Course Level Samples for 20-3Y

General Outcomes

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

Applications	Language Competence
Students will use German in a variety of **situations** and for a variety of **purposes**.	Students will understand and produce German **effectively** and **competently** in spoken and written forms
A–1 to receive and impart information A–2 to express emotions and personal perspectives A–3 to get things done A–4 to form, maintain and change interpersonal relationships A–5 to extend their knowledge of the world A–6 for imaginative purposes and personal enjoyment	LC–1 interpret and produce oral texts LC–2 interpret and produce written texts, graphics and images LC–3 attend to form LC–4 apply knowledge of how discourse is organized, structured and sequenced in German LC–5 apply knowledge of the sociocultural context
Global Citizenship	**Strategies**
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.
GC–1 historical and contemporary elements of the cultures of German-speaking peoples GC–2 affirming and valuing diversity GC–3 personal and career opportunities	S–1 language learning S–2 language use S–3 general learning

Applications

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**20-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* a. seek out and provide information on a range of familiar topics

SAMPLE TEACHING AND LEARNING ACTIVITIES

Experience Diverse Elements of German Culture
Divide the students into pairs and have them interview each other about elements of German culture they have experienced and elements they would like to experience; e.g., music, food, dances, festivals, feasts, architecture. Have three pairs form a group and record their findings on a chart to be presented to the class. This activity can be done in relation to other lexical fields of study; e.g., your family, shopping, school experiences.

Developing a Blog
Divide the students into groups and have them design a blog that provides information on a topic; e.g., Porsche cars, popular music videos. Then, have the students present their blog to others and encourage classmates to ask questions about the topic of the blog.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   seek out and provide information on a range of familiar topics?

Observation Checklist
Create an outcome-based checklist and share it with the students before they interview each other. Use the checklist to assess if students are able to seek out and provide information on a range of familiar topics (see sample blackline master in Appendix D: Observation Checklist).

Anecdotal Notes
Observe students as they create and discuss their blogs. Note and record how well they are able to ask for and provide information on a range of familiar topics (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**20-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* b. describe several aspects of people, places and things

SAMPLE TEACHING AND LEARNING ACTIVITIES

Child Find Poster
Provide each student with pictures of different people and ask them to describe the physical characteristics of each person. Collect the pictures and descriptions. Post the pictures around the classroom and redistribute the descriptions. Have the students match the photographs with the written descriptions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− describe several aspects of people, places and things?

Anecdotal Notes
Observe students as they describe the people in the pictures. Note and record how well they are able to describe several aspects of people, places and things (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–1** to receive and impart information	**20-3Y**

Strand	A–1.1 share factual information
Specific Outcome	*Students will be able to:* c. describe series or sequences of events or actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

What's Going On?
Give each pair of students simple cartoons in which there is a sequence of events depicted. Have the students describe what is happening in the cartoons to a partner. For example:
– *Hier essen zwei Jungen Bananen.* (Here two boys are eating bananas.)
– *Dann werfen sie die Schalen auf den Boden.* (Then they throw the peels on the floor.)

After one partner has described the sequence of events in his or her cartoon, the other partner repeats back what he or she thinks is happening in the cartoon. Together, they verify the story by looking at the cartoon and they think of ways to improve their descriptions.

Diary
Review vocabulary used when describing a sequence of events. Have the students write a short, simple diary entry describing their weekend activities, focusing on describing the sequence of events in the order they happened.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– describe series or sequences of events or actions?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they describe two cartoons. Students use the checklist to determine if their peers are able describe series or sequences of events or actions (see sample blackline master in Appendix D: Peer-assessment Checklist).

Rubric
Collaboratively create an outcome-based rubric with the students before they compose a diary entry. Use the rubric to evaluate how well students are able to describe series or sequences of events or actions (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* a. express a personal response to a variety of situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Top 10 Vacation Activities
Ask the students to brainstorm a list of activities they would like to do on vacation; e.g., fishing, skiing, surfing. With the students, prepare questions that students can use to interview one another; e.g., what would you like to do on vacation and why. Have each student talk to at least three other classmates. Interviewees will express personal responses based on the questions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   express a personal response to a variety of situations?

Anecdotal Notes
Observe students as they answer the vacation questions. Note and record how well they are able to express a personal response to a variety of situations (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* b. inquire about and express preferences, and give simple reasons for preferences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Holiday Activities

Present the students with a variety of pictures that depict activities that can be done when travelling. In small groups, students ask each other which activities they prefer, using questions such as:
– *Machst du lieber _____ oder _____?* (Do you prefer _____ or _____?)
– *Was machst du lieber, _____ oder _____?* (What do you prefer to do, _____ or _____?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– inquire about and express preferences, and give simple reasons for preferences?

Checklist and Comments

Create an outcome-based checklist and share it with the students before they ask each other about their vacation preferences. Use the checklist to assess if students are able to inquire about and express preferences, and give simple reasons for preferences (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

German Language and Culture Guide to Implementation (10-3Y, 20-3Y, 30-3Y)

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	*Students will be able to:* c. record and share thoughts and ideas with others

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Newspaper Article
Ask the students to gather information on a certain topic, by conducting research and interviewing classmates. Then, have the students present the information and opinions gathered in the form of an article. Compile articles from each student into a classroom newspaper or magazine.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− record and share thoughts and ideas with others?

Observation Checklist
Create an outcome-based checklist and share it with the students before they interview one another and write articles. Use the checklist to assess if students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–2** to express emotions and personal perspectives	**20-3Y**

Strand	A–2.2 share emotions, feelings
Specific Outcome	*Students will be able to:* a. inquire about, express and respond to emotions and feelings in a variety of familiar contexts; e.g., *Es tut mir leid. Das ist ja schön.*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Charades

Invite the students to participate in a game of charades in which they act out emotions; e.g.,

– *glücklich* (happy)
– *gelangweilt* (bored)
– *interessant* (interesting)
– *verängstigt* (afraid, frightened)
– *traurig* (sad).

Students must express their guesses in the form of a complete sentence; e.g.,

– *Bist du traurig?* (Are you sad?)
– *Bist du glücklich?* (Are you happy?)

Facial Expressions

Locate and assemble photographs and images depicting various facial expressions and feelings. Divide the students into small groups and distribute the photographs and images. Have the students decide what feeling is depicted in the image and how they would respond to someone experiencing that feeling; e.g., *Diese Frau ist traurig. Das tut mir leid.* (This woman is sad. I'm sorry for that.). Students also come up with possible words or phrases the person in the image is saying/thinking.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

– inquire about, express and respond to emotions and feelings in a variety of familiar contexts?

Anecdotal Notes

Observe students as they participate in the charades game. Note and record how well they are able to inquire about, express and respond to emotions and feelings in a variety of familiar contexts (see sample blackline master in Appendix D: Anecdotal Notes).

Informal Observation

Observe students as they assess the emotions conveyed in the pictures. Make mental notes of the extent to which students are able to inquire about, express and respond to emotions and feelings in a variety of familiar contexts. Offer feedback, encouragement and praise as needed.

German Language and Culture Guide to Implementation (10-3Y, 20-3Y, 30-3Y)
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Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* a. give a simple set of instructions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Card Games
Working in pairs, have the students teach one another a card game using a regular deck of playing cards. Prior to playing the game, students review the numbers 1 to 10 and other vocabulary; *der Bube* (Jack), *die Dame* (Queen), *der König* (King), *das Ass* (Ace). Also totem simple phrases; e.g.,
– *Ich bin dran./Du bist dran.* (My turn./Your turn.)
– *Wer beginnt?* (Who is starting?)
– *Bist du fertig?* (Are you ready?)
– *Ich habe gewonnen!* (I won!)

Crafts
Ask the students to prepare instructions in German for making a simple craft; e.g., a paper airplane. Have the students work in groups and give instructions for creating the craft. Once completed, have the students compare their craft with one another.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– give a simple set of instructions?

Observation Checklist
Create an outcome-based checklist and share it with students before they teach each other card games. Use the checklist to assess if students are able to give a simple set of instructions (see sample blackline master in Appendix D: Observation Checklist).

Anecdotal Notes
Observe students as they give instructions for a simple craft. Note and record how well they are able to give a simple set of instructions (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.1 guide actions of others
Specific Outcome	*Students will be able to:* b. suggest a course of action in a variety of situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Resolutions
Brainstorm with the students a list of typical New Year's resolutions, e.g., go to the gym, read more books, and then review how to suggest a course of action for success. Prepare a dialogue with the students in which one person presents a resolution and the other person presents possible ways of meeting that resolution. Have the students circulate throughout the class, asking others about their resolutions and offering simple suggestions. For example:
– *Ich will mehr Bücher lesen.* (I want to read more books.)
– *Geh öfter in die Bibliothek.* (Go to the library more often.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– suggest a course of action in a variety of situations?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they discuss New Year's resolutions. Students use the checklist to determine if their peers are able to suggest a course of action in a variety of situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* a. state personal actions in the past, present or future

SAMPLE TEACHING AND LEARNING ACTIVITIES

Examining Themselves
Using an online tool like Voicethread, have the students prepare and record descriptions of themselves as they were as children, as they are today and what they think they will be like in the future. Students should then include statements about their favourite leisure activities; e.g., sports, favourite activities. *In diesem Bild bin ich drei Jahre alt. Ich war blond und hatte grüne Augen. Ich habe gern mit meiner Oma Kuchen gebacken.* Invite them to share their descriptions with the class. Encourage students to comment on what they hear.

My History
Have the students share, with the class, a piece of their personal history, e.g., a short baby video, and write a brief summary about it. They could write about the age they were in the video, what they were doing, who else was there, where they were or what they were wearing.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− state personal actions in the past, present or future?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they record statements about themselves. Students use the checklist to determine if their peers are able to state personal actions in the past, present or future (see sample blackline master in Appendix D: Peer-assessment Checklist).

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they share a piece of their personal history. Students use the rating scale to assess how well they are able to state personal actions in the past, present or future (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.2 state personal actions
Specific Outcome	*Students will be able to:* b. accept or decline an offer or invitation

SAMPLE TEACHING AND LEARNING ACTIVITIES

Party Invitations
Divide the students into groups. Using an online tool like Kerpoof, have the students prepare an invitation, with an RSVP, to a birthday party. Ask the students to then send their invitations to classmates. Students accept or decline the invitations to party.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   accept or decline an offer or invitation?

Anecdotal Notes
Observe students as they respond to party invitations. Note and record how well they are able to accept or decline an offer or invitation (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* a. negotiate in a simple way with peers in small-group tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Who's Doing What
Before working on a group project, have groups of students work out which responsibilities will be carried out by the different group members; e.g., who will be the secretary, who will be the timekeeper. Model phrases and expressions needed to carry out the negotiations.

Everyday Phrases
Invite the students to learn and practise phrases they can use when working collaboratively with other students. These phrases, with accompanying illustrations, are posted in the classroom for student reference. For example:
– *Kann ich mit dir arbeiten?* (Can I work with you?)
– *Ja, du kannst.* (Yes, you may.)
– *Bin ich jetzt dran?* (Is it my turn now?)
– *Ja, jetzt bist du dran.* (Yes, it is your turn.)
– *Nein, du bist jetzt nicht dran.* (No, it is not your turn.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– negotiate in a simple way with peers in small-group tasks?

Observation Checklist
Create an outcome-based checklist and share it with the students before they begin a group project. Use the checklist to assess if students are able to negotiate in a simple way with peers in small-group tasks (see sample blackline master in Appendix D: Observation Checklist).

Anecdotal Notes
Observe students as they interact with others, while learning and practising phrases. Note and record how well they are able to negotiate in a simple way with peers in small-group tasks (see sample blackline master in Appendix D: Anecdotal Notes).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* b. encourage other group members to participate

SAMPLE TEACHING AND LEARNING ACTIVITIES

Encouraging and Cheering
Teach the students encouraging phrases such as *mach weiter* (keep going) and *gut gemacht* (good job). Facilitate a simple game activity or an event like a sports day and ask the students to use the phrases during the game.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   encourage other group members to participate?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they participate in the game or sports day. Students use the checklist to determine if they are able to encourage other group members to participate (see sample blackline master in Appendix D: Self-assessment Checklist).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–3** to get things done	**20-3Y**

Strand	A–3.3 manage group actions
Specific Outcome	*Students will be able to:* c. assume a variety of roles and responsibilities as group members

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Roles

Divide the students into work groups of four people. Have them brainstorm and generate a language ladder of typical phrases and responsibilities that each group role uses. The group roles can include:
– *der Protokollant* (recorder)
– *der Beobachter* (observer)
– *der Gruppensprecher* (presenter)
– *der Moderator* (facilitator) or *der Aufnahmeleiter* (the chair).

As a class, put these phrases together to make job descriptions for upcoming group assignments. Students can assume these roles (trying a new role each time), using the job description and associated vocabulary to complete the task.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– assume a variety of roles and responsibilities as group members?

Observation Checklist

Create an outcome-based checklist and share it with the students before they work in groups. Use the checklist to assess if students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix D: Observation Checklist).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* a. make and respond to requests for personal information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Tree
Model how to create a family tree and the correct words and phrases to use. Have the students create their own family trees. Encourage the students to identify the relationship between themselves and their family members. Once students have finished their family trees, partner students or put them in small groups and have them interview each other.

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

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– make and respond to requests for personal information?

Rating Scale
Create an outcome-based rating scale and share it with the students before they create and discuss their family trees. Use the rating scale to assess how well students are able to make and respond to requests for personal information (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. apologize and refuse politely

SAMPLE TEACHING AND LEARNING ACTIVITIES

Accept or Refuse

Introduce several phrases used for asking someone to do something and write them on cards or on the board. Have one student ask a question and another student refuse politely; e.g.,

A – *Kannst du mit mir in die Bibiothek gehen!* (Can you go to the library with me?)

B – *Nein, das tut mir leid, ich kann nicht.* (No, sorry, I cannot.)

Review and Role-play

Introduce and practise appropriate ways to apologize and refuse politely; e.g.,

– *Entschuldigung!* (Excuse me.)
– *Nein, danke.* (No, thank you.)
– *Ich kann nicht _____ .* (I cannot _____.)

Divide the students into pairs and have them role-play by:

– inviting someone to a party
– refusing food
– apologizing for bumping into someone
– declining a ride.

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* b. apologize and refuse politely

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
- apologize and refuse politely?

Observation Checklist
Create an outcome-based checklist and share it with the students before they use the phrases to accept or refuse politely. Use the checklist to assess if students are able to apologize and refuse politely (see sample blackline master in Appendix D: Observation Checklist.)

Quiz
As a written or oral summative assessment, describe a situation and have the student choose an appropriate response. For example:
While travelling in Germany, what would you say if:
- you bump into someone while hurrying to catch a train
- in a restaurant, a waiter offers you something you do not like.

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–4** to form, maintain and change interpersonal relationships	**20-3Y**

Strand	A–4.1 manage personal relationships
Specific Outcome	*Students will be able to:* c. initiate relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

Putting Together a Puzzle
Have the students learn and practise phrases such as:
- *Möchtest du mit uns arbeiten?* (Would you like to work with us?)
- *Lasst uns zusammen arbeiten!* (Let's work together.)

Locate and bring to class German language- or culture-based puzzles. Assign one student per puzzle. Instruct the students to invite others to form a group and work together to put the puzzle together.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- initiate relationships?

Learning Log
Have the students reflect on their learning and how well they were able to initiate relationships.

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.1 discover and explore
Specific Outcome	*Students will be able to:* a. explore and express meaning in a variety of ways; e.g., drawing a diagram, making a model, rephrasing

SAMPLE TEACHING AND LEARNING ACTIVITIES

Object Descriptions

Gather a variety of objects and place them on a table. Have each student identify an item and write down its characteristics. Ask the students to then compose a description of the object without actually naming it. Descriptions should include possible uses of the item, what it is made of and places where one would find it. Have the students then present their descriptions to the class and have the others guess which item was selected. Lastly, lead a discussion with the students on the different ways they could categorize the objects based on their characteristics.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore and express meaning in a variety of ways; e.g., drawing a diagram, making a model, rephrasing?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they write their descriptions. Students use the rating scale to assess how well they are able to explore and express meaning in a variety of ways (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* a. compose questions to guide research, and gather information using a prepared format; e.g., interview

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart
Have the students fill out a KWL chart to guide their research on a specific topic; for example:

Was ich weiß (What I **Know**)	*Was ich wissen will* (**What I Want to Find Out**)	*Was ich gelernt habe* (What I **Learned**)
Deubschland ist ein Land in Europa. / Germany is a country in Europe.	*Wo liegt es?* / Where exactly is it? *Wie groß ist es?* / How big is it? *Wie viele Einwohner hat es?* / How many people live there? *Wie weit ist es von Kanada entfernt?* / How far is it from Canada?	

Have the students use the questions from the middle section of their charts to guide their research.

Biographies
Read a brief biography of a famous German-speaking person to students. Ask the students to listen carefully and record key points. Review with the students what other information they would like to learn about this person and create a list of questions; e.g., *Was ist die Heimatstadt von Mezut Özil?* (What is Mezut Özil's home town?) Students form groups and use the questions to guide further research on the famous person.

Strand	A–5.2 gather and organize information
Specific Outcome	*Students will be able to:* a. compose questions to guide research, and gather information using a prepared format; e.g., interview

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− compose questions to guide research, and gather information using a prepared format?

Learning Logs
Have the students reflect on their learning and how well they were able to use questions to guide their research; e.g., did the charts help them stay on topic? Did the questions help to guide their research? Did they revise their questions part way through their research?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they generate questions and use them to guide their research. Students use the rating scale to assess how well they are able to compose questions to guide research and gather information using a prepared format (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.3 explore opinions and values
Specific Outcome	*Students will be able to:* a. compare personal views and opinions with those of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sports and Exercise
As part of a discussion on sports and exercise, have the students individually choose a sport or form of exercise that they would like to try; e.g., swimming, yoga, karate, pilates. Have the students formulate three reasons why they have chosen that particular activity. Working in partners or in groups of three or four, students share their views on the sport or form of exercise and why they would like to try it.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− compare personal views and opinions with those of others?

Learning Log
Students reflect on their learning and how well they were able to compare their personal views and opinions with those of others; e.g., How were their reasons similar? How were their opinions different? What types of views emerged?

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.3 explore opinions and values
Specific Outcome	*Students will be able to:* b. examine differing perspectives on an issue

SAMPLE TEACHING AND LEARNING ACTIVITIES

Differences

Display posters depicting various opinion statements. For example, *Alle müssen weniger Fleisch essen* (Everyone has to eat less meat). Group students and have them reflect on the opinions using a chart. Each group presents its chart to the class.

Meinungen (Opinions)	*Ich bin dieser Meinung* (I agree)	*Ich bin nicht dieser Meinung* (I disagree)	*Begründung* (Reason)
1.			
2.			
3.			

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

– examine differing perspectives on an issue?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they examine the opinion statements. Students use the checklist to determine if their peers are able to examine differing perspectives on an issue (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–5** to extend their knowledge of the world	**20-3Y**

Strand	A–5.4 solve problems
Specific Outcome	*Students will be able to:* a. identify a problem, and generate and evaluate alternative solutions to the problem

SAMPLE TEACHING AND LEARNING ACTIVITIES

Problems

Create or locate visuals depicting problematic situations; e.g., a car with a flat tire, a shop with a closed sign. Have the students work individually to select one visual and identify and describe the problem. Ask the students to describe solutions and work with a partner to present their solutions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify a problem, and generate and evaluate alternative solutions to the problem?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they present solutions to a problem. Students use the checklist to determine if their peers are able to identify a problem, and generate and evaluate alternative solutions to the problem (see sample blackline master in Appendix D: Peer-assessment Checklist).

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–6.1 humour/fun
Specific Outcome	*Students will be able to:* a. use German for fun and to interpret humour; e.g., cartoons, stories

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cartoon Time
Have the students draw cartoons based on a current event or lexical field of study. Encourage the students to use humour in their cartoons. Ask the students to present their cartoons to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use German for fun and to interpret humour?

Anecdotal Notes
Observe students as they create their cartoons. Note and record how well they are able to use German for fun and to interpret humour (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Applications	Students will use German in a variety of **situations** and for a variety of **purposes**.	**A–6** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–6.2 creative/aesthetic purposes
Specific Outcome	*Students will be able to:* a. use German creatively; e.g., write poems based on simple, repetitive and modelled language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Create Poems, Cards and Collages
Have the students create poems, greeting cards, e-cards or collages that depict groups of related vocabulary from a lexical field of study.

Have the students use text-styling features in computer programs, and play with the size of font, italics, bold and underlining. Encourage the students to convey meaning in their font choices; e.g.,

Klein (Small)   *GROSS* (BIG)   *müde* (tired)   <u>*BÖSE!* (ANGRY!)</u>

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use German creatively; e.g., write poems based on simple, repetitive and modelled language?

Conferences
Meet with the students and discuss what they found challenging in the activity. Have them list other ways to use German creatively.

Applications	**General Outcome** Students will use German in a variety of **situations** and for a variety of **purposes**.	**Cluster Heading** **A–6** for imaginative purposes and personal enjoyment	**20-3Y**

Strand	A–6.3 personal enjoyment
Specific Outcome	*Students will be able to:* a. use German for personal enjoyment; e.g., communicate with German speakers

SAMPLE TEACHING AND LEARNING ACTIVITIES

Playlist
Have the students choose three to five favourite German songs. Divide the students into groups and have them prepare an introduction to each song and then produce a podcast or audio recording. Have the groups present their recordings for the class to hear.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   use German for personal enjoyment; e.g., communicate with German speakers?

Anecdotal Notes
Observe students as they record songs. Note and record how well they are able to use German for personal enjoyment (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–1** interpret and produce oral texts	**20-3Y**

Strand	LC–1.1 aural interpretation
Specific Outcome	*Students will be able to:* a. understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listening
Record a short, simple text for the students (two or three paragraphs) on a previously studied subject or theme; e.g., seasons, weather, food. Throughout the text, pause and ask a comprehension question. Have the students answer simple questions about the text, individually or in groups.

Who Is It?
Post several pictures of different people, numbering each picture. Describe each person without indicating who you are describing. Invite the students to guess who you are describing by providing the name or number of that person. Alternatively, students can draw a corresponding picture based on your description.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations?

Self-assessment Rating Scale
Create an outcome-based self-assessment rating scale and share it with the students before they listen to the recording. Students use the rating scale to assess how well they are able to understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Anecdotal Notes
Observe students as they listen to the descriptions. Note and record how well they are able to understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–1** interpret and produce oral texts	**20-3Y**

Strand	LC–1.2 oral production
Specific Outcome	*Students will be able to:* a. produce simple oral texts on familiar topics, in a variety of guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Thematic Collages
Have the students cut out pictures from magazines and prepare collages related to the theme of study. Working in small groups, students take turns describing one of the pictures in the collage. The other group members try to guess which picture is being described.

Skits
Provide the students with several situations related to themes of study; e.g., going to a restaurant or meeting a friend. Have the students prepare skits based on a situation they have chosen and either present it to the class or prepare a video.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– produce simple oral texts on familiar topics, in a variety of guided situations?

Observation Checklist
Create an outcome-based checklist and share it with the students before they describe the collages. Use the checklist to assess if students are able to produce simple oral texts on familiar topics, in a variety of guided situations (see sample blackline master in Appendix D: Observation Checklist).

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they perform their skits. Students use the checklist to determine if their peers are able to produce simple oral texts on familiar topics, in a variety of guided situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–1** interpret and produce oral texts	**20-3Y**

Strand	LC–1.3 interactive fluency
Specific Outcome	*Students will be able to:* a. interact, using a combination of phrases and sentences, in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Conversation
Have the students work in pairs to role-play telephone conversations in which they plan weekend activities. Encourage them to select activities that both students would enjoy. Plans could include where they will go, who will go with them, when they will leave and what they will take along.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− interact, using a combination of phrases and sentences, in guided and unguided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they plan weekend activities. Students use the checklist to determine if they are able to interact, using a combination of phrases and sentences, in guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–2** interpret and produce written texts, graphics and images	**20-3Y**

Strand	LC–2.1 written interpretation
Specific Outcome	*Students will be able to:* a. understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Five Ws
Ask the students to read a piece of writing; e.g., simple story, authentic advertisement, newspaper article. Using a graphic organizer like Five Ws and HI, have the students identify specific information; e.g., who, what, where, when, why.

Conversations
Present short, simple dialogues in a variety of media; e.g., digital, print. The dialogues should all be different but contain similarities. Prepare a short set of comprehension questions for the dialogues and have the students work in pairs to, firstly, locate which dialogue matches the questions, and secondly, answer the comprehension questions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations?

Learning Log
Have the students reflect on their learning and how well they were able to understand the main points and some specific details of a variety of written texts on familiar topics in guided and unguided situations.

Observation Checklist
Create an outcome-based checklist and share it with the students before they read the dialogues. Use the checklist to assess if students are able to understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations (see sample blackline master in Appendix D: Observation Checklist).

	General Outcome	**Cluster Heading**	
Language Competence	Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**LC–2** interpret and produce written texts, graphics and images	**20-3Y**

Strand	LC–2.2 written production
Specific Outcome	*Students will be able to:* a. produce simple written texts on familiar topics, in a variety of guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

E-pal/Pen-pal Letters
Review the conventions used when formatting e-mail letters and print letters. With assistance, have the students develop a short, simple self-introduction letter to be sent to his or her pen pal or e-pal in a school in Germany or another Canadian German class. Encourage the students to continue communicating with their pen pals or e-pals throughout the year.

Cards
Have the students create an invitation or a graduation, congratulatory, birthday or thank-you card using the computer. Have the students illustrate the card or use clip art to decorate it. Have the students give their cards to family members or friends.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– produce simple written texts on familiar topics, in a variety of guided situations?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they begin to develop the letters. Use the checklist to assess if students are able to produce simple written texts on familiar topics, in a variety of guided situations (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Anecdotal Notes
Observe students as they create cards. Note and record how well they are able to produce simple written texts on familiar topics, in a variety of guided situations (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–2** interpret and produce written texts, graphics and images	**20-3Y**

Strand	LC–2.3 viewing
Specific Outcome	*Students will be able to:* a. derive meaning from the visual elements of a variety of media, in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cut and Sequence the Story
Have the students view a German language television news clip and summarize the newscast. Have the students discuss which strategies helped them derive meaning.

Visual Elements
Select a lexical field and do a quick Internet search for visuals; e.g., search for "celebration food" under Google images. Choose appropriate images and display them in the classroom. Have the students work in groups and develop a story or background for some of the images. Lead a brief summary of what the students wrote and the different meanings they have derived from the visuals.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– derive meaning from the visual elements of a variety of media, in guided and unguided situations?

Rubric
Collaboratively create an outcome-based rubric with the students before they view the television news clip. Use the rubric to assess how well students are able to derive meaning from the visual elements of a variety of media, in guided and unguided situations (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Informal Observation
Observe students as they discuss the visuals in groups. Make mental notes of the extent to which students are able to derive meaning from the visual elements of a variety of media, in guided and unguided situations. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** LC–2 interpret and produce written texts, graphics and images	**20-3Y**

Strand	LC–2.4 representing
Specific Outcome	*Students will be able to:* a. express meaning, using visual elements in a variety of media, in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Theme Posters
Ask the students to create theme-related posters; e.g., favourite foods, sports, hobbies, cultural traditions in different regions of Germany. Have the students use German vocabulary as well as student-generated illustrations to complete the poster. Have the students present their posters to the class.

Presentations
Divide the students into small groups. Present the groups with a list of topics; e.g., a travel destination, a sporting event, food, fashion. Have the groups select a topic and decide on a way to visually represent that topic; e.g., electronic slide show or collage. Encourage the students to focus on expressing meaning through visuals.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− express meaning, using visual elements in a variety of media, in guided and unguided situations?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they create the posters. Use the checklist to determine if students are able to express meaning, using visual elements in a variety of media, in guided and unguided situations (see sample blackline master in Appendix D: Self-assessment Checklist).

Rubric
Collaboratively create an outcome-based rubric with the students before they create their presentations. Use the rubric to evaluate how well students are able to express meaning, using visual elements in a variety of media, in guided and unguided situations (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–3** attend to form	**20-3Y**

Strand	LC–3.1 phonology
Specific Outcome	*Students will be able to:* a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Changing Fairy Tale
Have the students prepare and perform a simple fairy tale skit in German. Encourage the students to modify their intonation; e.g., to express questions, to make exclamations, to express surprise.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   use comprehensible pronunciation, stress and intonation when producing familiar words or phrases?

Anecdotal Notes
Observe students as they present their skits. Note and record how well they are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–3** attend to form	**20-3Y**

Strand	LC–3.2 orthography
Specific Outcome	*Students will be able to:* a. apply common spelling rules

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mystery Letters
Have the students participate in a spelling activity. Give each student an envelope with 15 random German alphabet letters. Ask the students to try to create as many words as possible out of these letters and write the words on a piece of paper. Once the students have written as many words as they can, have them use a dictionary to verify their spelling. A student then exchanges letter envelopes with another student.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− apply common spelling rules?

Informal Observation
Observe students as they spell words using the letters in the envelopes. Make mental notes of the extent to which students are able to apply common spelling rules. Offer feedback, encouragement and praise as needed.

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–3** attend to form	**20-3Y**

Strand	LC–3.2 orthography
Specific Outcome	*Students will be able to:* b. recognize and use basic mechanical conventions; e.g., use of the comma

SAMPLE TEACHING AND LEARNING ACTIVITIES

Let's Edit
Divide the students into groups and provide them with a short text that has no capitalization (including nouns) and no punctuation. Instruct the groups to first highlight where they think there are capitalization or punctuation errors. Verify that student responses are correct, and then instruct the students to make the necessary changes. Lastly, have the groups trade sheets and check their work.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   recognize and use basic mechanical conventions?

Rubric
Collaboratively create an outcome-based rubric with the students before they check the text. Use the rubric to evaluate how well students are able to recognize and use basic mechanical conventions (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

German Language and Culture Guide to Implementation (10-3Y, 20-3Y, 30-3Y)
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Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** LC–3 attend to form	**20-3Y**

Strand	LC–3.3 lexicon
Specific Outcome	*Students will be able to:* a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:

Personal Domain:	**Education:**	*Landeskunde:*
– personal identity	– subjects and timetables	– geography/topography
– relationships	– school facilities	– climate, weather, seasons
– pets, animals	– classroom routines	– European context
– the home	– school systems	– contemporary life and issues
– daily routines	**Food:**	– German civilization
– future plans	– meals	– literature and folklore
Leisure and Recreation:	– restaurants	**Health and Body:**
– hobbies	– shopping	– body parts
– interests	– nutrition	– illness and injury
– sports and exercise	**Popular Culture:**	– clothing
– entertainment	– music	**Other Areas:**
– travel and vacation	– mass media	– any other lexical fields that
– transportation	– fashion	meet the needs and interests
	– advertising	of students

SAMPLE TEACHING AND LEARNING ACTIVITIES

Vocabulary Warm-up
Present the students with the opening line of a paragraph; e.g., *Jeden Tag gehe ich zum Markt*. (Every day I go to the market.) Select a student and instruct him or her to add a sentence using vocabulary related to a lexical field; e.g., *Ich kaufe Äpfel*. (I buy apples.) Have the students select another student who will add to the original sentence; e.g., *Ich kaufe Äpfel und Birnen*. (I buy apples and pears.) Students continue to add to the sentence using vocabulary learned in class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Anecdotal Notes
Observe students as they build on the sentence using vocabulary from a field of study. Note and record how well they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix D: Anecdotal Notes).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–3** attend to form	**20-3Y**

Strand	LC–3.4 grammatical elements

Specific Outcome	*Students will be able to:*
	a. recognize and use, in modelled situations,★ the following grammatical elements:
	   – reflexive verbs
	   – sentence structure: subject, direct object, indirect object
	   – relative clauses in nominative and accusative
	   – nouns, personal pronouns in dative
	   – adjectival endings (case, number and gender)

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Adjective Endings
Divide the students into groups and provide each group with a variety of pictures, number cards and colour strips. Have each group arrange the different pieces of paper so that they form sentences. For example, *Ein schwarzer Hund schläft.* (A black dog is sleeping.) or *Zwei gelbe Autos fahren auf der Straße.* (Two yellows cars drive on the street.).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize and use, in modelled situations, the [given] grammatical elements?

Observation Checklist
Create an outcome-based checklist and share it with the students before they form sentences. Use the checklist to assess if students are able to recognize and use, in modelled situations, adjectival endings (case, number and gender) (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–3** attend to form	**20-3Y**

Strand	LC–3.4 grammatical elements
Specific Outcome	*Students will be able to:* b. use, in structured situations,⋆ the following grammatical elements: – plural of nouns – modal verbs in present tense – future tense – simple past forms: *hatte, war* – imperative mood (all forms) – personal pronouns in accusative – sentence structure: time/manner/place – subordinate clauses beginning with *weil, dass* – prepositions with accusative and dative – possessive pronouns in dative – infinitive phrases and clauses (e.g., *Ich plane, nach Deutschland zu reisen. Oma geht in die Stadt, um einen Kaffee zu trinken.*) – formal address (*Sie* vs. *du, ihr*) – position of adverbs of preference (e.g., *gern*) – structure of compound sentences

⋆ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

SAMPLE TEACHING AND LEARNING ACTIVITIES

What does the future hold?
Have the students interview a classmate who pretends to be a celebrity or important political figure asking what he or she hopes to accomplish in the future. Ask the students to practise the formal address and the use of the future tense.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use, in structured situations, the [given] grammatical elements?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they interview their classmates. Students use the checklist to determine if peers are able to use, in structured situations, the future tense and formal forms of address (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–3** attend to form	**20-3Y**

Strand	LC–3.4 grammatical elements
Specific Outcome	*Students will be able to:* c. use, independently and consistently,⋆ the following grammatical elements: – compound nouns – perfect tense – separable verbs – possessive pronouns in nominative and accusative – negation (*nicht/kein*) – comparative form of adjectives (e.g., *kleiner als*) – sentence structure inversion following expressions of time and/or place (e.g., *Heute gehe ich …*)

⋆ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Charades
Prepare a list of action verbs, then have a student volunteer come to the front of the class and act out a verb from the list. Invite the others to guess what verb is being acted out and express the verb in the past tense; e.g., *Er hat Hausaufgaben gemacht*. (He did homework.) or *Sie ist schwimmen gegangen*. (She went swimming.).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use, independently and consistently, the [given] grammatical elements?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they guess and use acted out verbs. Use the checklist to assess if students are able to use, independently and consistently, the past tense (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–4** apply knowledge of how discourse is organized, structured and sequenced in German	**20-3Y**

Strand	LC–4.1 text forms
Specific Outcome	*Students will be able to:* a. identify and use a variety of oral and print text forms

SAMPLE TEACHING AND LEARNING ACTIVITIES

E-pals
In small groups, have the students create an updated version of a fairy tale. Have the students retell the fairy tale through a series of e-mails between two e-pals. Encourage the students to keep the dialogue short and simple, and to be creative in their adaptations.

Revisit this activity throughout the year and vary the text form.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of oral and print text forms?

Rubric
Collaboratively create an outcome-based rubric with the students before they adapt the fairy tale. Use the rubric to assess how well students are able to identify and use a variety of oral and print text forms (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–4** apply knowledge of how discourse is organized, structured and sequenced in German	**20-3Y**

Strand	LC–4.2 patterns of social interaction
Specific Outcome	*Students will be able to:* a. initiate, respond to and close interactions, using a variety of social interaction patterns; e.g., agreement/disagreement–reaction, request–acceptance/nonacceptance

SAMPLE TEACHING AND LEARNING ACTIVITIES

Skits

Discuss with the students, the ways to initiate and respond to various social instructions. Divide the students into pairs, and have them act out a variety of scenarios related to the particular theme studied; e.g., ordering food in a restaurant, paying for groceries at a grocery store, asking for a larger size while shopping. Then, have the students change partners and act out another scenario. For example,

A: *Möchtest du Spaghetti essen?* (Would you like to eat spaghetti?)

B: *Nein, heute nicht. Was gibt es noch?* (No, not today. What else is there?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− initiate, respond to and close interactions, using a variety of social interaction patterns; e.g., agreement/disagreement–reaction, request–acceptance/nonacceptance?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they act out the scenarios. Students use the checklist to determine if their peers are able to initiate, respond to and close interactions, using a variety of social interaction patterns (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–4** apply knowledge of how discourse is organized, structured and sequenced in German	**20-3Y**

Strand	LC–4.3 cohesion/coherence
Specific Outcome	*Students will be able to:* a. use common conventions to organize texts; e.g., titles, paragraphs

SAMPLE TEACHING AND LEARNING ACTIVITIES

Text Conventions
Present examples of short fairy tales, newspaper articles and e-mails to the students. Discuss common conventions and patterns associated with the various text structures. Ask the students to work in small groups to characterize different ways texts are structured according to common attributes; e.g., addresses on letters, capitalization, salutations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- use common conventions to organize texts; e.g., titles, paragraphs?

Observation Checklist
Create an outcome-based checklist and share it with the students before they discuss the texts. Use the checklist to assess if students are able to use common conventions to organize texts (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–4** apply knowledge of how discourse is organized, structured and sequenced in German	**20-3Y**

Strand	LC–4.3 cohesion/coherence
Specific Outcome	*Students will be able to:* b. sequence elements of a simple story, process or series of events using basic expressions of time; e.g., *zuerst, heute, dann, morgen*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sequencing Activity Plans
Have the students list the various activities they will do during an upcoming holiday or school break, using connectors appropriately to sequence ideas; e.g., *Morgens werde ich … Dann werde ich …* (in the mornings I will …, then I will …). Students then present their activities to the class using appropriate sequencing connectors words.

Extension Activity: Have the students summarize the plot of a movie they have seen or of a book they have read.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– sequence elements of a simple story, process or series of events using basic expressions of time?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they write their activity plans. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events using basic expressions of time (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–4** apply knowledge of how discourse is organized, structured and sequenced in German	**20-3Y**

Strand	LC–4.3 cohesion/coherence
Specific Outcome	*Students will be able to:* c. use referents, such as personal and demonstrative pronouns, within texts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Celebrity Sentences
Divide the students into pairs or small groups and present each group with photographs of celebrities. Have them come up with series of sentences that follow a pattern on a theme such as "telling secrets." For example, *Hillary Duff? Der habe ich nichts gesagt.* (Hillary Duff? I didn't say anything to her.) or *Die Brüder Jonas? Denen habe ich Bescheid gegeben.* (The Jonas Brothers? I let them know.). Have the groups share responses with one another and then lead a brief summary of students' work.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− use referents, such as personal and demonstrative pronouns, within texts?

Rating Scale
Create an outcome-based rating scale and share it with the students before they create sentences based on photographs. Use the rating scale to assess how well students are able to use referents, such as personal and demonstrative pronouns, within texts (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–5** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–5.1 register
Specific Outcome	*Students will be able to:* a. use formal and informal language appropriately in familiar situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Nuances

Encourage the students to become familiar with different nuances in German culture that involve formal and informal situations. Age, relationships and positions of authority affect how one person addresses another; e.g., the use of *du* and *Sie*. Give the students name tags that depict different people; e.g., child, parent, grandparent, teacher, priest. Have pairs of students role-play, asking questions and using the correct pronoun and formal and informal forms of requests and commands; e.g., asking a friend or a parent to be quiet or to stand up. Example:

To a friend or child you babysit – *Sei still!* (Quiet!)
To an adult – *Bitte seien Sie ruhig!* (Please be quiet!)
To a friend – *Steh auf!* (Stand up!)
To an adult – *Stehen Sie bitte auf!* (Please stand up!)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use formal and informal language appropriately in familiar situations?

Anecdotal Notes

Observe students as they role-play. Note and record how well they are able to use formal and informal language appropriately in familiar situations (see sample blackline master in Appendix D: Anecdotal Notes).

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Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–5** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–5.2 idiomatic expressions
Specific Outcome	*Students will be able to:* a. use learned idiomatic expressions in familiar contexts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idioms in Action
Introduce idioms, such as:
– *Das ist mir Wurst*. (It does not matter.)
– *Es ist nicht alles Gold, was glänzt*. (All that glitters isn't gold.)
– *Blau machen.* (To not show up for work or school.)
– *Aller guten Dingen sind drei.* (All good things come in threes.)
– *Kein Aber!* (No ifs, ands or buts!)

Divide the students into groups and have them role-play situations in which these expressions can be used.

Extension Activity: Have the students keep an ongoing list or chart of idiomatic expressions to check when expressions have been used. Ask the students to illustrate the expressions for display or inclusion in their personal dictionaries.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use learned idiomatic expressions in familiar contexts?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they role-play. Use the checklist to assess if students are able to use learned idiomatic expressions in familiar contexts (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–5** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–5.3 variations in language
Specific Outcome	*Students will be able to:* a. experience regional and other differences in German as spoken throughout the world

SAMPLE TEACHING AND LEARNING ACTIVITIES

Variations in Language
Briefly review the variations in language identified in the 10-3Y course level samples section. Use a map to highlight where regional variations in spoken German exist. Have the students research and record samples of regional variations of German; e.g., *Plattdeutsch*, *Rheinfränkisch* or *Bairisch*.

Extension Activity: Expand the scope to include the German spoken by Hutterites in Alberta or Ashkenazi Jews in the former Soviet Union, or Riograndenser Hunsrückisch spoken in Brazil.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– experience regional and other differences in German as spoken throughout the world?

Rating Scale
Create an outcome-based rating scale and share it with the students before they research variations in spoken German. Use the rating scale to assess how well students are able to experience regional and other differences in German as spoken throughout the world (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–5** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* a. use basic forms and conventions of politeness in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Visits

Throughout the year, arrange for German-speaking adults to come into the classroom unannounced for a brief visit. The visitors will introduce themselves to the students in usual German fashion. Encourage and guide the students to respond politely and appropriately; e.g., use the *Sie* form, shake hands.

Extension Activity: Have the students send an invitation to a German-speaking adult to visit the class using the appropriate "*Sie*" form.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use basic forms and conventions of politeness in guided and unguided situations?

Observation Checklist

Create an outcome-based checklist and share it with the students before they introduce themselves to adults. Use the checklist to assess if students are able to use basic forms and conventions of politeness in guided and unguided situations (see sample blackline master in Appendix D: Observation Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–5** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–5.4 social conventions
Specific Outcome	*Students will be able to:* b. use appropriate oral forms of address in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play Greetings

Have the students review terms like *Herr* (Mr.) and *Frau* (Mrs.), which are used as courtesy titles with a person's first name. Have the students also review formal and informal ways of greeting, introducing oneself and saying goodbye; e.g.,

– formal: *Wie heißen sie?* (What's your name?)
– informal: *Wie heißt du?* (What's your name?)
– formal and informal: *Auf Wiedersehen* and *Tschüss* (Goodbye.)

Ask the students to select a German-speaking person, either famous or fictitious, and then role-play situations that would require formal or informal language and behaviour.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– use appropriate oral forms of address in guided and unguided situations?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they role-play. Students use the checklist to determine if their peers are able to use appropriate oral forms of address in guided and unguided situations (see sample blackline master in Appendix D: Peer-assessment Checklist).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–5** apply knowledge of the sociocultural context	**20-3Y**

Strand	LC–5.5 nonverbal communication
Specific Outcome	*Students will be able to:* a. understand and use some common nonverbal behaviours in familiar contexts; e.g., length of eye contact

SAMPLE TEACHING AND LEARNING ACTIVITIES

Let's Talk with Body Language

Have the students watch an excerpt of a German-language movie that includes examples of appropriate nonverbal behaviours. First, play the video without sound and ask the students to carefully observe the actions and body language of the characters. Then, play the video a second time with sound and have the students identify how nonverbal communication is a factor in understanding the segment. Discuss differences in nonverbal behaviours among cultures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   understand and use some common nonverbal behaviours in familiar contexts?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with the students before they watch the video. Students use the checklist to determine if they are able to understand and use some common nonverbal behaviours in familiar contexts. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

Language Competence	**General Outcome** Students will understand and produce German **effectively** and **competently** in spoken and written forms.	**Cluster Heading** **LC–5** apply knowledge of the sociocultural contexts	**20-3Y**

Strand	LC–5.5 nonverbal communication
Specific Outcome	*Students will be able to:* b. recognize nonverbal behaviours that are considered impolite

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inappropriate Nonverbal Behaviours
Brainstorm with students some nonverbal behaviours that may be inappropriate in certain contexts; e.g., turning your back to someone when you are talking. The class then creates a list of these inappropriate behaviours. Students assess which behaviour may be acceptable in Canada but not in a German-speaking country; e.g., wearing a ball cap at the dinner table, reading a newspaper or texting at the table, answering a cell phone during dinner.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize nonverbal behaviours that are considered impolite?

Learning Log
Have the students reflect on their learning and how well they were able to recognize some nonverbal behaviours that are considered impolite.

Global Citizenship

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of the cultures of German-speaking peoples	**20-3Y**

Strand	GC–1.1 gaining/applying knowledge of German cultures
Specific Outcome	*Students will be able to:* a. explore some important elements of German cultures in their own school, home, community and beyond; e.g., names, products, sports

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guest Speakers
Invite guest speakers to come and talk to the class; e.g., family members, friends, community members, sport groups, local musical groups/musicians, dance groups. Invite the speakers to discuss topics, such as Christmas angels, nutcrackers, clocks, food, clothing, place names, architecture and other elements of German cultures that can be experienced locally. Before the visit, have the students prepare questions to ask the guest speakers. Invite the students to respond to the visit in their journal or learning logs.

Friends in Germany
Organize an e-mail or pen pal project in which students correspond with students from a school in Germany to learn about their schools, interests, families, activities, communities and way of life.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– explore some important elements of German cultures in their own school, home, community and beyond?

Learning Log
Have the students reflect on their learning and how well they were able to explore some important elements of German cultures in their own school, home, community and beyond.

Rubric
Collaboratively create an outcome-based rubric with the students before they correspond with e-pals or pen pals. Use the rubric to evaluate how well students are able to explore some important elements of German cultures in their own school, home, community and beyond (see sample blackline master in Appendix D: Rubric or Rubric and Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of the cultures of German-speaking peoples	**20-3Y**

Strand	GC–1.1 gaining/applying knowledge of German cultures
Specific Outcome	*Students will be able to:* b. apply knowledge of German cultures to interpret behaviour that is different from their own

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparing Cultures

While working on a topic, e.g., "School Life," prepare a list of unfinished sentences that students complete with a partner. For example,

	Canada	Germany
1. *Die Schule beginnt in ...* / School begins in the month of …		
2. *Die Schüler tragen ...* / Students wear …		
3. *Die Sommerferien sind ... lang* / Summer vacation lasts for …		
4. *Zu Stundenbeginn ...* / At the beginning of each class, the students …		
5. *Die Schule fängt um ... an* / The school day begins at …		

Other topics could include holidays, transportation, money, shopping and gift-giving.

After completing their sentences, guide students as they use their knowledge of German culture to determine why Germans do some things differently.

Extension Activity: Have the students use a Venn diagram to illustrate the differences and similarities between German and their own culture.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− apply knowledge of German cultures to interpret behaviour that is different from their own?

Observation Checklist

Create an outcome-based checklist and share it with the students prior to them completing the sentences. Use the checklist to assess if students are able to apply knowledge of German cultures to interpret behaviour that is different from their own (see sample blackline master in Appendix D: Observation Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of the cultures of German-speaking peoples	**20-3Y**

Strand	GC–1.2 diversity within German cultures
Specific Outcome	*Students will be able to:* a. explore regional differences among people living in German-speaking countries; e.g., food, dialects, costumes, celebrations

SAMPLE TEACHING AND LEARNING ACTIVITIES

German Regional Arts and Crafts
Before they participate in a cultural art project, e.g., making a Christmas angel or nutcracker, divide the students into groups to research the arts and crafts of a region of Germany. Have the students produce artwork based on a model from the region assigned. Students present their projects with a brief summary of the characteristics of the region.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   explore regional differences among people living in German-speaking countries?

Anecdotal Notes
Observe students as they create artwork based on the culture of a region of Germany. Note and record how well they are able to explore regional differences among people living in German-speaking countries (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**GC–1** historical and contemporary elements of the cultures of German-speaking peoples	**20-3Y**

Strand	GC–1.2 diversity within German cultures
Specific Outcome	*Students will be able to:* b. recognize the ethnic diversity and multicultural nature of German-speaking countries

SAMPLE TEACHING AND LEARNING ACTIVITIES

Today's Germany
Have the students work in groups to conduct research on the ethnic make-up of Germany, Switzerland and Austria. Instruct the students to organize their findings in a chart, graph or other organizer. Display students' work and lead a class discussion on what their findings suggest.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize the ethnic diversity and multicultural nature of German-speaking countries?

Learning Log
Have the students reflect on their learning and on how well they were able to recognize the ethnic diversity and multicultural nature of German-speaking countries. Sentence starters they could use include:
− I learned that …
− I would like to learn more about …

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of the cultures of German-speaking peoples	**20-3Y**

Strand	GC–1.3 analyzing cultural knowledge
Specific Outcome	*Students will be able to:* a. use a variety of sources of information and research skills to find out about German cultures

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Research
Provide the students with a list of cultural research topics; e.g., pop culture, current trends in German cuisine, traditional clothing, traditional dishes. Have the students work in small groups and use German-language magazines, newspapers, books and other authentic sources to find information on their topic of choice.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
− use a variety of sources of information and research skills to find out about German cultures?

Rating Scale
Create an outcome-based rating scale and share it with the students before they research their topic. Use the rating scale to assess how well students are able to use a variety of sources of information and research skills to find out about German cultures (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of the cultures of German-speaking peoples	**20-3Y**

Strand	GC–1.3 analyzing cultural knowledge
Specific Outcome	*Students will be able to:* b. explore some common stereotypes of German cultures, and explore their origins

SAMPLE TEACHING AND LEARNING ACTIVITIES

Looking at Stereotypes

Have the students brainstorm a brief description of a stereotypical German person. Then, as a class, explore German stereotypes. For example:

– focused on efficiency
– no sense of humour, mechanical personality
– soccer hooligans
– odd fashion sense.

Have the students brainstorm in groups to expand the list, research where these stereotypes originated and discuss how these stereotypes affect how we view German people. Have the students review their pictures or descriptions and discuss how their views of German people have changed after discussing the stereotypes.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

– explore some common stereotypes of German cultures, and explore their origins?

Anecdotal Notes

Observe students as they discuss the stereotypes. Note and record how well they are able to explore some common stereotypes of German cultures, and explore their origins (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–1** historical and contemporary elements of the cultures of German-speaking peoples	**20-3Y**

Strand	GC–1.4 valuing German cultures
Specific Outcome	*Students will be able to:* a. recognize and describe some contributions of German cultures to global society and their own society

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

German Contributions

Compile a list of people from German cultures who have contributed great things or ideas to the world; e.g., Sigmund Freud, Carl Jung, Immanuel Kant, Albert Einstein, Karl Marx, Lisa Meitner, Friedrich Nietzsche, Carl Zeiss, Ferdinand Porsche, Heinrich Steinweg, Wilhelm Röntgen. Have the students create posters that describe one person and his or her contributions through visuals and text. Encourage the students to include any personal connection to the contribution if possible; e.g., if the student plays the piano, indicate this on a poster describing Heinrich Steinweg. Have the students share their posters with the class or school.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
– recognize and describe some contributions of German cultures to global society and their own society?

Peer-assessment Checklist

Collaboratively create an outcome-based peer-assessment checklist with the students before they create posters. Students use the checklist to determine if their peers are able to recognize and describe some contributions of German cultures to global society and their own society (see sample blackline master in Appendix D: Peer-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.1 awareness of English
Specific Outcome	*Students will be able to:* a. identify some English words that have been adopted from German (e.g., angst), and identify some German words that have been adopted from English (e.g., *Handy*)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Borrowed Words
Prepare a handout with English words that have been borrowed from German. Have the students write in the German word of origin and fill in the meaning of these words; e.g.,
– delicatessen _____
– Geiger counter _____
– kindergarten _____
– muesli _____
– poltergeist _____
– rucksack _____
– U-boat _____
– yodel _____.

Extension Activity: Have the students use an etymological dictionary to find words in other languages that have been adopted from German, and identify some German words that have been adopted from other languages.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify some English words that have been adopted from German and identify some German words that have been adopted from English?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they explore English words of German origin. Students use the checklist to determine if they are able to identify some English words adopted from German, and identify some German words that have been adopted from English (see sample blackline master in Appendix D: Self-assessment Checklist).

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Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.1 awareness of English
Specific Outcome	*Students will be able to:* b. recognize the existence of cognates whose meanings vary in English and German (false friends); e.g., to become/*bekommen*

SAMPLE TEACHING AND LEARNING ACTIVITIES

False Friend Cognates
Have the students create an illustrated glossary highlighting cognates whose meanings vary in English and German, for example, for *fast* (almost), *also* (thus), *der Artist* (circus or theatre performer), *das Bad* (bath), *die Billion* (trillion), *bald* (soon), *komisch* (odd/strange).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize the existence of cognates whose meanings vary in English and German (false friends)?

Rating Scale
Create an outcome-based rating scale and share it with the students before they create their glossaries. Use the rating scale to assess how well students are able to recognize the existence of cognates whose meanings vary in English and German (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* a. recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary and structure

SAMPLE TEACHING AND LEARNING ACTIVITIES

Englishes
Provide the students with a list of English words that are different depending on the English-speaking country; e.g., *trunk/boot*, *elevator/lift, apartment/flat*. Have the students work in pairs to research and identify examples of English vocabulary that differs depending on the region and/or social context. Provide a large, blank map of the world and have the students write in their favourite examples.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary and structure?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they research differences in English language usage. Students use the checklist to determine if they are able to recognize that within a linguistic group, people from different regions and/or social contexts may use differing pronunciation, vocabulary and structure (see sample blackline master in Appendix D: Self-assessment Checklist).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.2 general language knowledge
Specific Outcome	*Students will be able to:* b. identify regional and/or social differences in pronunciation and vocabulary in various languages within their personal experience

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Pronunciation

Lead a brief brainstorm on words in English that can be pronounced differently; e.g., *roof*, *salmon*, *schedule*. Explore with students some reasons behind the differences in pronunciation and highlight the differences that are regional and/or social. Have the students reflect on their personal experiences with such words and write their reflections down in their learning logs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
- identify regional and/or social differences in pronunciation and vocabulary in various languages within their personal experience?

Learning Log
Have the students reflect on their learning and how well they were able to identify regional and/or social differences in pronunciation and vocabulary within their personal experience. For example:
- I was not aware that …
- It's interesting that …
- I'd like to know why …

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.3 awareness of Canadian culture
Specific Outcome	*Students will be able to:* a. compare and contrast diversity in the German and Canadian cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Diversity

Lead a brief discussion with the students on diversity and the different kinds of diversity that exists in a culture or society. Divide the class into two groups and have one group research and then prepare a digital presentation on diversity in Canadian culture. Have the other half do the same for diversity within German culture. Have the groups share their presentations, and then use a graphic organizer like a Venn diagram to compare and contrast their findings.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

− compare and contrast diversity in the German and Canadian cultures?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with the students before they research and present on diversity in German or Canadian cultures. Students use the rating scale to assess how well they are able to compare and contrast diversity in the German and Canadian cultures (see sample blackline master in Appendix D: Self-assessment Rating Scale).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* a. recognize that people of a specific culture may have perspectives that differ from those of people in other cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pets
Lead a brief discussion on pets, and compile a list of the most common types of pets in Alberta. Then, have students work in pairs to research common pets in other countries and cultures; e.g., China, Japan, Egypt, Peru. Lead a summary discussion of the students' research and explore the reasons behind the differences. Emphasize that there is no right or wrong or weird, just differences or similarities in perspective.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize that people of a specific culture may have perspectives that differ from those of people in other cultures?

Learning Log
Have the students reflect on their learning and how well they were able to recognize that people of a specific culture may have perspectives that differ from those of people in other cultures. For example:
– I did not realize that …
– I learned that …
– I think it is fascinating that …

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* b. identify the limitations of adopting a single perspective

SAMPLE TEACHING AND LEARNING ACTIVITIES

Movie Review
Select an appropriate movie that the majority of the class has seen or with which they are familiar. Divide the class into two teams and then have each team prepare a brief movie review. Team A can only rely on the opinion of one teammate; Team B can use the opinions of all team members for the review. Have each team present its review and then lead a brief comparison of the two reviews.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify the limitations of adopting a single perspective?

Learning Log
Have the students reflect on their learning and how well they were able to identify the limitations of adopting a single perspective.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.4 general cultural knowledge
Specific Outcome	*Students will be able to:* c. explore and seek out information about other cultures through the medium of German

SAMPLE TEACHING AND LEARNING ACTIVITIES

German Point of View
Present a list of cultural activities to the students, e.g., Carnaval in Rio de Janeiro or the running of the bulls in Spain, and have the students research the activity using a prescreened German-language website. Have the students prepare posters of their cultural events that they can share with other students.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− explore and seek out information about other cultures through the medium of German?

Anecdotal Notes
Observe students as they use German-language websites to make posters. Note and record how well they are able to explore and seek out information about other cultures through the medium of German (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–2** affirming and valuing diversity	**20-3Y**

Strand	GC–2.5 intercultural skills
Specific Outcome	*Students will be able to:* a. apply interpersonal skills to cope with linguistically and culturally unfamiliar situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Imagined Cultures

Prepare descriptions of two imaginary cultures, each dramatically different from the other; e.g., one relationship-oriented and cooperative, the other very competitive and commerce-oriented. Invent unfamiliar nonverbal communication characteristics for each group. Divide the class into three groups. Brief one group with the description of the first culture, the second group with the second culture and instruct the third group to behave as they normally do. Reunite the groups and instruct the class to work together to accomplish a simple task; e.g., a survey. Once the task has been completed, lead a discussion on how students reacted to and dealt with the "new" cultures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− apply interpersonal skills to cope with linguistically and culturally unfamiliar situations?

Rating Scale
Create an outcome-based rating scale and share it with the students before they work together. Use the rating scale to assess how well students are able to apply interpersonal skills to cope with linguistically and culturally unfamiliar situations (see sample blackline master in Appendix D: Rating Scale 1, 2 or 3).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** GC–3 personal and career opportunities	**20-3Y**

Strand	GC–3.1 German language and culture
Specific Outcome	*Students will be able to:* a. demonstrate awareness of opportunities for further study or careers related to German

SAMPLE TEACHING AND LEARNING ACTIVITIES

Careers and German: What's In It for You?
Brainstorm with the students answers to the question "What careers require knowledge of German?" Have the students work in pairs or small groups to prepare a poster and a small informational brochure called "Careers and German: What's In It for You?"

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– demonstrate awareness of opportunities for further study or careers related to German?

Checklist and Comments
Create an outcome-based checklist and share it with the students before they create their posters and brochures. Use the checklist to assess if students are able to demonstrate awareness of opportunities for further study or careers related to German (see sample blackline master in Appendix D: Checklist and Comments 1 or 2).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** GC–3 personal and career opportunities	**20-3Y**

Strand	GC–3.1 German language and culture
Specific Outcome	*Students will be able to:* b. identify some places that they could visit and use their knowledge of German language and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

German Events in the Community
Bring in local or provincial German-language publications and have the students read through them. On a large calendar, have the students write down any German-language events that are scheduled. For each event, have the students list possible ways they could use their knowledge of German language and culture. Review the calendar periodically and remind students of upcoming events.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
–   identify some places that they could visit and use their knowledge of German language and culture?

Self-assessment Checklist and Goal Setting
Create an outcome-based self-assessment checklist and share it with the students before they read through local German-language publications. Students use the checklist to determine if they are able to identify some places that they could visit and use their knowledge of German language and culture. Encourage students to set goals for future learning (see sample blackline master in Appendix D: Self-assessment Checklist and Goal Setting).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.1 German language and culture
Specific Outcome	*Students will be able to:* c. identify some personal uses they have made of their knowledge of German language and culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reasons for Learning German
At the beginning of the year, brainstorm with the students and create a list of reasons for learning German. At points throughout the school year, have the students review the list and assess if they have been able to address the reasons they have listed; e.g., to write a letter to someone in German. Encourage the students to reflect on any situations in which they have been able to use German that perhaps they had not anticipated.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify some personal uses they have made of their knowledge of German language and culture?

Learning Log
Have the students reflect on their learning and how well they were able to identify some personal uses they have made of their knowledge of German language and culture.

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* a. identify some personal uses they have made of their knowledge of different languages and cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Language Use List
During a brainstorming activity at the beginning of the year, have the students identify reasons for learning and using different languages and experiencing other cultures. Refer back to these reasons during the year and see if they have changed. Keep a record of how the students have used different languages throughout the year.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
−   identify some personal uses they have made of their knowledge of different languages and cultures?

Anecdotal Notes
Observe students as they discuss learning and using different languages and experiencing different cultures. Note and record how well they are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix D: Anecdotal Notes).

Global Citizenship	**General Outcome** Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**Cluster Heading** **GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* b. identify some careers for which knowledge of different languages and cultures is useful

SAMPLE TEACHING AND LEARNING ACTIVITIES

Career Exploration

Have the students brainstorm jobs or careers for which they think a language, other than English, would be useful. Have the students look in career booklets or on the Internet for language-related careers; e.g., alis.gov.ab.ca. Have the students identify jobs in a variety of areas, such as:

– hospitality
– business
– travel
– manufacturing
– science
– food preparation/service
– government.

Ask the students to choose one career opportunity and write a paragraph in which they imagine themselves in that career. In the paragraph, they should describe how they would use their knowledge of another language and/or culture.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify some careers for which knowledge of different languages and cultures is useful?

Anecdotal Notes

Observe students as they research language-related careers. Note and record how well they are able to identify some careers for which knowledge of different languages and cultures is useful (see sample blackline master in Appendix D: Anecdotal Notes).

	General Outcome	**Cluster Heading**	
Global Citizenship	Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the German-speaking world.	**GC–3** personal and career opportunities	**20-3Y**

Strand	GC–3.2 cultural and linguistic diversity
Specific Outcome	*Students will be able to:* c. identify some countries where there is significant linguistic and cultural diversity

SAMPLE TEACHING AND LEARNING ACTIVITIES

Official Languages
Divide the students into groups and have them students identify which countries have more than one official language. Have each group list the countries and languages they have identified and compare these results to other groups. For example:
– Canada – English and French
– Switzerland – German, French, Italian, Romansch
– Belgium – Flemish, French, German.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify some countries where there is significant linguistic and cultural diversity?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they research the official languages of other countries. Students use the checklist to determine if they are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix D: Self-assessment Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**20-3Y**

Strand	S–1.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance language learning; e.g., identify patterns for noun endings, such as *-ung*, find and apply information using reference materials like dictionaries, textbooks and grammars

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Dictionaries
Have the students keep a personal dictionary/phrasebook in which they record new words and phrases. Have the students provide a context for the words and phrases; e.g., include sentences that use the word/phrase. Also have the students indicate the function of the word or phrase; e.g., action verb, adjective, preposition. Students can also organize vocabulary terms according to lexical fields; e.g., family, school, clothing, weather.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of cognitive strategies to enhance language learning?

Observation Checklist
Create an outcome-based checklist and share it with the students before they create their personal dictionaries. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix D: Observation Checklist).

Strategies

	General Outcome Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	
Strategies			**20-3Y**

Strand	S–1.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, plan in advance how to approach a task

SAMPLE TEACHING AND LEARNING ACTIVITIES

Posted Text
Post a simple text at the front of the room and divide the students into teams. Ask the students to take turns going to the front and reading a portion of the text, then returning to their team and reciting what they have read. A different team member records what has been recited. At the end of the text, a reporter is chosen to read what was recited and recorded by the group. Next, provide the students with the original text from the front of the room and have them compare it with their versions. Afterward, discuss with the students the different strategies they used to remember the text. Have them reflect on the effectiveness of their strategies and what they could do to improve.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use a variety of metacognitive strategies to enhance language learning?

Learning Log
Have the students reflect on their learning and how well they were able to identify and use a variety of metacognitive strategies to enhance language learning.

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Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–1** language learning	**20-3Y**

Strand	S–1.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks, try unfamiliar tasks and approaches, work with others to solve problems, get feedback on tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reading with Others
Provide a selection of simple stories, visually rich and in German. Divide the students into groups and have them work together to read the short texts. Have the students discuss what to do when they come across a word they do not know. Have every student in the group take a turn reading the text. Have the students summarize the text and present their summaries to the rest of the class.

Personal Rewards
Lead a brief discussion on social and affective strategies with students and focus on the strategy of providing personal motivation by arranging one's own rewards when successful. Brainstorm examples of what these rewards could be. Have the students form pairs and create a short list of rewards they would enjoy and that would also provide personal motivation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use a variety of social and affective strategies to enhance language learning?

Informal Observation
Observe students as they work with others to read texts. Make mental notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Offer feedback, encouragement and praise as needed.

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they discuss personal rewards. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix D: Peer-assessment Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** S–2 language use	**20-3Y**

Strand	S–2.1 receptive
Specific Outcome	*Students will be able to:* a. identify and use a variety of reading and listening strategies to aid comprehension; e.g., make inferences based on prior knowledge and experiences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Strategies Used to Understand a Song
Have the students listen to a song and take note of any repeated key words or phrases. Ask the students to determine what the message of the song is, based on the repeated key words or phrases.

Provide the students with a list of strategies and behaviours that help promote active listening. For example, have students predict what they might hear in a text, listen for key words or consider body language.

Remind the students to follow strategies when they encounter unknown words in a written text; for example:
- read sentences before and after the unknown word
- find words or phrases that give clues to the word's meaning
- look at word parts; e.g., prefixes, suffixes, rest words
- think about words that are similar
- use a dictionary or glossary to verify meaning
- create a mental or visual picture to retain meaning.

Discuss the meaning of the song as a class and have the students determine which strategies were the most effective.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of reading and listening strategies to aid comprehension?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they use strategies to interpret a song. Students use the checklist to determine if they are able to identify and use a variety of reading and listening strategies to aid comprehension (see sample blackline master in Appendix D: Self-assessment Checklist).

| Strategies | **General Outcome**
Students will know and use various strategies to maximize the **effectiveness** of learning and communication. | **Cluster Heading**
S–2 language use | **20-3Y** |

Strand	S–2.2 productive
Specific Outcome	*Students will be able to:* a. identify and use a variety of speaking and writing strategies; e.g., compensate for difficult structures by rephrasing, apply grammar rules to improve accuracy

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Writing Process
Invite the students to listen to and read basic familiar fables or fairy tales and take notes on their form. After reviewing different examples, have the students create their own stories, with illustrations to provide detail, following a chosen pattern. Encourage the students to brainstorm their ideas before starting, then follow the writing process; e.g., prewriting, writing, revisions, correction, publication. Encourage the students to follow grammar rules to avoid difficult structures by rephrasing.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of speaking and writing strategies; e.g., compensate for difficult structures by rephrasing, apply grammar rules to improve accuracy?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they write stories. Students use the checklist to determine if they are able to identify and use a variety of speaking and writing strategies (see sample blackline master in Appendix D: Self-assessment Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–2** language use	**20-3Y**

Strand	S–2.3 interactive
Specific Outcome	*Students will be able to:* a. identify and use a variety of interactive strategies; e.g., ask for clarification or repetition, ask for confirmation that a form used is correct

SAMPLE TEACHING AND LEARNING ACTIVITIES

Building Conversation

Brainstorm, with students, ways in which they can maintain interaction in a conversation. Teach the students some strategies for maintaining interaction. Organize the students into teams and provide a scenario; e.g., shopping at the mall, eating at a restaurant, working in the yard with family. One team begins a conversation based on the scenario. Students from each team provide as many lines as possible for the conversation in 60 seconds. At the end of the allotted time, clap hands or ring a bell and have each group share its conversation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use a variety of interactive strategies?

Learning Log

Have the students reflect on their learning and how well they were able to identify and use a variety of interactive strategies to maintain interaction in a conversation.

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**20-3Y**

Strand	S–3.1 cognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of cognitive strategies to enhance general learning; e.g., take notes, organize and review notes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Categorizing
Divide the students into groups and provide them with a list of words related to the topic of study. Have the students then group words from the list into categories and assign labels; e.g., round things (pizza, the sun, wheel, ball, circle). Post the various lists around the room and have each group present its categories to the rest of the class.

Inquiry Process
Brainstorm with the students what they know about a topic. Have the students research the topic and create a presentation. Before beginning their research, have the students write what they know and questions to guide their research in a KWL chart; e.g.,

Was ich weiß (What I <u>K</u>now)	*Was ich wissen will* (What I <u>W</u>ant to Know)	*Was ich gelernt habe* (What I <u>L</u>earned)

Have the students access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
− identify and use a variety of cognitive strategies to enhance general learning?

Observation Checklist
Create an outcome-based checklist and share it with the students before they categorize the words. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix D: Observation Checklist).

Learning Log
Have the students reflect on their their learning and how well they were able to use the guiding questions and graphic organizer to help them find the information needed and how they might use this strategy in the future.

	General Outcome	**Cluster Heading**	
Strategies	Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**S–3** general learning	**20-3Y**

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

SAMPLE TEACHING AND LEARNING ACTIVITIES

Self-analysis

Ask the students to complete a self-analysis based on their needs and interests. Encourage them to think about and answer questions, such as:

– When I am working on an activity, what kinds of things help me? How do they help me? For example:
  - other students
  - things on my desk
  - adults
  - books and reference materials.
– What things do I need to do to help myself:
  - before I start?
  - during the activity?
  - after the activity?
– What are my favourite things to learn about?
– Rate the following tasks from 1 (like it the most) to 10 (like it the least):
  - sort things
  - watch videos
  - play games
  - listen to guest speakers
  - organize things
  - role-play
  - write stories
  - look for information
  - learn about culture
  - create artwork.

Strand	S–3.2 metacognitive
Specific Outcome	*Students will be able to:* a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Do the students:
–   identify and use a variety of metacognitive strategies to enhance general learning?

Self-assessment Checklist
Create an outcome-based self-assessment checklist and share it with the students before they complete the self-analysis. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance general learning (see sample blackline master in Appendix D: Self-assessment Checklist).

Strategies	**General Outcome** Students will know and use various strategies to maximize the **effectiveness** of learning and communication.	**Cluster Heading** **S–3** general learning	**20-3Y**

Strand	S–3.3 social/affective
Specific Outcome	*Students will be able to:* a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Problem Solving
Provide the students with a procedure for group problem solving; for example:
1. Define the problem.
2. Brainstorm possible solutions to the problem.
3. Clarify pros and cons of the solutions.
4. Evaluate the possible solutions and decide on the best one.
5. Develop a plan for implementing the solution.
6. Evaluate the effectiveness of the solution.

In groups, have the students identify a problem and follow these steps to find and implement a solution as a group.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of social and affective strategies to enhance general learning?

Peer-assessment Checklist
Collaboratively create an outcome-based peer-assessment checklist with the students before they work as a group to solve a problem. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix D: Peer-assessment Checklist).