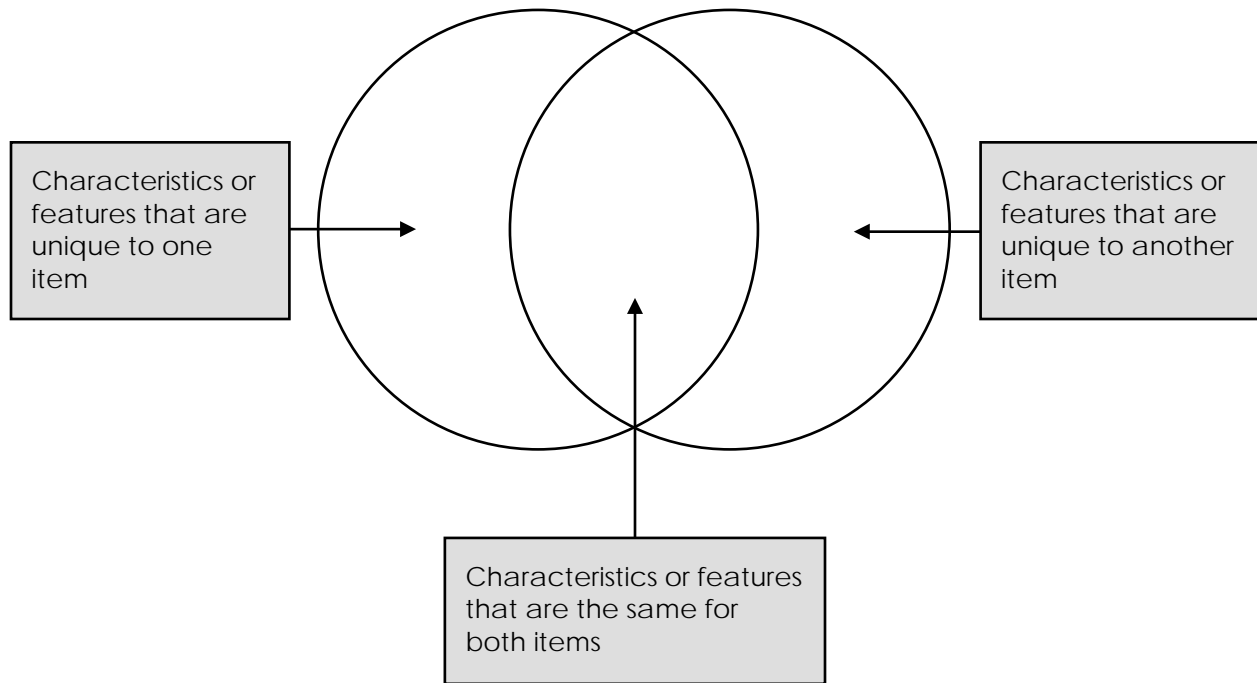
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

How to Use Venn Diagrams



Step 1

Label each side of the diagram with the name of each item you are comparing.

Step 2

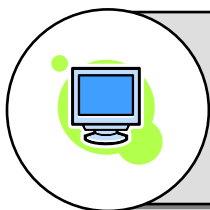
Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3

Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

Step 4

Think about all the features the items share and write your ideas in the middle of the diagram.

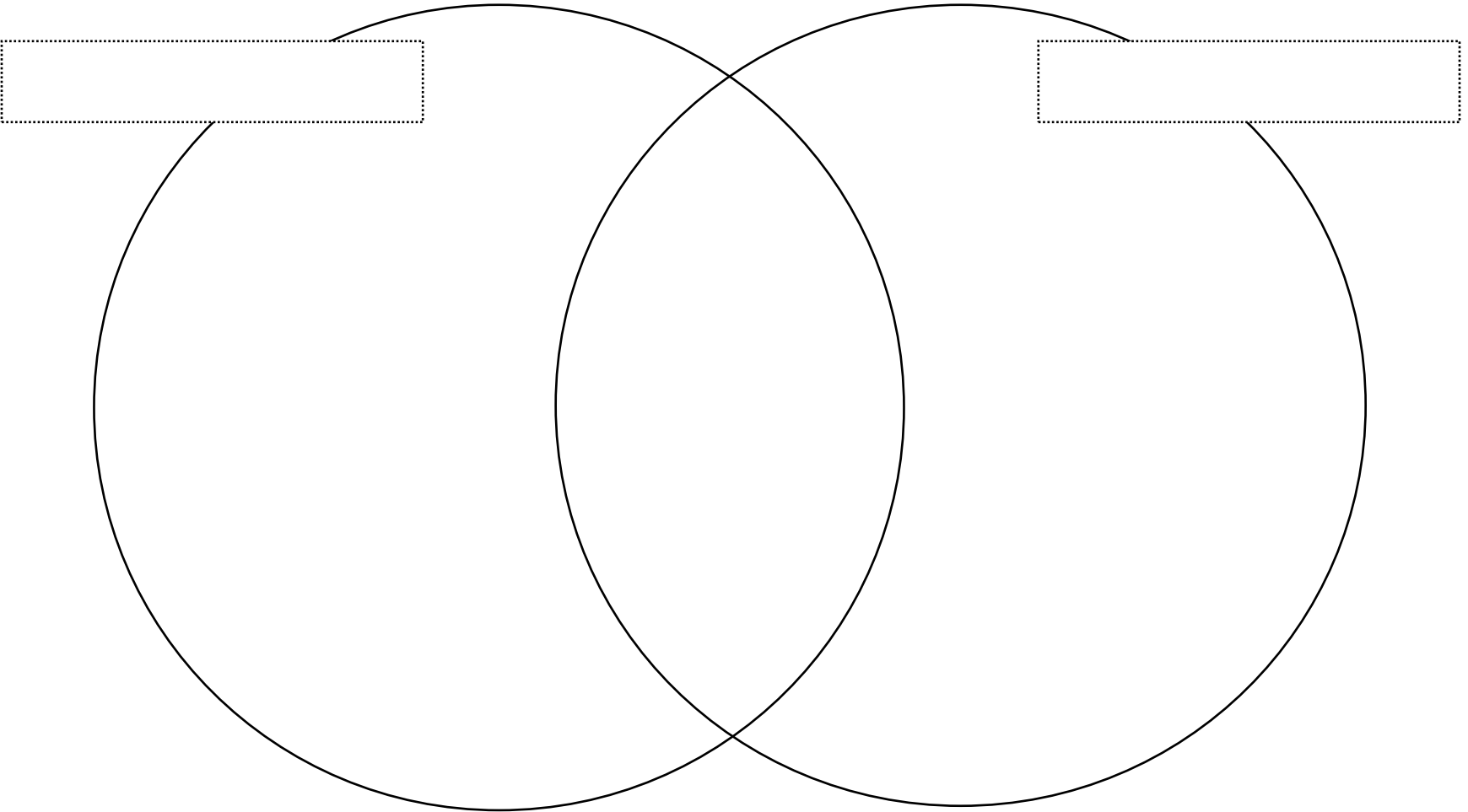


Microsoft Word has a Venn diagram option that lets you create your own Venn diagram electronically.



Venn Diagram

Name: _____ Date: _____

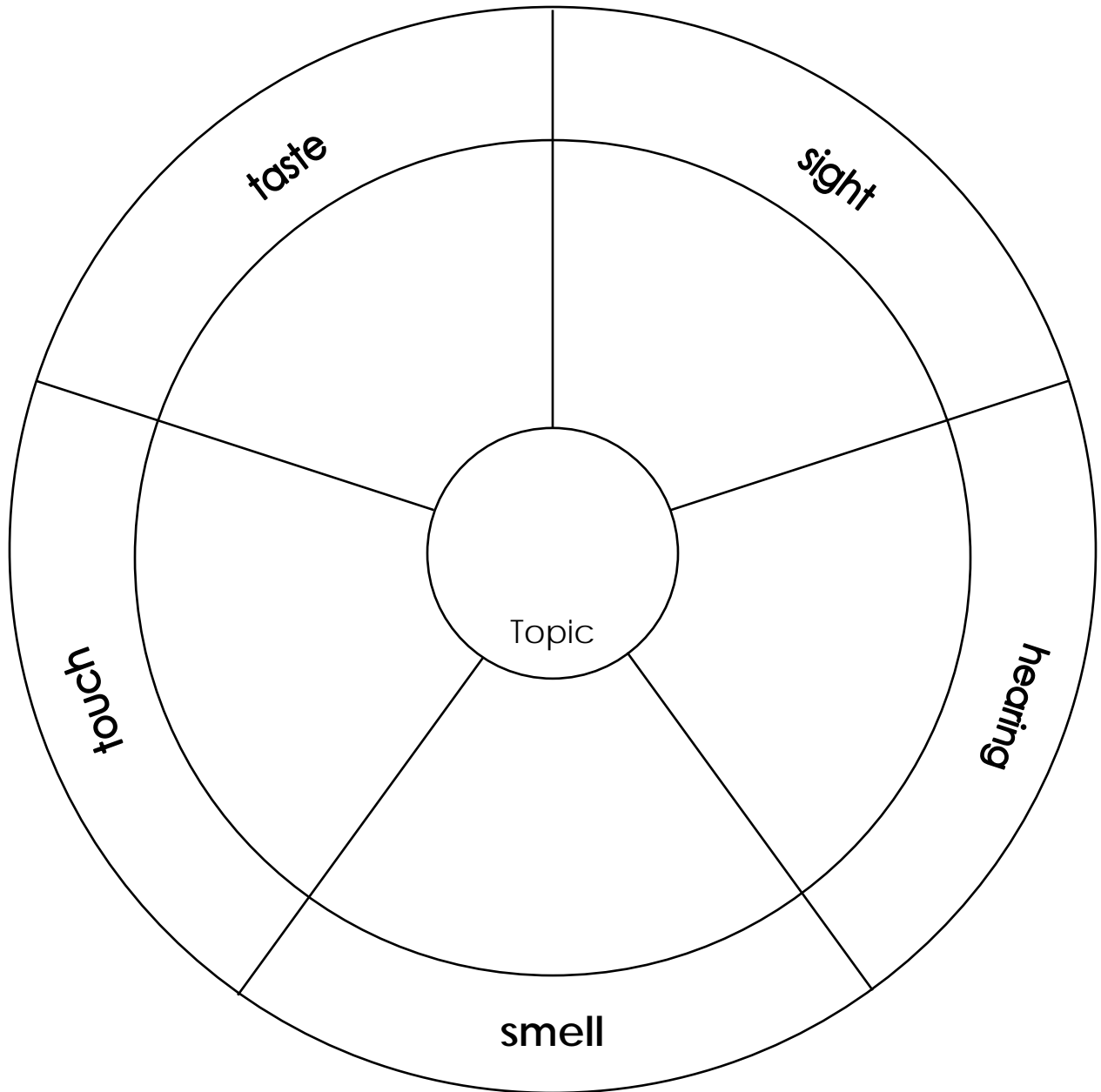


Five Senses Wheel



Name: _____

Date: _____



Triple T-chart



Name: _____ Date: _____

Title/Topic: _____

Looks like:	Sounds like:	Feels like:

Y-chart



Name: _____

Date: _____

Title/Topic: _____

Feels Like	
Sounds Like	Looks Like

Five Ws and Hl



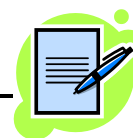
Name: _____ Date: _____

Topic: _____

Fill in the chart with questions on your topic that you want to find answers to.

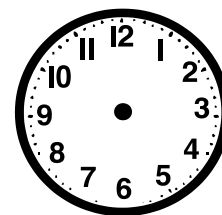
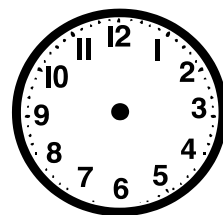
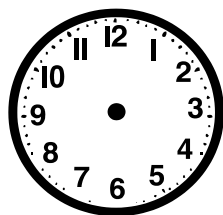
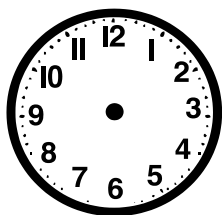
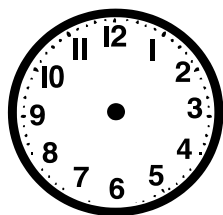
Who? List questions about people .	
What? List questions about things and events .	
Where? List questions about places .	
When? List questions about times and dates .	
Why? List questions about reasons , causes and purposes .	
How? List questions about the way things happen .	
If? List questions about things that might happen .	

A Day in the Life



Name: _____

Date: _____



_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

How to Use PMI Charts



Step 1

Plus: Think about all the advantages and good reasons for making the choice.

Step 2

Minus: Think about all the disadvantages and the down side of making the choice.

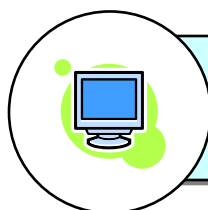
Step 3

List any information that is neither positive nor negative as **I**nteresting.

Example: A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool

Using the Internet as a Research Tool

Plus	Minus	Interesting Information
<ul style="list-style-type: none">• There is a lot of information.• You can look at a number of different sources in a short period of time.• You can do your research in the comfort of your home or classroom.	<ul style="list-style-type: none">• If you do not know how to search well, it can take a long time to find what you need.• There is no guarantee that the information you find is accurate or of good quality.• The reading level of factual and historical information may be high.	<ul style="list-style-type: none">• Most teenagers know more about using the Internet than adults!• Anybody can post information on the Internet. There are no rules to follow, no licences, etc.



Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

PMI Chart

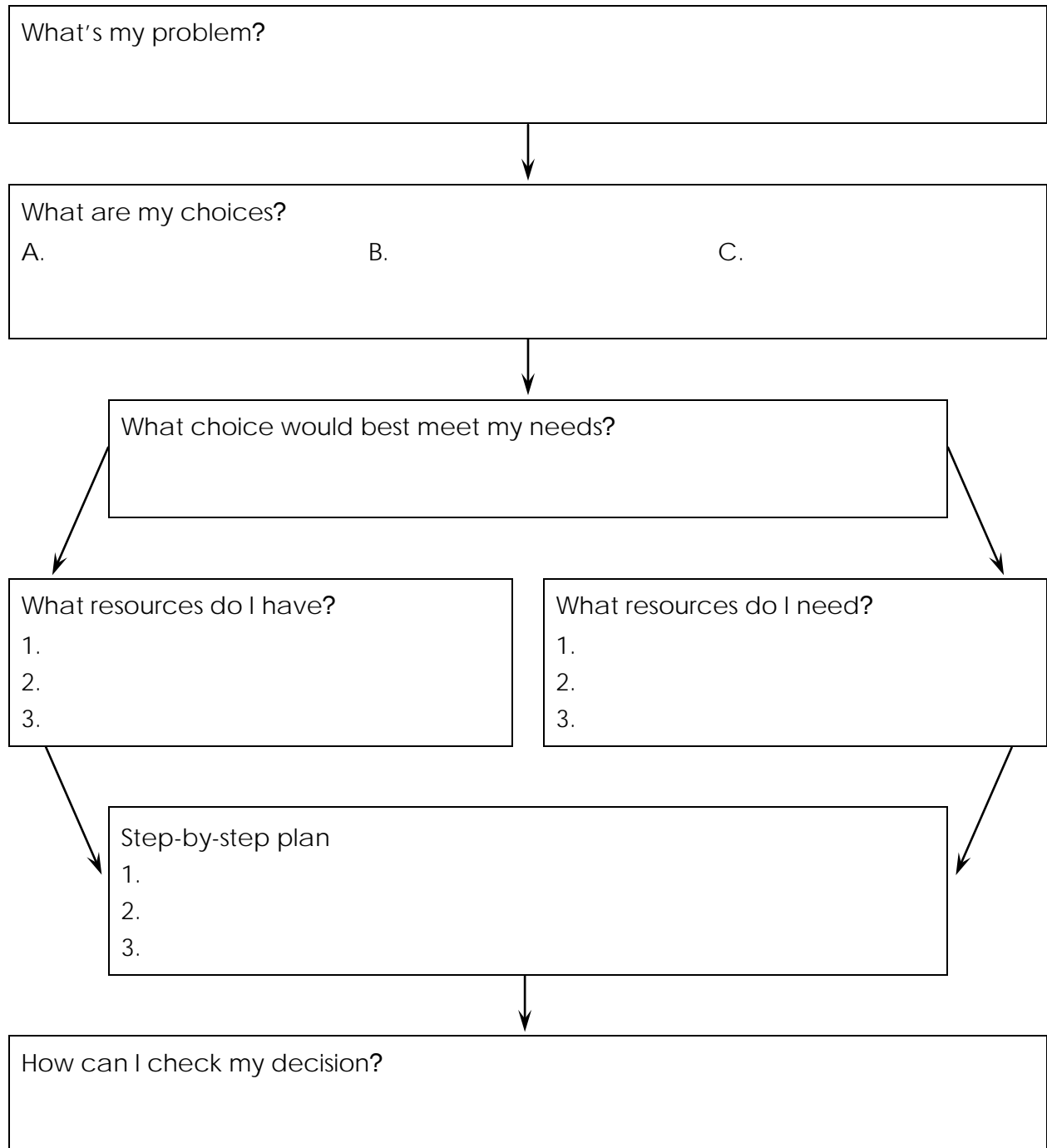


Name: _____ Date: _____

Title: _____

Plus	Minus	Interesting Information

What I Have, What I Need



Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

Making a Decision



Issue: _____

Option: _____

PROS +

CONS -

Facts:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Feelings:	_____	_____
	_____	_____
	_____	_____
	_____	_____

My new ideas:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

My decision:	_____

My reasons for this decision:	_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

IDEA Decision Maker

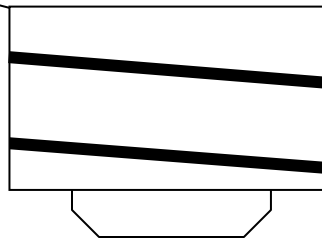


Identify the problem

Describe possible solutions

Evaluate the potential consequences of each solution

Act on the best solution



How did your IDEA work?
(Evaluate your results.)

Consider the Alternatives



Decision-making situation or conflict to be resolved: _____

1 Option: _____

➔

Possible consequences: _____

2 Option: _____

➔

Possible consequences: _____

3 Option: _____

➔

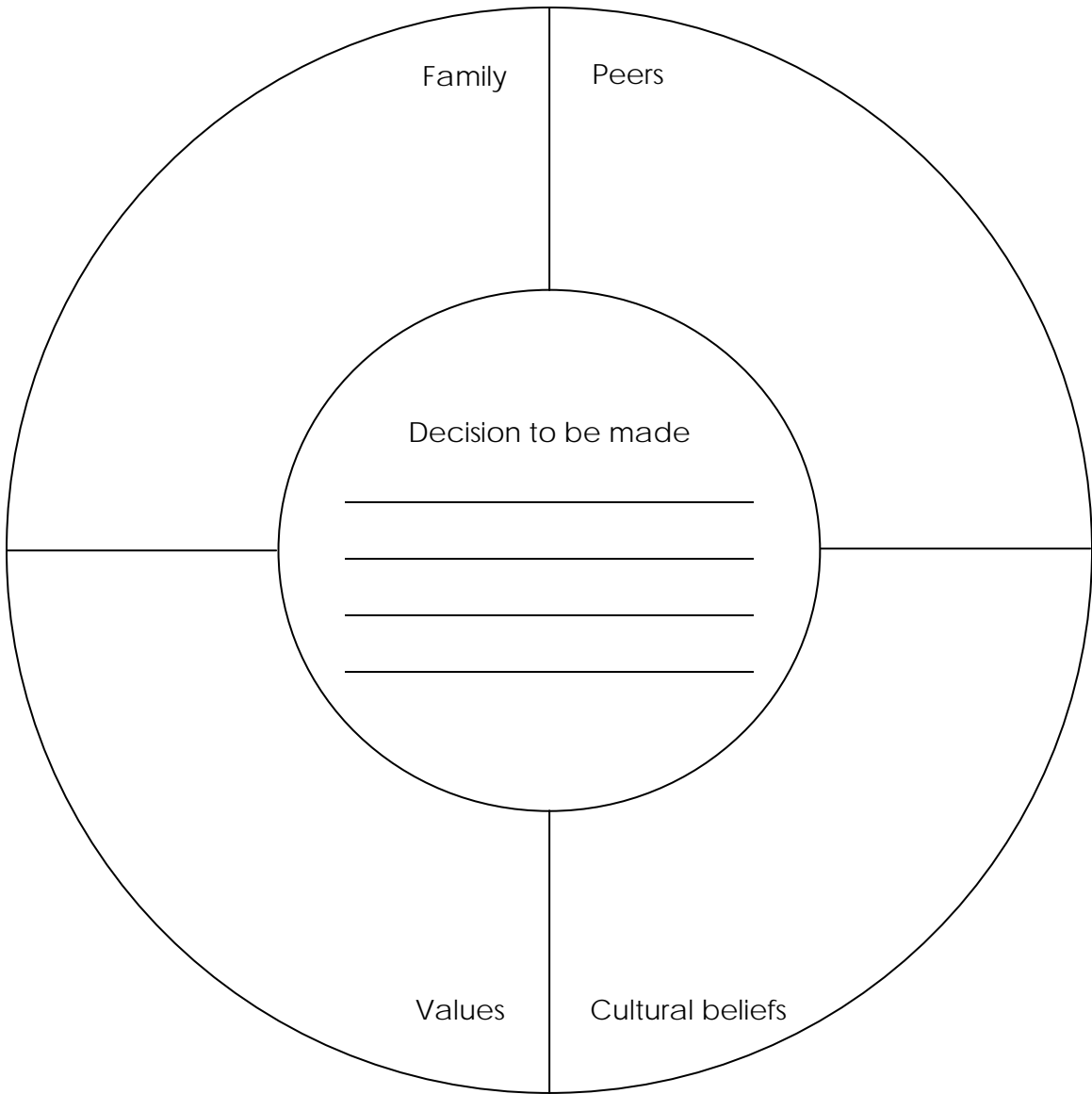
Possible consequences: _____

4 Option: _____

➔

Possible consequences: _____

Influences on Decision Making



Questions you need to ask to help you make this decision

Goal-setting Organizer 1



Name: _____ Date: _____

My goal is _____

I am choosing this goal because

To reach this goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Did I reach my goal? yes
 almost
 no

Why or why not? _____

Goal-setting Organizer 2



Date: _____

Name: _____

- Is your goal:
- specific?
 - measurable?
 - achievable?
 - realistic?
 - time-based?

Goal	My goal is to ...
Rationale	I chose this goal because ...
Action plan	To reach this goal, I will ...
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

Goal-setting Organizer 3



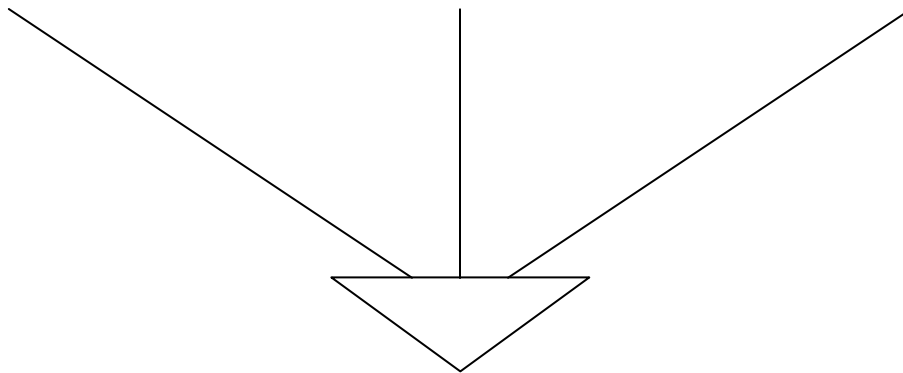
Name: _____ Date: _____

Goal Planning: Start Small

My long-term goal is to _____
_____ by _____

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____ _____	_____ _____	_____ _____
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____



I will know I have reached my long-term goal when _____

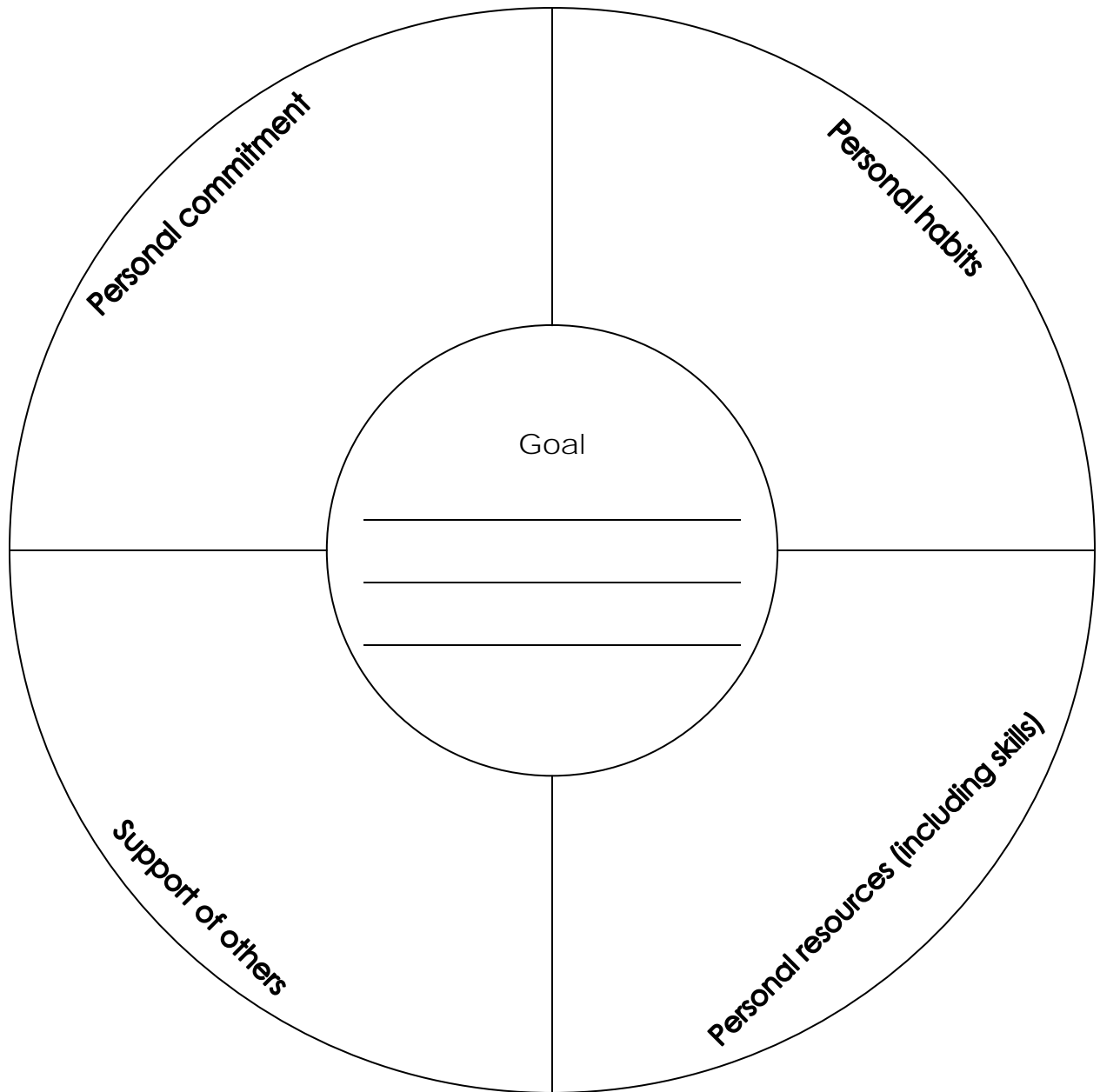
Goal-setting Organizer 4



Name: _____

Date: _____

What Can Affect Your Goals?



Appendix D: Assessment Blackline Masters

Self-assessment Checklist	D-2
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Self-assessment Checklist

Name: Louis

Klasse: 7

Datum: April 2

<i>Ich kann ...</i>	<i>Ja</i>	<i>Noch nicht</i>
talk about how German and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in German and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample self-assessment checklist allows students to indicate their ability to perform various criteria.

Self-assessment Checklist

Name:

Klasse:

Datum:

<i>Ich kann ...</i>	<i>Ja</i>	<i>Noch Nicht</i>

Self-assessment Rating Scale

Name: Sophia

Klasse: 7

Datum: April 22

Ich kann ...

Nie Manchmal Gewöhnlich Immer

- tell someone I'm happy ●————●————○————●
- tell someone I'm sad ●————●————○————●
- tell someone I'm angry ●————●————○————●
- tell someone I'm tired ●————●————○————●
- show someone I'm surprised ●————○————●————●
- _____ ●————●————●————●
- _____ ●————●————●————●
- _____ ●————●————●————●
- _____ ●————●————●————●

Note: All criteria in this sample address outcome A–2.2a. This self-assessment rating scale demonstrates how students can assess their performance as it relates to this particular outcome. The teacher decides whether or not to follow up with other activities, such as goal setting.

Self-assessment Rating Scale

Name:

Klasse:

Datum:

Ich kann ...

Nie

Manchmal

Gewöhnlich

Immer

• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____
• _____	• _____	• _____	• _____	• _____

Peer-assessment Checklist

Name:	Nicole	Klasse:	7	Datum:	February 14
Mein Partner kann:	Janelle	Betätigung:	Es wird ein Namengedicht geschrieben		

Mein Partner kann:	Ja	Noch Nicht
write a descriptive word in German for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word wall to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

An deiner Arbeit gefiel mir: you picked really good German words to describe yourself—some of them were from our new vocabulary list.

Ein Vorschlag zur Verbesserung: checking your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This peer-assessment checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-assessment Checklist

<i>Name:</i>	<i>Klasse:</i>	<i>Datum:</i>
<i>Mein Partner kann:</i>	<i>Betätigung:</i>	

<i>Mein Partner kann:</i>	<i>Ja</i>	<i>Noch Nicht</i>

An deiner Arbeit gefiel mir: _____

Ein Vorschlag zur Verbesserung: _____

Self-assessment Checklist and Goal Setting

Name: Tah	Klasse: 7	Datum: February 1
------------------	------------------	--------------------------

Kriterium:	Ja	Noch Nicht	Was ich als nächstes machen werde ...
say hello and goodbye	✓		Say hello and goodbye in German to at least three people each day.
listen to other people's opinions	✓		Write down, in my learning log, the opinion of one person from my group.
sing "Happy Birthday"		✓	Learn to sing "Happy Birthday" so I can sing it to my grandma at her birthday party.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

Note: This self-assessment checklist and goal-setting sheet allows students to assess their abilities and set goals for improvement.

Self-assessment Checklist and Goal Setting

Name:	Klasse:	Datum:
-------	---------	--------

Kriterium:	Ja	Noch Nicht	Was ich als nächstes machen werde ...

Long-term Goal Setting

Name: Douglas

Klasse: 7

Datum: February 1

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in German.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Germany.

To achieve this goal, I will: research Germany on the Internet and ask my neighbour, Mrs. Hoffmeyer, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Germany and, maybe, showing a movie.

My parents can help me by: buying me a book on Germany for my birthday and taking me to Germany on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-term Goal Setting

Name: _____

Klasse: _____

Datum: _____

Goal #1:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me by: _____

My parents can help me by: _____

Goal #2:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me by: _____

My parents can help me by: _____

Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 7)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC-1.1a understand a variety of short, simple oral texts in guided and unguided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC-1.1a understand a variety of short, simple oral texts in guided and unguided situations		✓	Made some errors; followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Group discussion	A-4.1a initiate and participate in casual exchanges with classmates	✓		Consistently and accurately used praise-giving vocabulary.
Janna	Jan. 15	Small group discussion	A-3.3b express disagreement in an appropriate way		✓	Sometimes spoke negatively about other group members' contributions.
Marika	Jan. 17	Small group discussion	A-3.3b express disagreement in an appropriate way		✓	Unproductive today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A-3.3b express disagreement in an appropriate way	✓		New group, much better today. More effort and focus on giving praise.
Michel	Jan. 25	Vocabulary review	LC-3.3b use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields.	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of anecdotal notes allows teachers to gather information about several different students regarding their performance related to different learning outcomes at different times. In this sample, whenever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity that addressed the same learning outcome. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

Observation Checklist

Student	Date	Activity	Outcome (Grade 7)	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional German songs	A-6.1a use German for fun and to interpret humour	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Marc	Sept. 23	Singing traditional German songs	A-6.1a use German for fun and to interpret humour	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Andreas	Sept. 23	Singing traditional German songs	A-6.1a use German for fun and to interpret humour	<input type="radio"/> Yes	<input checked="" type="radio"/> Not yet
Su Mei	Oct. 1	Doing a vocabulary word search based on traditions	LC-2.1a understand a variety of short, simple written texts in guided and unguided situations	<input type="radio"/> Yes	<input checked="" type="radio"/> Not yet
Jack	Oct. 1	Doing a vocabulary word search based on traditions	LC-2.1a understand a variety of short, simple written texts in guided and unguided situations	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Ali	Oct. 10	Doing a vocabulary word search based on traditions	LC-2.1a understand a variety of short, simple written texts in guided and unguided situations	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Maya	Oct. 10	Doing a vocabulary word search based on traditions	LC-2.1a understand a variety of short, simple written texts in guided and unguided situations	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Philip	Oct. 10	Doing a vocabulary word search based on traditions	LC-2.1a understand a variety of short, simple written texts in guided and unguided situations	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Simone	Oct. 25	Doing a vocabulary word search based on traditions	LC-2.1a understand a variety of short, simple written texts in guided and unguided situations	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
Nour	Oct. 27	Doing a vocabulary word search based on traditions	LC-2.1a understand a variety of short, simple written texts in guided and unguided situations	<input checked="" type="radio"/> Yes	<input type="radio"/> Not yet
<p>Note: In cases where the student does not demonstrate a particular outcome, the teacher should plan an appropriate intervention.</p>					

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet
				Yes	Not yet

Checklist and Comments 1

Grade: 7	Date: May 3	Activity: Individual Q and A
-----------------	--------------------	-------------------------------------

Specific Outcome: S–2.3a identify and use a variety of productive strategies

Student Names:	Has met the outcome:	
	Yes	Not Yet
• <u>Jan</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Al</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Freddie</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Kevin</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Marissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Su Mei</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Abe</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Elise</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Nour</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Benjamin</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Franco</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: Do a role-play activity in which we talk about productive strategies students can use when speaking German; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This checklist and comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

Checklist and Comments 1

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome: _____

Student Names:	Has met the outcome:	
	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: _____

Checklist and Comments 2

Grade: 7	Date: October 5	Activity: Telephone call, personal note or e-mail message (an invitation to go shopping)
-----------------	------------------------	---

Specific Outcome(s): A-4.1a initiate and participate in casual exchanges with classmates; LC-3.1a use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases; LC-2.2a produce a variety of short, simple written texts in guided situations; LC-3.3b use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

<u>Lance</u> _____ can: (Student name)		
	Yes	Not Yet
• invite, either orally or in writing, a friend to go shopping	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• accept and/or reject an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to shopping	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This checklist and comments tool demonstrates how a teacher can record information about student performance against several criteria. The teacher could use this checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): _____

_____ can:		
(Student name)	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
Done well: _____		

Could improve: _____		

Rating Scale 1

Grade: 7	Date: March 10	Activity: Classroom scavenger hunt
-----------------	-----------------------	---

Specific Outcome: A-4.1a initiate and participate in casual exchanges with classmates

Student meets the outcome:				
Student:	Reluctantly	Hesitantly	Willingly	Enthusiastically
• <u>Jeremy</u>	●	●	●	●
• <u>David</u>	●	●	●	●
• <u>Raj</u>	●	●	●	●
• <u>Sunita</u>	●	●	●	●
• <u>Alicia</u>	●	●	●	●
• <u>Kendra</u>	●	●	●	●
• <u>Taylor</u>	●	●	●	●
• <u>Billy</u>	●	●	●	●
• <u>Dimitri</u>	●	●	●	●
• <u>Kim</u>	●	●	●	●
• <u>Tran</u>	●	●	●	●
• <u>Frida</u>	●	●	●	●
• <u>Tim</u>	●	●	●	●
• <u>Tania</u>	●	●	●	●
• <u>George</u>	●	●	●	●
• <u>Lilly</u>	●	●	●	●
• <u>Hannah</u>	●	●	●	●
• <u>Wes</u>	●	●	●	●

Note: This sample rating scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

Rating Scale 1

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome: _____

Student meets the outcome:				
Student Name:	Reluctantly	Hesitantly	Willingly	Enthusiastically
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Rating Scale 2

Grade: 7	Date: November 12	Activity: My Budget
-----------------	--------------------------	----------------------------

Specific Outcome(s): A-1.1a provide information on several aspects of a topic; LC-2.2a produce a variety of short, simple written texts in guided situations; LC-3.2b apply common spelling rules to write unfamiliar words; LC-3.3b use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including shopping; S-2.3a identify and use a variety of productive strategies

Student Name: Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her school supplies and clothing needs	●	○	●	●
• identified the types of stores where items can be purchased	●	●	○	●
• used words relevant to a budget	●	○	●	●
• wrote words and phrases clearly and correctly	●	○	●	●
• used a dictionary to find new words related to shopping	○	●	●	●
• used illustrations to provide relevant details about his or her budget	●	●	○	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: This sample rating scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

Rating Scale 2

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): _____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

Rating Scale 3

Grade: 7	Date: March 10	Activity: Reading aloud a short text in German
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Specific Outcome(s): LC–3.1a use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases

Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all new words—**no** errors
- ★★★ Demonstrated **good** pronunciation on almost all new words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation on most new words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

Note: This rating scale provides an example of how a teacher can quickly indicate student performance levels as they relate to one outcome.

Rating Scale 3

Grade:	Date:	Activity:
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Specific Outcome(s): _____

Levels of performance and corresponding criteria:

- ★★★★ _____
- ★★★ _____
- ★★ _____
- ★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

Rubric (Grade 7)

Name: Jeanne	Date: October 17	Activity: Conversation—making shopping plans with a friend
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a state personal actions in the past, present and future	Correctly states personal actions in the future.	Mostly correctly states personal actions in the future. The occasional error does not interrupt the message.	Somewhat correctly states personal actions in the future. The message is understandable .	Incorrectly states personal actions in the future. The overall message is difficult to understand .
Phonology LC-3.1a use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases	Always uses intelligible pronunciation, stress and intonation in familiar situations.	Usually uses intelligible pronunciation, stress and intonation in familiar situations. The occasional error does not interrupt the message.	Sometimes uses intelligible pronunciation, stress and intonation in familiar situations. Although there are several errors, the overall message is still understandable .	Rarely uses intelligible pronunciation, stress and intonation in familiar situations. The overall message is difficult to understand .
Lexicon LC-3.3b use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including shopping	Uses an extensive range of words related to going shopping with a friend.	Uses a broad range of words related to going shopping with a friend.	Uses a basic range of words related to going shopping with a friend.	Uses a limited range of words related to going shopping with a friend.

Note: This rubric demonstrates how a teacher can assess one student’s performance as it relates to different learning outcomes.

Rubric

Name:	Date:	Activity:
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Outcome	Excellent	Very Good	Acceptable	Limited
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rubric and Checklist (Grade 7)

Name: Ellen	Date: November 14	Activity: Telephone conversation/e-mail messages/blog entry about going to a restaurant
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.1a make and respond to suggestions in a variety of situations	Correctly makes and responds to suggestions. <input type="checkbox"/>	Mostly correctly makes and responds to suggestions. The occasional error does not interrupt the message. <input type="checkbox"/>	Somewhat correctly makes and responds to suggestions. The message is understandable . <input type="checkbox"/>	Incorrectly makes and responds to suggestions. The overall message is difficult to understand . <input type="checkbox"/>
Content A-3.2a state personal actions in the past, present and future	Correctly states personal actions in the past. <input type="checkbox"/>	Mostly correctly states personal actions in the past. The occasional error does not interrupt the message. <input type="checkbox"/>	Somewhat correctly states personal actions in the past. The message is understandable . <input type="checkbox"/>	Incorrectly states personal actions in the past. The overall message is difficult to understand . <input type="checkbox"/>
Phonology LC-3.1a use intelligible pronunciation, stress and intonation when producing simple unfamiliar words or phrases	Consistently uses intelligible pronunciation, stress and intonation when producing unfamiliar words. <input type="checkbox"/>	Frequently uses intelligible pronunciation, stress and intonation when producing unfamiliar words. The occasional error does not interrupt the message. <input type="checkbox"/>	Sometimes uses intelligible pronunciation, stress and intonation when producing unfamiliar words. Although there are several errors, the overall message is still understandable . <input type="checkbox"/>	Rarely uses intelligible pronunciation, stress and intonation when producing unfamiliar words. The overall message is difficult to understand . <input type="checkbox"/>
Orthography LC-3.2b apply common spelling rules to write unfamiliar words	Correctly uses common spelling rules. <input type="checkbox"/>	Mostly correctly uses common spelling rules. The occasional error does not interrupt the message. <input type="checkbox"/>	Somewhat correctly uses common spelling rules. Although there are several errors, the overall message is still understandable . <input type="checkbox"/>	Does not use common spelling rules correctly . The overall message is difficult to understand . <input type="checkbox"/>
Lexicon LC-3.3b use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	Uses an extensive range of words related to restaurants and eating out. <input type="checkbox"/>	Uses a broad range of words related to restaurants and eating out. <input type="checkbox"/>	Uses a basic range of words related to restaurants and eating out. <input type="checkbox"/>	Uses a limited range of words related to restaurants and eating out. <input type="checkbox"/>

Work habits

<input type="checkbox"/> worked independently	<input type="checkbox"/> worked with some assistance
<input type="checkbox"/> worked with minimal assistance	<input type="checkbox"/> required constant supervision and assistance

Note: This rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the teacher can determine why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name:	Date:	Activity:
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Outcome	Excellent	Very Good	Acceptable	Limited
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with some assistance <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> required constant supervision and assistance				

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