



GERMAN 5 TO 12



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COLUMBIA

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Integrated Resource Package 1997

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement the German 5 to 12 curriculum. The information contained in this IRP is also available via the Ministry web site:

<http://www.bced.gov.bc.ca/irp/irp.htm> .

The following paragraphs provide brief descriptions about each section of the IRP.

THE INTRODUCTION

The Introduction provides general information about German 5 to 12, including special features and requirements. It also provides a rationale for teaching German 5 to 12 in BC schools.

GERMAN 5 TO 12 CURRICULUM

The provincially prescribed curriculum for German 5 to 12 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- provincially prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Prescribed Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each sub-

ject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete the stem: “It is expected that students will. . . .”. Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Provincially Recommended Learning Resources

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC educators in collaboration with the Ministry of Education according to a stringent set of criteria. These resources are organized as Grade Collections. A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a ‘starter set’ of basic resources to deliver the curriculum. These resources are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs.

The recommended resources listed in the main body (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer or provide unique support to specific topics. Further information about these recommended learning resources is found in Appendix B.

THE APPENDICES

A series of appendices provides additional information about the curriculum, and further support for the teacher.

- *Appendix A* lists the curriculum organizers and the prescribed learning outcomes for each grade for the curriculum.
- *Appendix B* consists of general information on learning resources as well as Grade Collection organizational charts and annotations for the provincially recommended resources. New resources are evaluated and added to the Grade Collections on a regular basis.
- *Appendix C* contains assistance for teachers regarding provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluations.
- *Appendix D* acknowledges the many people and organizations that have been involved in the development of this IRP.

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

Grade | GRADE 8 • *Communicating* | **Curriculum Organizer**

Prescribed Learning Outcomes

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer. These aid the teacher in day-to-day planning.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • request and provide information about day-to-day activities and interests • participate in short conversations • describe activities and interests in oral and written forms • participate in familiar activities 	<p>Students are now using German to express their personal interests and are beginning to use it to interact in everyday situations. To experience success, students need to be provided with many opportunities to practise and develop the language they need.</p> <ul style="list-style-type: none"> • Ask students to prepare questionnaires to find out what their peers do in their free time. (<i>Was machst du in deiner Freizeit?</i>) Have each student record as many responses as possible within a given time, graph the results, compose a paragraph using the graphed results, and then share the results with a partner or the class. • Invite students in pairs to role-play two friends making plans for the weekend. Ask them to include activities they enjoy, referring to places, times, and people, and to use new expressions or phrases. Have each pair of students rehearse the role play and present it to the class. • Have students work together to compose individual letters to send to an exchange class via mail or E-mail. Students' letters should contain information about themselves (e.g., age, grade, family, interests, pets) and questions for their exchange partners. Letters should also contain appropriate salutations and closings.

Suggested Instructional Strategies

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

Grade | GRADE 8 • *Communicating* | **Curriculum Organizer**

Suggested Assessment Strategies

The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>To develop effective German language skills, students need to focus on communicating an increasing range of information. All assessment criteria are related to how effectively students are able to convey relevant and understandable messages in a variety of situations.</p> <ul style="list-style-type: none"> • When students prepare questionnaires and report on their peers' leisure activities, assess their abilities to: <ul style="list-style-type: none"> - use the question structures they have learned - sustain their use of German as they ask and respond to questions - record responses in German - use vocabulary and structures they have practised • When students present role plays to the class, look for evidence that they are able to: <ul style="list-style-type: none"> - create logical sequences of questions, suggestions, and responses - convey a sense of interaction and flow in their conversations - elicit all the information they require from one another to reach conclusions - make themselves understood using German - take risks to add details to and variations on the required information • Before students send letters to an exchange class, offer feedback on the extent to which they have: <ul style="list-style-type: none"> - considered the interests and knowledge of the recipients of their letters - included appropriate information - included details to add interest - composed complete sentences - used appropriate, correctly spelled vocabulary (including capitals) accompanied by the correct articles - arranged the information in a logical order - followed appropriate conventions, including forms of address 	<div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> Print Materials </div> <ul style="list-style-type: none"> • Collins 10,000 German Words • Collins Pocket German Dictionary • Collins Pocket German Grammar • Collins Pocket German Verb Tables • Die Bundesrepublik Deutschland • Du und Ich • Klett's Modern German and English Dictionary, Second Edition • Pack's An • Schreib Mir Bitte • Wort und Bild Series <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> Multimedia </div> <ul style="list-style-type: none"> • Deutsch Aktuell (Levels 1-2) • Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe) • Gute Reise!

Recommended Learning Resources

The Recommended Learning Resources component of this IRP is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for German 5 to 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

RATIONALE

German is among the ten most-spoken languages worldwide, one of the working languages of the United Nations, and an official language of the European Community. The study of German is intended for all learners and offers lifelong enjoyment and a broad range of career opportunities. Learning German also enhances the learning of first and additional languages. It fosters the appreciation of traditional and contemporary cultures and positive attitudes toward cultural diversity and commonality.

HISTORICAL CONTEXT

The previous German curriculum guide was first published in 1990 and reprinted in 1992 and 1994. The original guide incorporated curriculum and assessment for grades 9 and 10, grades 11 and 12, and Beginner's German Grade 11. This German IRP is the result of a revision process that reflects the influence of several current movements in language education.

THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The German 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. In this approach, the

focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to get things done. Grammar instruction plays a supportive role only—to provide some useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that endorses these premises:

- As much as possible, language learning should emulate authentic language use. (H. Byrnes)
- The goal of language learning is performance with language rather than knowledge about the language. (M. Met)
- Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. (R. Oxford)
- Language develops in a series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable. (H. Byrnes)
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities. (M. Met)
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (J. Osgood)
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. (R. Oxford)
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks. (M. Met)

- Assessment reflects instructional goals and is performance oriented. (J. Larson)
- Technology and textbook materials play a support role for language-learning goals; they should not determine curriculum. (J. Larson)
- Teachers are qualified in the languages they teach; this implies proficiency in the language, experience with the cultures represented by the language, and pedagogical expertise specific to the language. (J.K. Phillips)

(Adapted from: "Teaching and Learning K–12 Authentic Instruction Communication," Section 7.19, *ASCD Curriculum Handbook*, September 1994.)

In following the communicative-experiential approach, prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. They do not focus on the mastery of grammar for its own sake.

LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components of a language program and are now being recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; cognates; a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively.

The Language-Learning Strategies chart shows the complete range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on common reasons people have for wanting to learn a second language and have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources. The curriculum organizers are:

- *Communicating*—to communicate with other people
- *Acquiring Information*—to acquire information for a purpose
- *Experiencing Creative Works*—to experience creative works for enjoyment
- *Understanding Culture and Society*—to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow language-program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying a second language. In the classroom, they should not be treated separately but should be integrated into most activities. Whenever possible, teachers should use and encourage the use of German in most student activities. However, there are times when English will be necessary to complete a task or provide supporting detail for a learning activity, particularly in the organizer *Understanding Culture and Society*.

Language-Learning Strategies

It is expected that students will develop and apply a range of strategies to assist their comprehension and expression. Students will:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> recognize cognates use visual and contextual clues to guess meaning use mime, gesture, and props to help convey meaning repeat alone and with others to practise and reinforce new vocabulary and language patterns record ideas or expressions using German words listen attentively and participate in activities 	<ul style="list-style-type: none"> use prior knowledge to make connections to new topics use formula phrases actively seek help by asking for clarification and repetition connect new topics to personal experience develop personal notebooks or dictionaries to record new vocabulary 	<ul style="list-style-type: none"> recognize known words and cognates in new contexts ask for specific words in German, while continuing communication listen to and practise pronunciation of the written word group new items into categories that are personally meaningful self-evaluate progress by comparison with earlier performance or against personal goals continue to record new vocabulary and phrases
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> recognize and use common patterns use word web charts, tables, and other graphic organizers to support oral and written expression reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases 	<ul style="list-style-type: none"> recognize and use common patterns listen, view, and read selectively to focus on key information tolerate ambiguity of meaning when unable to understand fully transfer and adapt known structures to convey meaning in new contexts use a variety of writing forms to convey personal meaning (e.g., German words, illustrations) plan ahead for communicative activities by anticipating language and resources needed 	<ul style="list-style-type: none"> take risks with the language to extend language boundaries use a variety of reference materials, including dictionaries, for comprehension and production set personal goals in language skills and monitor their progress
Grade 11	Grade 12	Introductory German 11
<ul style="list-style-type: none"> rephrase in German to compensate for unknown expressions make personal notes to use as reference for oral and written production actively review common, useful expressions and patterns to refine communication self-monitor and correct recurring or significant errors in communication 	<ul style="list-style-type: none"> negotiate meaning by using questions and other techniques in German for clarification summarize information in oral, visual, and written forms use dictionaries and other reference materials to clarify meanings of unknown words and expressions seek out and create practice opportunities in and out of the classroom 	<ul style="list-style-type: none"> use visual and contextual clues to guess meaning use mime, gesture, and props to help convey meaning use prior knowledge of topics to predict meaning by connecting new topics to personal experience recognize and use common patterns tolerate ambiguity of meaning when unable to understand fully transfer and adapt known structures to convey meaning in new contexts use a variety of reference materials for comprehension and production set personal goals in language skills and monitor their progress

Communicating

Learning outcomes listed under this organizer provide opportunities for students to establish and maintain relationships, to share ideas and opinions, and to get things done. This organizer embraces a variety of communication skills—listening, reading, speaking, writing, viewing, and representing—in order to reach students with a wide range of abilities, language traditions, and backgrounds. It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies. Teachers and students are encouraged to use German in all activities; it is expected that students will interact in German.

Acquiring Information

Students should have opportunities to develop the ability to understand and acquire information from original German-language sources appropriate to their interests and age levels in order to complete authentic tasks. These original sources could include German-language television and radio programs, magazines, business and job advertisements, recipes, restaurant menus, schedules, or Internet sites. An authentic task is one that engages students in thoughtful learning and is meaningful and relevant to their lives. In the process of acquiring information in German, students are encouraged to take risks.

Experiencing Creative Works

Students learn a language most effectively and enjoyably when they experience and enjoy it through music, film, video, art, poetry, and other forms of creative expression, such as storytelling by members of the cultural community. Students will be motivated to continue their language studies

in German when they have frequent opportunities to view, listen to, eventually read, and respond to creative works in personal ways. Students should be exposed to a wide range of creative works representative of the German-speaking world, beginning with visual and aural works and progressing to written works as students' language skills develop. Over time, students should be able to produce a variety of written, oral, and visual creative works based on German-language resources.

Understanding Culture and Society

To give students first-hand experiences in the Canadian mosaic, they should be provided with opportunities to interact with and appreciate a variety of cultural experiences.

When students communicate with others in German and participate in cultural experiences, they gain insight into the role of culture. Through exploring the German language, its cultural context, and its world, students develop understanding of diverse perspectives and can better appreciate the role of other cultures, as well as their own.

INTEGRATION WITH OTHER CURRICULA

When German is seen as a practical means of communication, not just a narrow field of language study, many opportunities open up for integration with other curricula. The prescribed learning outcomes in this curriculum are deliberately open in nature to encourage teachers and students to make links to other areas of study through activities such as job interviewing, mapping, graphing, music, or art. In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. (See Appendix D for examples of integrated units.) Integration in the elementary classroom is easier and

may begin with daily routines and procedures conducted in German. In this way students will see German as a living language and not just another school subject.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both. For each organizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

For each organizer, a list of specific strategies is introduced by a context statement that

explains how students at this age can demonstrate their learning, what teachers can look for, and how this information can be used to plan further instruction.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

Assessment in German

Since language is acquired in a spiralling and recursive process, students must be guaranteed a stimulating environment where risk taking is encouraged and where errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to edit carefully for accuracy.

About Assessment in General

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

About the Provincial Learning Assessment Program

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula,

and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

Provincial Reference Sets

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

(See Appendix C, Cross-Curricular Interests, for more information.)

Exemptions from the Language Policy

Ministry of Education, Skills and Training policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from the second-language requirements. An exemption may apply to a student who is:

- identified as a student with special needs or receiving English as a Second Language service
- unable to demonstrate his or her learning in relation to the expected learning outcomes in a course or subject and grade for which an educational program guide has been prescribed by the minister

ESL Students and Second-Language Study

Teachers of students for whom English is their second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instruction, incremental introduction of language-learning skills, frequent review, and use of graphic organizers (key visuals). German teachers

are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When instruction is in German, ESL students are placed on an equal footing with their classmates.

Students with Special Needs and Second-Language Study

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because of its focus on the communicative-experiential approach. Adaptations to instructional strategies, activities, and evaluation methods may be required for some students. For example, students with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student’s cognitive, sensory, or physical disabilities.

When a student is exempted due to special needs, this must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Students who are experiencing difficulty establishing communication might concentrate on developing an alternative communication system such as Bliss symbols or voice-activated computer technology. Students

with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the German language-learning classroom.

- *Adapt the Environment*
 - Cluster students with particular gifts or needs.
 - Use community resources for extension and research.
 - Make use of preferential seating to enhance research.
 - Create a space with minimum distractions.
 - Change the location of the learning activity to optimize concentration.
 - Make use of co-operative grouping or pairing of learners.
- *Adapt Presentation or Instruction*
 - Provide extension activities for students with special gifts and talents.
 - Offer choices for self-directed learning.
 - Provide advance organizers of key information.
 - Demonstrate or model new concepts.
 - Adjust the pace of activities as required.
 - Change the wording of questions or instructions to match the student's level of understanding.
 - Provide functional, practical opportunities for students to practise skills.
- *Adapt Materials and Equipment*
 - Use techniques to make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
 - Use manipulatives and other support materials.
 - Provide large-print charts or activity sheets.
- Use opaque overlays for text pages to reduce the quantity of visible print.
- Highlight key points in written material.
- Provide software that has variable font size.
- Use adapted computer hardware and appropriate software.
- Provide alternative resources on the same concepts at an easier comprehension level.
- Provide or arrange for opportunities for independent study (e.g., CD-ROM).
- *Adapt Methods of Assistance*
 - Train and use peer tutors to assist students with special needs.
 - Arrange for teacher assistants to work with individuals or small groups.
 - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.
- *Adapt Methods of Assessment*
 - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
 - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).
 - Set short-term, achievable goals with frequent feedback.
 - Provide opportunities for students to assess their progress and set their own goals.

LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in German. The approach the curriculum advocates focusses on the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to enhance understanding of the culture. The kinds of

learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach.

In order to help students achieve communication goals and carry out authentic tasks while learning German, learning resources should include authentic materials that reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could include newspapers, magazines, information about entertainment, business, employment, food, holidays and celebrations, and artworks and artifacts reflecting the culture of a German-speaking community. Community resource persons can enhance language acquisition and provide opportunities to communicate in the German-speaking community.

Selected Resources

The Ministry of Education, Skills and Training promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

Some selected resources have been identified to support cross-curricular focus areas. The ministry also considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

Provincially Recommended Materials

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *recommended* materials. These resources are listed in Appendix B of each IRP.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.



CURRICULUM

German 5 to 12

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- respond to simple classroom instructions and questions
- exchange introductions
- express likes and dislikes
- interact in known and predictable classroom situations

SUGGESTED INSTRUCTIONAL STRATEGIES

For many students, this is their first exposure to a second language. Since Grade 5 sets the stage for years to come, students' experiences should be non-threatening, rewarding, and enjoyable. Give students every opportunity to hear, repeat, and play with the language.

- Establish with the class daily routines in German and print some of them on a poster or chart along with visual cues to aid students' comprehension. Have students, working in pairs, take turns playing the role of teacher, with one student in each pair giving instructions while the other responds.
- Ask students to introduce one another using frames such as the following:
 - *Guten Tag. Ich heie _____ . Wie heit du?*
 - *Ich heie _____ . Ich bin _____ Jahre alt.*

Then have students in pairs expand the frames and ask one another questions. (e.g., *Wie alt bist du? Wo wohnst du?*) Record students' responses and encourage them to create and present simple dialogues based on the interviews.

- Have students brainstorm a list of well-known personalities. Ask them to create posters based on their favourite celebrities and identify them by answering question frames related to each celebrity's name, age, place of residence, and career.
- Suggest that each student conduct a class survey of student preferences (e.g., foods, games, books). Brainstorm vocabulary such as:
 - *Was hast du gern (nicht gern)?*
 - *Ich habe _____ gern (nicht gern).*
 - *Was it du gern (nicht gern)?*
 - *Was spielst du gern (nicht gern)?*
 - *Was liest du gern (nicht gern)?*
 - *Was magst du gern (nicht gern)?*

Challenge students to graph their findings to determine the things most students enjoy.

SUGGESTED ASSESSMENT STRATEGIES

Students often feel awkward when they first attempt to communicate in a new language. As they begin to feel more comfortable in a supportive environment, they gain satisfaction from exploring and demonstrating their new skills. Assessment should encourage risk taking and participation rather than emphasizing correctness.

- As students participate in communication activities, observe and note evidence that they:
 - listen actively to follow instructions
 - choose the appropriate expressions from those they have practised
 - approximate German pronunciation
 - take risks to speak German
 - experiment with German sounds and words
 - participate willingly in classroom activities in German
 - support and encourage one another
- When students are introducing one another using conversation frames, note the extent to which individual students:
 - attempt German pronunciation
 - use the parts of the frames in logical sequence
 - speak more than once
- When students work in pairs to create simple dialogues, collaborate with them to develop a short list of criteria they can use to provide feedback to other pairs as they practise. For example, the criteria might specify that the dialogue:
 - include at least three logical questions and responses
 - be spoken entirely in German
 - be understandable
- Self-assessment is an important part of language learning. As students develop and practise language skills, have them keep track of what they know. For example, they might maintain learning logs in which they record such things as:
 - observations and reflections about their learning
 - personal picture dictionaries
 - lists of new vocabulary
 - interesting things they have learned

RECOMMENDED LEARNING RESOURCES



□□ *Print Materials*

- Neue Horizonte - Overhead Transparencies
- Zauberei auf dem Eis

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from German-language resources to complete authentic tasks
- convey acquired information in oral and visual forms

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level already use many strategies for accessing information in their own languages. When they are made aware of these strategies, they will also be able to use them with German and will become more confident working with German-language materials.

- Using a German calendar, ask students questions such as:
 - *Welcher Monat ist es?*
 - *Welcher Tag ist es?*
 - *Was ist das Datum?*

Have each student create a one-month calendar using German for the names of the month, days of the week, and holidays.

- Show students currency from a German-speaking country and introduce the corresponding vocabulary (e.g., *ein Zweimarkstück*, *ein Fünfschillingstück*, *ein Fünffrankstück*). With the class, make a chart to compare and contrast the appearance and relative values of German and Canadian currencies. Set up a classroom “store” and have students use German to role-play buying and selling items (e.g., classroom objects, food, clothing).
- Review with students how menus are generally organized and relate this specifically to German menus. Provide students with a restaurant menu in German. Ask them to examine it and draw and label the foods associated with the various dishes listed. Give students a budget (expressed in a currency from a German-speaking country) and ask them to create lunch menus. To help reinforce new vocabulary related to food, provide students with crossword or word-search puzzles to complete.

SUGGESTED ASSESSMENT STRATEGIES

At this level, most of the information that students acquire will involve simple words and phrases. Tasks should be designed to allow students to represent and use the information they have acquired without relying on spoken or written language.

- When assessing students' calendars in German, consider the following criteria:
 - reproduces key German vocabulary (e.g., months, days of the week, major civic and religious holidays) accurately
 - uses the correct sequence
 - includes supporting detail in the form of illustrations, graphics, or symbols
 - Have students create visual representations; use these to assess their abilities to acquire information. For example:
 - Students could record weather observations on their German calendars, using symbols and sketches.
 - After examining a menu, students could draw the meal each would like to order.
 - After using German money to buy and sell items, students could create sales flyers for their store.
- Criteria might focus on the extent to which students:
- accurately identify key information
 - include relevant details
 - use the information appropriately (for the assigned purpose)
 - persist when they have trouble finding or understanding the information they need
- Encourage students to reflect on and assess their strategies for extracting specific information. Ask them questions such as:
 - Did you find more or less information in German than you expected?
 - Which parts were easy for you?
 - What kinds of problems did you have? How did you solve them?
 - What did you learn about working in German that you want to remember?

RECOMMENDED LEARNING RESOURCES



□□ *Print Materials*

- Zauberei auf dem Eis

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and listen to creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Exposing students to a variety of creative works in German adds to their development and enjoyment of the new language. At this level, students will have a minimal familiarity with German, and their responses will be primarily in the form of drawing, miming, moving to music, or singing.

- Ask students to suggest things they like and, using their choices as themes, invent German lyrics for a simple, familiar tune. The result might be *“Ich mag Schokolade”* to the tune of “Happy Birthday” or *“Ich mag Kuchen”* to “Frère Jacques.” Other ideas for songs might come from the current season or some other theme the class is studying.
- Introduce the class to simple German comic strips (e.g., *“Max und Moritz,” “Hägar”*) and ask students to note some frequently used expressions. Then have them each select a familiar situation and create a cartoon, using several common questions, answers, and greetings they noted when they examined the comic strips.
- Invite students to use computer programs to create and present banners depicting the titles of German songs, stories, videos, or poems.
- Have the class listen to and sing German-language children’s songs. Ask students to mime and use gestures to represent and interpret the lyrics as they sing.
- Use illustrations and key words from illustrated German storybooks for prereading and prediction activities. Suggest that students follow the illustrations and simple text as the story is read. Once students are familiar with a story, have them create posters promoting the book, using visual information and some key German words.

SUGGESTED ASSESSMENT STRATEGIES

The assessment of students' experiences with creative works should focus on their participation and responses. Students' responses will often be visual and, in many cases, in English. They should not be assessed in terms of language proficiency.

- When students participate in class or group singing activities, look for evidence that they are:
 - incorporating appropriate mime
 - attempting to convey meaning by intonation
 - willing to sing in German
- Work with students to establish criteria for the comic strips they create. The criteria might include:
 - uses appropriate greetings
 - uses vocabulary that matches the illustrations
 - takes risks to add detail or interest to the comic strip
 - incorporates some of the features from the German comic strips viewed
 - is willing to share work with others
- When students create banners or posters based on creative works they have experienced, note evidence that they are:
 - offering personal views or responses
 - incorporating some German words
 - interested in sharing their work with others
- Provide prompts such as the following to encourage students to reflect on the creative works they have experienced:
 - A song or rhyme that sticks in my mind is _____ . The part I remember best is _____ .
 - One activity involving creative works that I particularly enjoyed was _____ , because _____ .
 - An activity that was hard for me to participate in and enjoy was _____ , because _____ .
 - Something I wish we'd do more often in German is _____ , because _____ .

RECOMMENDED LEARNING RESOURCES

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and express elements of their own and their classmates' cultural backgrounds
- identify characteristics of German-speaking cultures, including family celebrations and foods

SUGGESTED INSTRUCTIONAL STRATEGIES

The focus at this level should be on active participation in a variety of cultural experiences based on students' own backgrounds. These can then be compared with similar elements in German-speaking cultures and societies.

- Encourage students to explore aspects of their cultural backgrounds (e.g., foods, celebrations, artifacts). Have them collect materials symbolic of their own cultures and organize them in a classroom display. On a large map, have students place symbols that represent the communities of origin of their ancestors or members of extended families. Discuss with the class similarities and differences between German-speaking cultural backgrounds and students' own.
- Invite students to discuss their own family celebrations, comparing and contrasting them with celebrations in the German-speaking world.
- Provide students with various sources of information and suggest that they compare the routines of students in a German-speaking country with those of students in British Columbia, examining areas such as hours spent in school, subjects taught, and leisure-time activities.
- Ask students to create a classroom collage of words and images that depicts what they have learned about cultures in the German-speaking world. This could be an ongoing project. As students learn about those cultures and societies from others or through the media, have them bring in the information and add it to the collage.
- Create the atmosphere of a German *Kaffeehaus* in the classroom and have students prepare snacks to eat in this setting. Ask students to name the *Kaffeehaus*, make posters to decorate it, and create original table settings and menus. Suggest that they share the *Kaffeehaus* with other classes or with parents.

SUGGESTED ASSESSMENT STRATEGIES

As they are introduced to German language and cultures, students should demonstrate an increasing awareness and understanding of specific features of their own and German-speaking cultures. Most of their understanding will be demonstrated in graphic and visual forms, with some commentary in English.

- As students compare their families' celebrations with those in the German-speaking world, have other class members complete simple response sheets on which they record for each student presenting: the student's name, region of family origin, language(s) spoken by the student's family, and important celebrations. Look for evidence that students are:
 - interested in the cultural backgrounds of others
 - respectful of differences
 - able to accurately record the information presented
- When students compare their school experiences with those of German-speaking students, look for evidence that they are able to:
 - identify relevant features of their own experiences
 - locate and record information about students in specific German-speaking countries
 - accurately identify similarities and differences
 - offer one or two generalizations or conclusions
- Before students begin to create a collage for the classroom, discuss with them criteria they can use to monitor their participation. These could include evidence that they have:
 - located relevant information about German-speaking cultures and societies
 - contributed appropriate words and images to the collage
 - shown their understanding of the material they contributed by explaining it to others
 - asked questions to learn more about the contributions of other students
- When students present their *Kaffeehaus* materials, look for evidence that they:
 - base their contributions on accurate understanding of elements of German-speaking cultures
 - make connections between the role and atmosphere of the *Kaffeehaus* and of social meeting places in their own and other cultures

RECOMMENDED LEARNING RESOURCES

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- respond to simple instructions
- use appropriate greetings and expressions of politeness
- exchange likes, dislikes, and interests
- interact in simple, predictable exchanges and learning situations

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students begin to develop positive attitudes toward learning and using German. It is important to provide many opportunities for students to express their ideas through interactions with partners and in small groups, using frames as models.

- Ask students to complete a questionnaire related to their likes, dislikes, and interests. For example:

Finde jemanden der/die	Unterschrift
<i>Schokolade mag</i>	_____
<i>Kuchen nicht mag</i>	_____
<i>Fußball spielt</i>	_____
<i>nicht singt</i>	_____

Have students work in pairs to report their findings. As a follow-up, ask them to work in small groups to create surveys on the same or similar topics.

- Have students use frames as models to role-play situations in which they need to provide typical passport information, real or imaginary. Invite them to create their own passports or ID cards. Then organize an imaginary classroom tour to several German-speaking countries (e.g., Germany, Austria, Switzerland). Ask students to role-play arriving at border crossings and providing the information needed to have their passports stamped.
- To introduce and practise conventions regarding formal and informal modes of address (e.g., *du*, *Sie*, *ihr*), give several students each a large button to wear during the day. Ask everyone in the class to address these students as *Sie* for the rest of the day. Have students work with partners to interview and introduce one another.
- Have students each make a party invitation, completing the following frame:
Datum: _____ ; *Name:* _____ ;
Adresse: _____ ; *Uhr:* _____ .
 Ask students in pairs to role-play situations in which one student presents an invitation and the other responds.

SUGGESTED ASSESSMENT STRATEGIES

Self- and teacher assessment at this level should help students develop confidence in their beginning abilities to communicate in German. In most cases, assessment will focus on students' abilities to use structures they have practised to accomplish simple tasks in familiar contexts.

- When students report on classroom surveys and questions, look for evidence that they:
 - report information accurately
 - use the vocabulary and structures they have learned
 - speak with appropriate intonation and emphasis
 - pronounce familiar phrases and words with increasing accuracy
 - take risks to use newly acquired language and, in some cases, less familiar vocabulary
- As students interact, practise, and actively participate in oral activities, look for evidence that they are increasingly able to:
 - understand and respond to oral instructions in German
 - use simple German words and structures confidently
 - reproduce or approximate German pronunciation
 - draw on repertoires of useful language structures and language-learning strategies
 - voluntarily find opportunities to practise and use the structures they have learned
- When students are learning the use of formal and informal modes of address, check to see that they can:
 - recognize the difference between *Sie* and *du*
 - use *Sie* and *du* appropriately in simple conversations (e.g., using the *Sie* form when talking to the principal)
- Provide frequent opportunities for self- and peer assessment. For example, when students are working in pairs or small groups, ask them to rate or comment on how effectively they:
 - focussed on the assigned communication task
 - used as much German as possible
 - supported and encouraged one another
 - made themselves understood

RECOMMENDED LEARNING RESOURCES



□□ *Print Materials*

- Neue Horizonte - Overhead Transparencies
- Pack's An

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from German-language resources to complete authentic tasks
- convey acquired information in oral and visual forms

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are beginning to access specific information and to convey it orally and visually. They are developing some confidence in working in German as they experience success in applying a variety of strategies, such as predicting from clues and using prior knowledge.

- Ask students to browse German sources on the Internet to research the day's weather in several German-speaking cities and then report their findings to the class. This could be a regular activity in which students are assigned specific cities to research and report on.
- Provide students with German travel brochures. Have them list activities from the brochures that they would enjoy doing with their families. Suggest that they write beside each activity the time of day they would do it (e.g., *vormittags*, *nachmittags*, *abends*) and then share their plans with the class.
- Invite students to select items from a German-language children's craft book that they would like to make (e.g., an ornament for a special occasion). Ask them to make the objects by following the directions and any visual clues in the book.
- Prepare (or ask a German-speaking guest to prepare) a familiar dish for the class (e.g., pancakes, pizza, sandwiches). Have students follow the preparation sequence displayed on a chart in German. Then cover the chart and distribute the instructions listed in random order, asking students to number the instructions in the correct order and then compare their sequences with the one on the original chart.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level may not be able to provide detailed explanations of the information they acquire. Assessment should focus on their abilities to discover and use central ideas and overall impressions, along with some selected detail. Assessment tasks should allow students to represent their understanding in a variety of ways that require a minimal use of language.

- When students work with travel brochures to plan and report on activities at different times of day, look for evidence that they are able to:
 - recognize an increasing number of high-frequency words
 - use classroom resources (e.g., picture dictionaries or textbooks) to solve problems
 - use strategies for discovering the meaning of unfamiliar words (e.g., recognizing cognates, looking for similarities in word form)
- Prompt students to reflect on and assess the strategies they used to follow German instructions in a craft book by asking them questions such as:
 - What strategies or approaches helped you understand the instructions you needed?
 - How were the reading strategies you used similar to those you use for difficult English materials? How were they different?
 - What words, phrases, or expressions did you learn that you want to remember?

Encourage students to keep personal journals, vocabulary lists, or word banks.
- To assess students' understanding of key information in a cooking demonstration, look for their:
 - recognition of vocabulary related to ingredients, utensils, and cooking instructions
 - reproduction of some of the German vocabulary in understandable form
 - correct sequencing of steps in the cooking process

RECOMMENDED LEARNING RESOURCES



□□ *Print Materials*

- Pack's An

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and listen to creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' comprehension of and responses to creative works will be based on visual and contextual support, as they gradually increase their knowledge of the language.

- Have students sing German-language children's songs and folk songs. Ask them to predict the content or theme of each song, using cognates and familiar words as aids. Encourage students to mime the meaning or sing along as the songs are played.
- Invite students to view and then learn a German folk dance.
- Introduce students to the works of a well-known German artist (e.g., Paul Klee, Gustav Klimt, Käthe Kollwitz) and have them create artwork imitating the artist's style.
- Show students an animated video or simple picture book in German. Then challenge each student to create a publicity poster for the video or book, mime a scene from it for other students to identify, or use an art medium to depict one of its scenes.

SUGGESTED ASSESSMENT STRATEGIES

As students explore an increasing variety of genres, they begin to make generalizations about what they see and hear. They demonstrate the level of their interest and engagement in creative works through their participation, enthusiasm, and attentiveness.

- When students learn folk songs and dances, look for evidence that they:
 - participate willingly
 - try to interpret the mood of the songs or dances
- As they research, view, and incorporate features of the works of a German artist into their own work, note the extent to which students demonstrate:
 - engagement in the task
 - interest in and enthusiasm for the artist's work
 - knowledge about the artist's life and career
 - some key elements of the artist's style in the artwork they produce
- When students respond to videos and picture books, look for evidence that they are:
 - interested in sharing their work with others
 - willing and able to respond to questions about their work
- Encourage students to maintain records of creative works presented during the year. When reviewing these records with students, look for evidence that they are:
 - open to a variety of experiences
 - willing to offer personal responses
 - beginning to make generalizations about the works they experience and their responses to them

RECOMMENDED LEARNING RESOURCES

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of German-speaking cultures that are different from or similar to their own
- identify the presence of German-speaking cultures in the community

SUGGESTED INSTRUCTIONAL STRATEGIES

Students continue to share various aspects of their own backgrounds and compare these with aspects of German-speaking cultures. They develop an understanding of how diversity enriches their lives and of how much they share with students in German-speaking countries and regions.

- Invite a member of the German-speaking community to speak to the class about a particular celebration from his or her culture. Ask students to compare and contrast this celebration with celebrations from their own cultures. Organize a Celebrations of Our Class display.
- Help students imagine the flavour and excitement of a well-known German-speaking city (e.g., Berlin, Vienna, Zurich) by presenting a slide show or video about its tourist attractions. Ask them to note interesting features and then share them during a class discussion.
- Suggest that students conduct opinion polls in simple German to identify their classmates' preferences in leisure activities. Post the results in the classroom. For comparison purposes, provide students with information on leisure activities enjoyed by children in German-speaking countries.
- Brainstorm with students a list of jobs that interest them. Provide the German name for each job, then create and distribute copies of a grid of these jobs, asking students to use German frames to survey the class and find out which students are interested in each job. Have students individually graph their results, indicating the numbers interested in each job and writing short captions below their graphs to explain the results. Provide students with information on jobs in Germany and Canada and ask them to make comparisons.
- Have students examine the yellow pages of their local telephone book to identify German-named businesses. Develop a table of businesses listed under various categories (e.g., restaurants, bakeries, automotive dealers). Students present their findings to the class.

SUGGESTED ASSESSMENT STRATEGIES

Building knowledge of German-speaking cultures enhances students' language development as well as increasing their appreciation of their own and other cultures. Students demonstrate their growing cultural understanding through their participation in class and community activities, their representations of what they learn, and the questions they ask.

- As students describe and share their own celebrations, leisure activities, and career interests and compare them with those in German-speaking cultures, they can demonstrate their awareness in a variety of ways (e.g., Venn diagrams, collages, charts, paragraph frames). Assessment could be based on:
 - amount of information students include
 - accuracy and relevance of the information
 - evidence of insight (e.g., identifying some of the more subtle features)
 - appropriate differentiation between similarities and differences
 - logic of the generalizations or conclusions that students offer
- After students have watched a slide show or video about a well-known German-speaking city, have them create postcards illustrating important landmarks or sites. Ask them to include messages (in English, with some German words included) to friends or family members describing features of the sites chosen and explaining their importance. Look for evidence that students have:
 - represented key features of the landmarks or sites
 - offered detailed and accurate explanations
- When students discuss elements of German-speaking cultures, look for evidence that they:
 - respect their classmates' views
 - are willing to consider a variety of opinions
 - put forward their own ideas tactfully
 - support their views with specific reasons and examples

RECOMMENDED LEARNING RESOURCES



□□ *Print Materials*

- Pack's An

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- respond to and ask questions
- respond to and give simple instructions and directions
- interact in predictable exchanges and familiar situations

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are now working with some memorized language and can begin to connect ideas to form complete messages or short interactions. They communicate primarily in oral form and use writing for reference purposes and to develop their language skills, using learned phrases and patterns.

- Use a clock to show students different times, asking them: *Wieviel Uhr ist es? Wie spät ist es?* Then have students work with time using authentic materials (e.g., school timetables; bus, ferry, TV, or movie schedules) to create schedules or timetables and present them to the class. Ask students in pairs to role-play situations (e.g., setting appointments with friends), using the learned phrases and times.
- Conceal an item or a picture of an item and ask students: *Was gibt es im Koffer?* List their guesses on a class chart and have them write short sentences by incorporating these words into frames. Ask students in pairs to play guessing games using the learned phrases.
- Invite each student to construct a real or imaginary family tree (*der Stammbaum*) representing three or four generations. Have students add captions showing the relationships among family members (e.g., *Karl ist Birgits Bruder*) and present their family trees to the class.
- Ask each student to create a German-speaking character and a passport for him or her, including all relevant passport information. Suggest that students write short paragraphs elaborating on the passport information. Display the passports and paragraphs and invite students to ask one another questions in German about their characters.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 7, the assessment of communication skills focusses on students' abilities to interact with increasing fluency, using words and structures they have practised. They continue to gain confidence by participating in a range of classroom activities and interactions.

- As students participate in a variety of oral activities, watch for evidence that they are increasingly able to:
 - understand what the teacher and other students say
 - make themselves better understood
 - participate independently in simple, short interactions
 - take risks to use German in class and group activities
 - use simple, familiar vocabulary and structures
- In students' beginning writing (e.g., timetables, family trees, passports), look for evidence that they:
 - use patterns or frames to offer information
 - take risks, such as including simple adjectives
 - use the correct terms for family relationships
 - are aware that all nouns are capitalized
 - use articles correctly
- When students are practising interactions that involve new structures and vocabulary, work with them to develop criteria or feedback sheets they can use to help one another. Emphasize the importance of constructive feedback and positive support in language learning. Form pairs and suggest that each pair be responsible for observing and offering advice to another pair about features such as:
 - the completeness and relevance of the information presented
 - whether the vocabulary and structures used are appropriate
 - pronunciation and intonation
 - the fluency of their delivery
 - ways of making the information more interesting

RECOMMENDED LEARNING RESOURCES



Print Materials

- Neue Horizonte - Overhead Transparencies
- Pack's An



Multimedia

- Gute Reise!

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from German-language resources to complete authentic tasks
- convey acquired information in oral and visual forms, and using some writing

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are ready to use age-appropriate materials to acquire detailed and specific information. Their growing communicative skills allow them to begin to paraphrase ideas, and they increasingly recognize known vocabulary in its written form.

- Invite students to record headlines from German magazines and newspapers. List all the headlines on a chart and ask each student to choose one to illustrate. Suggest that students create alternative headlines to communicate the same information.
- Provide a selection of packaging from German products and ask students to list all the information they can understand about the products. Have each student write an advertisement, make a poster, or create a commercial about one of the products.
- Have students examine copies of a German magazine (e.g., *Das Rad*) and analyse components of articles (e.g., titles, headings, layout, typography). Ask students in groups to create lists of vocabulary related to particular topics (e.g., weather, sports, class activities, hobbies, food). Challenge each group to create a magazine article on a topic of the group's choice and give a class presentation.
- Provide students with URLs (universal resource locators) to German-language web sites on the Internet or with a list of key words to search. Invite them to browse these sites and download information that answers specific questions. Ask students to report their results to the class.
- Have students examine German advertisements from various sources. Suggest that each student select items to purchase (e.g., for a camping trip) and create a shopping list within a given budget. Ask students in pairs to role-play asking for the items at a store.

SUGGESTED ASSESSMENT STRATEGIES

While many of the information tasks at this level continue to rely on visual representations, students should also be expected to use some basic, well-practised vocabulary and structures. Linguistic requirements should be simple and involve a minimum amount of transfer or adaptation. The assessment for this organizer continues to focus on the extent to which students successfully find and use the information required to complete specific tasks.

- Provide or elicit from students a list of skills and strategies they can use to help them acquire information from authentic documents (e.g., magazines, newspapers, packaging, advertisements). Use the list to prompt self-assessment and discussion. The skills and strategies might include:
 - recognizing familiar words in new contexts
 - using cognates, when appropriate, to help with understanding
 - using a bilingual or picture dictionary appropriately (e.g., to confirm and locate the meaning of selected key words)
 - using non-verbal clues (e.g., context, graphics, illustrations) to make predictions and inferences
- When students represent or report on information they have acquired, note the extent to which they are able to:
 - identify key words and ideas
 - include relevant and accurate detail
 - reproduce some of the German words and expressions in understandable form
 - organize and sequence their information appropriately
- When students are working on assigned tasks, record evidence of the extent to which they:
 - approach the tasks with confidence
 - persevere, trying different approaches or strategies when experiencing difficulty
 - tolerate ambiguity, using information they understand without being frustrated by gaps in their knowledge

RECOMMENDED LEARNING RESOURCES



□□ *Print Materials*

- Pack's An



□□ *Multimedia*

- Gute Reise!

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and listen to creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level respond to German creative works using a variety of means. As they experience traditional and contemporary works, they will be able to make connections among the various creative works.

- Have students in groups examine German-language comics (e.g., “*Max und Moritz*,” “*Hägar*”) and identify phrases and expressions they can use to create their own short comic strips or cartoons.
- Ask students to watch a German television program on a multicultural channel and record data (e.g., titles of segments shown, information provided). Have students pool their information in a brainstorming session and then create their own television commercials, weather reports, or short news segments.
- Show a video about a German-speaking city and invite students to identify architectural and artistic features. Hold a class discussion in which students can pool and explore their observations. Then have them write and illustrate personal responses to the video in their journals.
- Play a selection of songs in German, providing students with the lyrics to follow as they listen. Ask students to note repeated phrases, words, or rhythms. Then have them work in groups to develop their own interpretations of the songs to present to the class.

SUGGESTED ASSESSMENT STRATEGIES

As students develop their knowledge of and facility with German, they are able to experience and respond to an increasing range of creative works. Assessment is based primarily on observation of students' participation and engagement and on review of their personal responses and reflections.

- Have students exchange the comic strips they create for peer response and feedback. Note and encourage behaviours that indicate interest in and supportive responses to one another's work.
- When students watch a German television program and pool their information, look for evidence that they:
 - are actively engaged when watching the program
 - contribute to the group response
 - notice and model key features of the program
 - make connections between what they see and their own experiences
 - convey the messages of their created program segments with enthusiasm
- When students view a video about a German-speaking city, review their journal responses for evidence that they:
 - offer opinions, ideas, or images, or make connections to other experiences
 - support their responses by referring to specific architectural or artistic features
- As students listen to German songs, note the extent to which they:
 - are focussed and attentive
 - respond to the meaning as well as to the words and rhythm
 - use effective strategies to determine the meanings of the songs (e.g., recognizing cognates, generalizing from language they have learned, using dictionaries)
 - are able to represent the meaning of a song (e.g., through drawing, retelling, mime)
 - ask questions that indicate curiosity and interest

RECOMMENDED LEARNING RESOURCES



□ □ Multimedia

- Gute Reise!

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of various German-speaking cultures that are different from or similar to their own, including community celebrations and holidays
- compare the daily lives of German-speaking students to their own lives

SUGGESTED INSTRUCTIONAL STRATEGIES

Students continue to explore similarities and differences between their own and German-speaking cultures and societies. They also begin to explore the influences of German-speaking communities in British Columbia and Canada.

- With the class, brainstorm a list of German holiday foods and dishes. Accept English words too, translating them for students. Then challenge each student to create a German menu using the vocabulary listed. Ask students to add prices and create names for their hypothetical restaurants.
- Ask students to work in groups to collect information from a variety of sources (e.g., newspapers, videos, the Internet) about businesses or organizations in the local German-speaking community. Have them share their information, create a class chart, and discuss the types of organizations and businesses in operation.
- Suggest that students compare characteristics of winter celebrations in Canada and in Germany (e.g., *Fasching*, Quebec's *Carnaval*, west coast First Nations winter celebrations), including clothing, cuisine, and outdoor and indoor activities. This exploration could culminate in a multicultural Winter Wonderland in the Classroom.
- Invite students to record their weekly school or home timetables and compare them to those of German-speaking students their own age. Form small groups and have each group prepare a chart illustrating the similarities and differences.
- Present a video of family life in a German-speaking country. Have students note similarities and differences between what they viewed and their own lives. Suggest that they work in pairs to prepare posters, each illustrating one interesting element of life in a German-speaking family.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their cultural understanding through their participation in and response to a variety of activities in the classroom and community. They should be expected to demonstrate increasing knowledge about German cultures in a wide range of contexts.

- Before students create German holiday menus, discuss criteria such as:
 - offers an appropriate German name for the restaurant
 - includes a variety of authentic German dishes, written correctly in German
 - categorizes dishes into logical groups with appropriate German headings (e.g., *Suppe*)
 - provides details to add interest and authenticity (e.g., lists key ingredients of some dishes, provides German phrases related to food)
 - expresses prices in *Deutsche Marks* that represent reasonable value
- When students collect information about businesses and organizations in the local German-speaking community, look for evidence that they are able to:
 - identify unique features of the organizations or businesses
 - describe features that they share with other organizations in the community
 - identify contributions the businesses or organizations have made to the local community
 - compare the organizations with similar ones in Germany
 - draw logical conclusions or generalizations from the information they present
- When students compare their daily and family lives with those of German-speaking students their age, look for evidence that they:
 - accurately record relevant information about their own activities and routines
 - report relevant and accurate information about the daily lives of German-speaking students
 - identify similarities and differences
 - are sensitive to the differences among individuals and groups of German-speaking students (recognize that not all are the same or participate in the same activities)

RECOMMENDED LEARNING RESOURCES



□ □ *Print Materials*

- Pack's An



□ □ *Multimedia*

- Gute Reise!

Note: Additional information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- request and provide information about day-to-day activities and interests
- participate in short conversations
- describe activities and interests in oral and written forms
- participate in familiar activities

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are now using German to express their personal interests and are beginning to use it to interact in everyday situations. To experience success, students need to be provided with many opportunities to practise and develop the language they need.

- Ask students to prepare questionnaires to find out what their peers do in their free time. (*Was machst du in deiner Freizeit?*) Have each student record as many responses as possible within a given time, graph the results, compose a paragraph using the graphed results, and then share the results with a partner or the class.
- Invite students in pairs to role-play two friends making plans for the weekend. Ask them to include activities they enjoy, referring to places, times, and people, and to use new expressions or phrases. Have each pair of students rehearse the role play and present it to the class.
- Have students work together to compose individual letters to send to an exchange class via mail or E-mail. Students' letters should contain information about themselves (e.g., age, grade, family, interests, pets) and questions for their exchange partners. Letters should also contain appropriate salutations and closings.

SUGGESTED ASSESSMENT STRATEGIES

To develop effective German language skills, students need to focus on communicating an increasing range of information. All assessment criteria are related to how effectively students are able to convey relevant and understandable messages in a variety of situations.

- When students prepare questionnaires and report on their peers' leisure activities, assess their abilities to:
 - use the question structures they have learned
 - sustain their use of German as they ask and respond to questions
 - record responses in German
 - use vocabulary and structures they have practised
- When students present role plays to the class, look for evidence that they are able to:
 - create logical sequences of questions, suggestions, and responses
 - convey a sense of interaction and flow in their conversations
 - elicit all the information they require from one another to reach conclusions
 - make themselves understood using German
 - take risks to add details to and variations on the required information
- Before students send letters to an exchange class, offer feedback on the extent to which they have:
 - considered the interests and knowledge of the recipients of their letters
 - included appropriate information
 - included details to add interest
 - composed complete sentences
 - used appropriate, correctly spelled vocabulary (including capitals) accompanied by the correct articles
 - arranged the information in a logical order
 - followed appropriate conventions, including forms of address

RECOMMENDED LEARNING RESOURCES



Print Materials

- Collins 10,000 German Words
- Collins Pocket German Dictionary
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- Du und Ich
- Klett's Modern German and English Dictionary, Second Edition
- Neue Horizonte - Overhead Transparencies
- Pack's An
- Schreib Mir Bitte
- Wort und Bild Series



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract and to some extent process specific information from German-language resources to complete authentic tasks
- convey acquired information in oral, visual, and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

As students become more confident in their use of German, they process acquired information and represent it with increasing fluency and naturalness.

- Show students a video in German on a topic of interest and have them note key information on a viewing grid. Then invite each student to write a postcard or letter to a friend or family member using the information.
- Give students in pairs maps or brochures of tourist destinations in a German-speaking country and have them plan excursions to be presented to the class in oral or written form.
- Have students work with partners to create fashion magazines (e.g., *Die Mode*) by drawing or cutting out pictures of clothing and labelling and describing the items (e.g., *Die Jacke ist rot*).
- Provide flyers from grocery or department stores. Have students read them and then answer specific questions about the prices, quantity, and brand names of the articles advertised. Ask students to make shopping lists.
- Invite students to browse German-language web sites that advertise products and services in the areas of tourism, business, or real estate. Ask them to work in pairs to create similar advertisements and present them to the class.
- Show a short German-language video or film clip with the sound turned off. Ask students to predict what situations are being depicted and to brainstorm related key words. Show the film again, this time with the soundtrack, and have students verify their predictions.

SUGGESTED ASSESSMENT STRATEGIES

Students are generally interested in acquiring information or exploring German language and culture when there is a meaningful reason for doing so. It is important to select interesting, age-appropriate materials and keep the tasks fairly simple. The formats and contexts of the sources should be familiar to students (e.g., teen-magazine surveys, newspaper advertisements, pen pal letters).

- Work with students to develop criteria for assessing their work with videos and film clips. For example, they might be expected to recognize and convey:
 - topics or purposes
 - overall moods or feelings conveyed by the actors or commentators (e.g., objective, disappointed, excited)
 - names of some of the people involved
 - locations used
 - key events or information
 - outcomes or conclusions
 - one or two new vocabulary items they want to learn
- When students work with tourist brochures to plan excursions, look for evidence that they can:
 - extract key information (e.g., what, where)
 - focus on key words, phrases, and ideas
 - make logical inferences based on the language they recognize
 - use context clues, including text features such as headings and photographs
 - recognize and use cognates
 - reproduce some key words and phrases
- When students represent information from German-language materials (e.g., brochures, fashion magazines, department- or grocery-store sales flyers, web sites), note the extent to which they:
 - identify and recount key information (e.g., articles, prices)
 - include relevant and accurate detail
 - reproduce some of the German words and patterns in understandable form
 - organize, categorize, and sequence their information appropriately

RECOMMENDED LEARNING RESOURCES



Print Materials

- Collins 10,000 German Words
- Collins Pocket German Dictionary
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- Die Bundesrepublik Deutschland
- Du und Ich
- Klett's Modern German and English Dictionary, Second Edition
- Pack's An
- Schreib Mir Bitte
- Wort und Bild Series



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level enjoy using their growing language skills in activities that involve personal choices, such as selecting and discussing their favourite celebrities.

- Group students in pairs and provide them with a selection of German poems and songs. Ask each pair to choose one poem or song, rehearse it, then either present it directly to the class or record it on audio- or videotape.
- Have students listen several times to a German song. Discuss the song with the class, noting its theme, use of rhyme, vocabulary, and so on. Then give students the written lyrics with some of the words missing. Play the song again several times while students complete the cloze activity. Then ask each student to create and present new lyrics to match the song's melody.
- Challenge students to create CD covers or video cases to promote German songs or videos they have experienced.
- Ask students to examine magazine displays of German fashion and then create collages with captions to depict ways that people in German-speaking areas dress for various activities. Invite students to present a fashion show accompanied by a simple commentary.

SUGGESTED ASSESSMENT STRATEGIES

As students become familiar with an increasing range of creative works, they should have opportunities to make choices about which pieces they respond to and about the form of their responses. While assessment should not be restricted to language ability, students should be encouraged to use German increasingly in their responses.

- When students learn and present poems or songs, note the extent to which they:
 - choose material that stretches or challenges their skills
 - seek out poems or songs that have not been presented before in class
 - present their material expressively and confidently
 - listen attentively and appreciatively to other students
- When students create CD covers or video cases to promote songs or videos, work with them to develop three or four criteria they can use for self- and peer assessment. For example, they might focus on qualities such as participation, openness to new or different ideas, creativity, or attention to detail. Students could keep their assessments in journals, portfolios, or learning logs.
- Provide a variety of opportunities for students to respond to German-language songs and music. For example, a student might demonstrate a response by:
 - creating a dance
 - composing a rap in German
 - learning to sing a song or perform a piece of music
 - creating a poster or collage of the ideas and images the music conveyed

RECOMMENDED LEARNING RESOURCES



□□ Multimedia

- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe and share the activities and interests of young people in German-speaking countries with those of Canadian young people
- identify some similarities between German-speaking cultures and their own or other cultures

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' growing knowledge of the German language will allow them to compare the lives of young people in Canada with those in German-speaking countries.

- Provide students with a German student's school timetable and ask them to compare and contrast it with their own. Have students discuss similarities and differences in the school year (e.g., frequency and length of holidays).
- Invite students to examine samples of German family crests (*Familienwappen*). Ask them to compare and contrast these and other German crests (e.g., of school teams) with symbols, crests, and coats of arms from their own and other cultures (e.g., Aboriginal totem poles, Celtic symbols). Then have students design their own personal or family crests, writing captions to describe something unique about themselves. Display students' crests around the classroom.
- Provide students with copies of German youth magazines (e.g., *Das Rad*, *Schuß*, *JUMA*, *Zusammen*). Discuss with students similarities and differences between the German-speaking young people portrayed in the magazines and themselves.
- Have each student create a German-language tourist brochure about things to do and see in the local community, using acquired vocabulary to identify points of interest (e.g., buildings, parks, tourist attractions). Ask students to present and display their brochures in class.

SUGGESTED ASSESSMENT STRATEGIES

Students should be encouraged to use German as much as possible in all classroom activities. However, the assessment of this organizer should focus on the cultural learning outcomes and not on students' language skills. Students demonstrate their cultural knowledge through talking, writing, representing, and engaging in classroom activities.

- Have students use a variety of formats (e.g., Venn diagrams, graphs, comparison charts, dramatizations, simulated interviews) to compare their activities and interests (e.g., school timetables, leisure activities, youth magazines) with those of students in one or more German-speaking countries or regions. Look for evidence that they are able to:
 - recognize and describe aspects of their own activities and interests
 - report accurate, detailed, and relevant information about the hobbies and leisure activities of German-speaking young people
 - identify similarities and differences
 - draw logical conclusions from the information they have analysed and presented
 - demonstrate a willingness to learn about similarities and differences among cultures
 - state their views openly and respectfully
- When students compare German family crests to symbols, crests, and coats of arms from their own and other cultures, look for evidence that they are able to:
 - recognize the role that traditions and customs play in their lives
 - identify similarities and differences among different cultures and the symbols used
 - speculate about the reasons for some of these differences
 - develop questions for further research
- Before students prepare brochures for German tourists, discuss criteria such as:
 - focusses on sites and features likely to interest tourists from Germany
 - makes connections between local sites and those in Germany

RECOMMENDED LEARNING RESOURCES



Print Materials

- Die Bundesrepublik Deutschland
- Pack's An



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe and exchange information related to activities, people, and things
- express opinions and preferences relating to a variety of personal interests
- participate in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students should continue to participate in real-life situations. Students have developed some language skills but need ongoing support to expand their abilities to communicate on a variety of topics that interest them.

- Invite students to role-play various situations in which they ask for assistance (e.g., inquiring about lost luggage, asking for directions, describing a medical problem).
- Have each student plan a party or activity and create an invitation to send out. Ask students to exchange their invitations and respond by accepting or declining. Then have students in pairs practise and present their dialogues to the class.
- Provide students with questionnaires related to their activities of the previous weekend (e.g., leisure, sports, volunteer work, part-time jobs). After students have completed the questionnaires, ask them to interview partners. Have each pair of students then exchange findings with another pair. As a follow-up, suggest that each group of four students report their survey results to the class in oral, written, or graphic form.
- Ask students in groups to organize small garage sales, real or simulated. Have vendors and purchasers exchange greetings. Purchasers then state what they are looking for and ask for information about the items. Students should discuss prices and should bargain, keeping in mind specific budgets.

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing repertoires of vocabulary, structures, and language-learning strategies, assessment activities can involve an increasing range of purposes and situations.

- As students participate in a variety of oral activities (e.g., role-playing, dialogues, reporting, interviewing, participating in a garage sale), note the extent to which they are able to:
 - use German to ask and respond to questions
 - demonstrate the correct use of the *du* and *Sie* forms of address
 - include details, reasons, and examples in their presentations and role plays
 - sustain interactions with some fluency and spontaneity
 - adapt and apply the words and patterns they have learned to new situations
 - respond to and support one another when they are speaking German
 - differentiate between present and past events or activities
- When students compose written statements, look for evidence that they are able to:
 - convey understandable messages
 - demonstrate the correct use of the *du* and *Sie* forms
 - include details, reasons, and examples to make meaning clear
 - use an increasing range of vocabulary and language patterns
- Provide frequent opportunities for students to reflect on what they have learned and set personal goals related to language skills. For example, at the beginning of a week (or class), ask students to write down two goals or intentions relating to:
 - the number of times they will speak German
 - expressions or structures they wish to master
 - new vocabulary or structures they want to learn
 Teachers can gain important insight into students' attitudes and development by reviewing and commenting on their goals and records at regular intervals.

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 German Verbs
- Active German
- Collins 10,000 German Words
- Collins Pocket German Dictionary
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- The Concise Oxford-Duden German Dictionary
- Du und Ich
- German Grammar
- German Today - Overhead Transparencies
- German Vocabulary
- In Play
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Grosswoerterbuch Deutsch als Fremdsprache
- Langenscheidt's Pocket German Dictionary
- Langenscheidt's Standard German Dictionary - Indexed
- Language Fundamentals: German
- Lies Doch Mal!
- Master the Basics: German
- Neue Horizonte - Overhead Transparencies
- Pack's An
- Schreib Mir Bitte
- Take Your Partners: German Pairwork Exercises
- Wort und Bild Series



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Kopfhörer auf! - Listening Pack
- Lernexpress

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract and process information from German-language resources to complete authentic tasks
- convey acquired information through oral and written language, using visual support

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, most students have the skills needed to acquire practical information from resources relevant to their age. They continue to require structure and practice in their efforts to convey the information gathered.

- Ask students to examine German sales flyers and make a class chart of the items and prices advertised. Have them work in groups to create sales flyers (*Sonderangebote*) for items such as clothing, sports equipment, and CDs for a major German department store (e.g., *Karstadt, KaDeWe*), including prices, sizes, and other relevant information.
- Provide students with German-language television schedules and have them match the titles of popular films or programs with their original English titles. Ask students to group the titles into categories (e.g., comedy, adventure, drama, romance) and create weekly viewing schedules, in German, of programs or movies of their choice.
- Invite students to read letters from German young people published in magazines such as *Das Rad*. Ask them to select pen pals with similar interests to their own and respond to them.
- Suggest that students browse the Internet to research up-to-date information on German sports events or movies. Ask them to use the information to create viewing schedules of sports events or movie programs for the week and then present them to the class.
- Divide the class into groups and give each group a different section of the same magazine article. Ask each group to analyse and paraphrase its section. Then have students form new groups to share the main ideas of all sections and arrange them in logical sequences. Finally, invite these groups to represent their collaborative understanding of the article in a series of cartoon panels or illustrations.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level show evidence of their language skills and strategies in the ways they approach and work with materials as well as in their representations of the information they acquire.

- As students work with age-appropriate German-language resources, observe and note evidence of the qualities below. The teacher may wish to develop a self-assessment checklist that students can use to record their growth in these areas:
 - confidence—approaches task with a positive attitude
 - resourcefulness—tries a variety of approaches, skills, and strategies to solve problems
 - perseverance—does not become frustrated; continues in the face of adversity
 - risk taking—willing to attempt new and unfamiliar tasks or approaches
 - commitment—takes pride in completing assigned or self-selected work
 - self-monitoring—checks own progress and makes adjustments as needed
- When students work with materials such as department-store sales flyers or television schedules, look for evidence that they are able to:
 - locate familiar words
 - use the context to support inferences about the information
 - predict meaning by interpreting graphics and pictures
 - focus on finding the key information they need
 - try to add interest by including a variety of details
- When students compose replies to German-speaking pen pals, look for evidence that they are able to:
 - refer to information in the letters and respond accordingly
 - convey understandable messages
 - include details to make meaning clear
 - use an increasing range of vocabulary, structures, and expressions
- After students have represented their collaborative understanding of a magazine article, create a class chart of useful strategies by asking each pair or group to contribute two or three strategies that helped them extract and convey information.

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 German Verbs
- Active German
- Collins 10,000 German Words
- Collins Pocket German Dictionary
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- The Concise Oxford-Duden German Dictionary
- Du und Ich
- German Grammar
- German Vocabulary
- In Play
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Grosswoerterbuch Deutsch als Fremdsprache
- Langenscheidt's Pocket German Dictionary
- Langenscheidt's Standard German Dictionary - Indexed
- Language Fundamentals: German
- Lies Doch Mal!
- Master the Basics: German
- Pack's An
- Schreib Mir Bitte
- Take Your Partners: German Pairwork Exercises
- Wort und Bild Series



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Kopfhörer auf! - Listening Pack
- Lernexpress

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

The range of German creative works that students experience will increase as their language skills improve. At this level, students are expected to make greater use of the German language in their oral and written responses.

- Give students a German song with the lines scrambled. Challenge them, working in groups, to place the lines in the correct sequence and check their work by listening to the song. Have each student create a collage representing the main ideas and then present it to the class.
- Introduce students to German concrete poetry and challenge them to create their own poems about topics that interest them. These might take the form of mobiles, with each part relating to a key word or phrase.
- Provide a selection of illustrated German-language children's books. Ask students to use these as models to create their own storybooks. Have them share their books with a Grade 5 or Grade 6 German class, or place them in the school or class library.
- Form pairs and have each pair choose a piece of music from a German CD and present it to the class, describing the artist, lyrics, musical style, and reasons for their choice. Ask students to conduct a class survey to determine which songs and artists are the most popular.
- Invite students to view a video or slides of German architecture. Have them comment on what they notice and find appealing. For a classroom display, ask each student to represent particular aspects of a style that interests her or him and to label the piece, noting the style, time period, geographic area, and other relevant information.

SUGGESTED ASSESSMENT STRATEGIES

Assessment focusses on students' participation in activities, their growing appreciation of German art, and the extent to which they are able to extend their responses by creating works that express their own ideas and feelings.

- When students work with a German-language song, note the extent to which they:
 - describe themes or messages that are consistent with the original song
 - sequence the lines to create coherent messages
 - use some of the images, words, and phrases in their collages
 - use interesting and unusual details to create unique perspectives or interpretations that engage the audience
 - make connections with other experiences or works
- To assess students' concrete poetry, look for evidence of their:
 - openness and willingness to engage in the task
 - comprehension
 - creative use of German vocabulary
 - willingness to share and explain their poems to the class
- When students present German-language CDs or other creative works they have chosen, look for evidence that they:
 - are willing to go to some effort to consider works not already presented in class
 - make connections with other experiences or works
 - present reasons and details to support their views
 - show interest in the works presented by other students (e.g., by listening attentively or asking questions)
- Suggest that students keep journals in which they respond to the creative works presented. At regular intervals, have them meet with partners to talk or write about works they particularly enjoyed. Look for evidence that students are actively engaged in this task and that each partner demonstrates interest in the other's ideas.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Lies Doch Mal!



Multimedia

- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- compare aspects of contemporary family life and leisure activities in German-speaking countries and regions with their own
- identify ways in which the German and English languages have influenced each other

SUGGESTED INSTRUCTIONAL STRATEGIES

In Grade 9, students are able to explore cultural similarities and differences at a deeper level than in the earlier grades. When cultural differences are celebrated for the richness, interest, and colour they bring to the language class, students are more open to sharing their own customs and to accepting those of others.

- Show students a video that illustrates aspects of life in a German-speaking country or region (e.g., social interaction, housing, shops, schools, work environments). Ask them to identify three or four aspects they find interesting and to compare these with the same aspects of life in their own community.
- Have students research recreational activities from various German-speaking countries or regions. Ask them to present their findings to the class and then, as a class:
 - try to determine which activities are most popular in each country
 - compare the activities in the different countries
- Suggest that students maintain lists of English words they encounter in the authentic German materials they use in class. Also encourage them to keep lists of German words commonly used in English. Discuss reasons for these adoptions.

SUGGESTED ASSESSMENT STRATEGIES

Assessment activities should encourage students to build on their knowledge of the cultural practices of German-speaking countries and to reflect on the added interest that variety brings.

- To check on students' understanding of the information presented in a video about a German-speaking country, have them write postcards or short letters home from imaginary trips to that country. Encourage them to focus on similarities as well as differences in their observations. Note the extent to which their writing shows:
 - awareness of some of the behaviours, attitudes, values, or customs that are common to people of many cultures
 - accurate information about cultural characteristics, with supporting detail
 - openness to exploring the culture being studied
 - respect for diversity and differences in customs
- In assessing students' research reports, look for evidence that they are able to:
 - locate and record accurate information
 - include interesting details to engage their audience
 - make detailed and logical comparisons
 - focus on key features of the topic
- Ask students to compare recreational activities in German-speaking countries or regions with their own leisure activities, using Venn diagrams as graphic organizers. Look for evidence that students are able to identify similarities and differences and can offer logical speculations about the reasons for them.
- Ask students to work in pairs to compose short anecdotes, poems, or stories in English, using as many German words (cognates) as possible. Have them exchange their work and respond to the work of other pairs. Look for evidence that they:
 - recognize German words used in English
 - are interested in the relationship between the languages
 - try to use their language skills to create interest and humour

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active German
- Die Bundesrepublik Deutschland
- Lies Doch Mal!
- Pack's An



Video

- Germany: Past and Present
- The New Germany: Coming Out



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Lernexpress

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe, with some supporting detail, events, situations, or experiences
- exchange opinions and give reasons for preferences on topics of personal interest
- participate in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

It is important that students be provided with an environment in which they feel comfortable taking risks, since the emphasis remains on the practical and everyday use of language. At this level, students will begin to link and sequence ideas with greater ease and confidence.

- Invite students to work in pairs to describe tasks they are expected to do at home. Ask each pair to join with another pair to share descriptions of their tasks.
- Have students describe episodes from their favourite television shows in presentations to the class. Ask them to include the genres of the shows, names of actors, descriptions of settings, plot summaries, and their personal ratings. Invite classmates to select, from the shows described, one or two they would like to see, and to explain why.
- Provide students with models of German résumés and formal letter-writing conventions. Have them work in pairs to write simple résumés and covering letters to apply for part-time jobs.
- Ask students to describe to partners their activities of the previous week, including school and paid and volunteer work. Ask them to include information on when, where, and with whom they did these activities. Record this information on audio or video cassette to send to an exchange class elsewhere in British Columbia.
- Suggest that each student plan an activity and invite a classmate to participate in it. Ask students to answer questions related to the activities. (e.g., When is it? Where is it? How long will it take? How much does it cost? What should I bring?)
- Invite students to role-play dialogues based on common situations (e.g., returning an item to a store and giving reasons why it is not suitable).

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment focusses on the increasing control and fluency that students show in their prepared work and spontaneous interactions. Students need to know that they will be supported (not penalized) for taking risks in using newly acquired language and experimenting with more complex vocabulary and structures.

- When students are describing their own tasks and activities, or episodes from television shows, assess the extent to which they:
 - convey logical sequences or progressions of events
 - use transition words to clarify sequences
 - include details to enhance their descriptions
 - use language appropriate to the task (accurate form and word order)
 - distinguish between present and past
 - consult with each other in German when working in pairs to determine additional details related to events
- When students write résumés and letters, look for evidence of:
 - correct format
 - appropriate and correct use of language
 - clarity—information is clear and easy to follow
 - completeness—all appropriate detail is included
 - persuasiveness—relevant details and examples effectively support the application
- Before students plan activities and invite others to participate, discuss criteria such as:
 - speaks clearly and understandably
 - is actively engaged in the interaction, using German to complete the task
 - is able to sustain the interaction using a variety of strategies (e.g., body language, rephrasing or repeating information, asking questions)
 - uses a range of appropriate vocabulary and structures
 - clearly distinguishes between present and future
 - uses correct form and word order

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 German Verbs
- Active German
- Collins 10,000 German Words
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- The Concise Oxford-Duden German Dictionary
- Du und Ich
- German For Leisure and Tourism Studies
- German Grammar
- German Today - Overhead Transparencies
- German Verbs and Vocabulary Bingo Games - Blackline Masters
- German Vocabulary
- In Play
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Grosswoerterbuch Deutsch als Fremdsprache
- Langenscheidt's Standard German Dictionary - Indexed
- Language Fundamentals: German
- Lies Doch Mal!
- Master the Basics: German
- Neue Horizonte - Overhead Transparencies
- Pack's An
- Schreib Mir Bitte
- Take Your Partners: German Pairwork Exercises



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Kopfhörer auf! - Listening Pack
- Lernexpress
- Neue Welle Deutschland

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- process and adapt information from German-language resources to complete authentic tasks
- convey acquired information in formats that show growing independence in oral and written language

SUGGESTED INSTRUCTIONAL STRATEGIES

In Grade 10, students are able to use many strategies to enable them to identify key information in German-language materials. The tasks they perform frequently integrate all aspects of their language learning and should be relevant to their lives.

- Ask students to use information on departures, arrivals, and transfer times from train timetables (available via the Internet or other sources) to plan trips within Europe. Then have them role-play buying tickets, leaving their families, and arriving in new cities, where they must ask for information related to accommodation, restaurants, and things to do and see.
- Invite students to visit web sites of cities in Germany, Austria, and Switzerland, and ask each to plan a tour of one of the cities. Ask students to find out:
 - days and hours that attractions are open
 - cost of admission
 - locations of and directions to various destinations
 - cost and availability of accommodation
 - transit information
- Have students read German-language travel brochures or view videos and decide which advertised trip they would each like to take and why. As an extension, ask them to write postcards or E-mail messages to family members or friends describing what they have seen and done on their vacations.
- Invite a guest speaker for whom German is a second language to demonstrate or speak about his or her profession (e.g., banker, hotel manager, baker, auto mechanic). The guest could emphasize the value of learning German.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to work with an increasing variety of sources (e.g., print materials, electronic media, computer databases, interviews with community members) to locate information required for tasks. Assessment should consider both the processes students use—the skills, strategies, and approaches they employ to acquire information from age-appropriate resources—and the products or activities that demonstrate their degrees of success.

- When students role-play scenes related to train travel in Europe, develop criteria with them to help them assess their work, using a five-point scale in which 5 is excellent and 1 is unsatisfactory. Criteria might include:
 - responds to questions and cues with appropriate information
 - asks appropriate questions to clarify or obtain additional details
 - includes relevant and appropriate details, reasons, and examples based on research
 - sustains the interaction using a variety of strategies (e.g., body language, rephrasing or repeating information, asking questions)
 - uses appropriate vocabulary and structure
- When students have worked with information available on the web sites of cities in Germany, Austria, and Switzerland, prompt them to assess the strategies they used by asking them questions such as:
 - How successful were you at finding the information you needed?
 - How did you start?
 - What strategies or approaches were most helpful?
 - What problems did you encounter? How did you deal with them?
 - What did you learn about working with German-language resources that might help you with future assignments?
- When assessing students' postcards or E-mail messages from imagined trips to German-speaking countries, look for evidence that students have:
 - included accurate and relevant information
 - made direct reference to details provided in the original sources

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 German Verbs
- Active German
- Collins 10,000 German Words
- Collins Pocket German Dictionary
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- The Concise Oxford-Duden German Dictionary
- Die Bundesrepublik Deutschland
- Du und Ich
- German For Leisure and Tourism Studies
- German Grammar
- German Verbs and Vocabulary Bingo Games - Blackline Masters
- German Vocabulary
- In Play
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Grosswoerterbuch Deutsch als Fremdsprache
- Langenscheidt's Pocket German Dictionary
- Langenscheidt's Standard German Dictionary - Indexed
- Language Fundamentals: German
- Lies Doch Mal!
- Master the Basics: German
- Pack's An
- Schreib Mir Bitte
- Take Your Partners: German Pairwork Exercises



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Kopfhörer auf! - Listening Pack
- Lernexpress
- Neue Welle Deutschland

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students respond to an increasing range of works by German-speaking artists, using a wide variety of formats (e.g., role play, illustration, video).

- Read to the class a familiar fairy tale in German, using contextual and visual support to facilitate understanding. Then have students work in groups to present scenes from the story. As an extension, ask each student to select another fairy tale to present to the class in a chosen format (e.g., role play, puppetry, storyboards, cartoons).
- Show students a German-language video. Then have them create publicity posters that include details of where and when the film is showing, its stars, and a brief synopsis of its plot.
- Invite students to choose their favourite songs in German and create a music-awards ceremony, offering nominations for *der beste Sänger*, *das beste Lied*, *die beste Gruppe*, and so on.
- Introduce students to free verse written by German-language poets. Encourage them to create their own free verse and share their creations with the class.
- Play a German-language song (*Lied*) for students and suggest that they each choose a simple German poem to set to music.
- From time to time throughout the year, have students listen to a variety of German music, both classical and contemporary. Ask them to keep logs of their favourites and share these and the reasons for their choices with their classmates.

SUGGESTED ASSESSMENT STRATEGIES

Students often work collaboratively to develop responses or create works of their own. Assessment can focus on students' responses to their classmates' work as well as to traditional and contemporary authors, artists, musicians, and actors. At this level, students should be expected to use an increasing amount of German in their responses.

- Discuss with students assessment criteria for their presentations of scenes from a fairy tale. For example:
 - is easy to understand and follow
 - reflects key features of the original work
 - clearly shows the relationships of the characters to one another
 - contains dialogue that is appropriate for the characters and their relationships
- Examine the publicity posters students create for a video for evidence that they:
 - viewed and listened actively and can recount key information
 - responded to and represented key ideas, events, or themes
 - drew attention to unique or unusual features
 - added interest through the details, images, and elaboration they provided
- When students in groups present songs for a music-awards ceremony, ask each group to develop a peer-feedback or audience-response form in German so that their classmates can offer responses and constructive advice. After each group's performance, have group members summarize their peers' responses and then offer their own assessment of their presentation. The assessment should include:
 - strengths
 - special features
 - areas that need improvement or did not turn out as planned
 - what they learned

RECOMMENDED LEARNING RESOURCES



Print Materials

- Lies Doch Mal!



Multimedia

- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- compare Canadian customs and traditions with those of German-speaking cultures
- identify cultural content in German-language resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level are interested in social interactions. As their facility with German increases, they are able to present reports on cultural topics that interest them and to interact socially using appropriate language and conduct.

- Suggest that students in small groups research the cuisine of a German-language region and prepare one-page reports to present to the class, including recipes for a class cookbook. Students could then use recipes in German to prepare dishes to share with the class.
- Divide the class into groups and ask each group to learn a game played by people in a German-speaking country. Then reorganize the class into several smaller groups, each containing students from the original groups. Have students teach one another the games, using common key phrases such as *Du bist dran* (It's your turn), *Ich habe gewonnen* (I won).
- Have students compare and contrast lifestyles in German-speaking countries and Canada. Topics for examination might include urban versus rural settings, transportation, vacations, working life, shopping, and leisure activities.
- Ask students to browse the Internet or use youth magazines to determine which leisure activities appeal to young people in German-speaking countries. Have students make posters based on their findings, illustrating a typical week in the life of a German-speaking youth.
- Invite students to compare and contrast elements of folk tales from German-speaking countries with those of the First Nations (e.g., similarities between the witch in "*Hänsel und Gretel*" and the First Nations character Tsonaqua). Have students in small groups use a variety of resources in their research and present their findings in formats of their choice (e.g., puppet plays, posters, skits).

SUGGESTED ASSESSMENT STRATEGIES

Students should have opportunities to demonstrate their growing cultural understanding in a variety of activities and situations. While some of these may focus specifically on culture, most will integrate the outcomes from this organizer with those for communicating, acquiring information, and experiencing creative works.

- When students provide recipes for a class cookbook, develop criteria they can use to assess their own work and provide feedback to classmates. For example:
 - provides clear and concise directions
 - contains instructions that can be followed successfully to produce the dish
 - shows evidence of careful research (e.g., the dish is unusual or specific to the region)
 - is accompanied by a statement that provides accurate information about the cultural background of the recipe and that makes connections with dishes from Canadian cultures
- Work with students to develop criteria such as the following for teaching games to other students:
 - gives directions and explanations in German
 - makes rules and instructions clear, using props and visuals to clarify
 - explains the cultural importance of the game
 - makes connections with other, more familiar activities and games
- When students develop cultural comparisons, look for evidence that they:
 - respect and value diversity
 - are interested in cultures other than their own
 - recognize similarities and differences
 - go beyond surface features to deal with subtle and complex aspects of culture
 - avoid stereotyping or overgeneralizing
- Provide prompts such as the following to encourage student reflection:
 - Three features that seem common to many cultures are _____ .
 - Something that often varies among different cultures is _____ .
 - Two views I have that are strongly influenced by my culture are _____ .

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active German
- Die Bundesrepublik Deutschland
- German For Leisure and Tourism Studies
- Lies Doch Mal!
- Pack's An



Video

- Germany: Past and Present
- The New Germany: Coming Out



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Gute Reise!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Lernexpress
- Neue Welle Deutschland

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe or narrate events, situations, or experiences
- exchange opinions on topics of general interest
- interact in and respond to new and increasingly complex exchanges
- interact in a variety of familiar situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

In Grade 11, students are able to interact with greater confidence in familiar situations and to apply more consistently their growing range of communication strategies.

- Invite students in pairs to script and role-play interviews with favourite television, film, music, or sports personalities. After students have regularly practised using scripts, ask them to hold conversations without scripts on various topics of interest to them.
- Have each student prepare a video- or audiotaped television or radio report on an event for the evening news (e.g., the weather, an accident, a concert, a sporting event, a political scandal).
- Challenge students, working in pairs, to perform impromptu dialogues based on real-life situations (e.g., shopping for clothes or gifts, visiting the doctor or dentist, ordering a meal in a restaurant, applying for a part-time job, reporting a lost article, negotiating with a parent, going on a date).
- Have students work in groups to create a class newspaper or magazine that includes articles and headlines, advertisements, weather reports, sporting information, restaurant and movie reviews, comics, horoscopes, and advice columns.
- Suggest that students exchange E-mail with students in a German-speaking country.
- Provide samples of German employment advertisements and curriculum vitae forms. Ask students to complete the forms and reply to the advertisements using the appropriate German-language conventions for such letters. Suggest that they write to or visit German-language businesses and request information on employment possibilities. Ask them to share the responses they receive with classmates. As a follow-up, have students practise role-playing formal interviews.

SUGGESTED ASSESSMENT STRATEGIES

While students are expected to show increasing control and accuracy in their oral and written language, communication and risk taking continue to be the most important considerations in most situations. Students' facility with language is an important focus of assessment, not for its own sake but because it enables them to communicate for an increasing range of purposes.

- Work with students to develop a list of criteria for their role plays (e.g., interviews with celebrities, impromptu dialogues, job interviews). Criteria at this level might focus on the extent to which each student:
 - uses correct form and word order
 - actively uses German to complete a task
 - conveys a logical, organized sequence
 - uses relevant and appropriate vocabulary and structures
 - attempts to convey spontaneity (e.g., through intonation, inflection, and rhythm)
 - uses effective strategies to clarify meaning as needed
- When students create a class newspaper or magazine, look for evidence that their contributions:
 - observe German conventions
 - provide relevant and appropriate information
 - include supporting information and detail
 - use correct form, word order, and structures to communicate clearly
 - present ideas and thoughts in a logical, organized manner
 - use a range of useful vocabulary, expressions, and structures
 - take risks to include complex information or unfamiliar language
- When students write business letters and complete curriculum vitae forms, look for evidence that they:
 - use appropriate conventions
 - present information clearly and concisely
 - provide relevant details, reasons, and examples
 - use a range of vocabulary, correctly spelled
 - use appropriate language and presentation (e.g., considering neatness, legibility, format, formality)
 - ensure that the letter is grammatically correct

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 German Verbs
- Active German
- Alles Gute
- Briefwechsel, Second Edition
- Collins 10,000 German Words
- Collins Pocket German Dictionary
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- Du und Ich
- German For Leisure and Tourism Studies
- German Verbs and Vocabulary Bingo Games - Blackline Masters
- German Vocabulary
- In Play
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Grosswoerterbuch Deutsch als Fremdsprache
- Langenscheidt's Standard German Dictionary - Indexed
- Language Fundamentals: German
- Lies Doch Mal!
- Master the Basics: German
- Pack's An
- Take Your Partners: German Pairwork Exercises



Video

- Jung in Deutschland
- A Love Divided: Berlin



Multimedia

- Abgemacht
- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- German Today - Einfach Toll!
- Kopfhörer auf! - Listening Pack
- Lernexpress
- Neue Welle Deutschland

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- research and use relevant information from a variety of German-language resources to complete authentic tasks
- convey acquired information in a variety of formats

SUGGESTED INSTRUCTIONAL STRATEGIES

Many students are now able to research specific information and apply their expanding language abilities to adapt the information for purposeful tasks.

- Encourage students to find out about employment opportunities locally and abroad by interviewing employees of German, Austrian, or Swiss companies doing business in the community.
- Have students read German-language brochures or articles or view videos or films to learn about a range of current global issues (e.g., violence, free trade, substance abuse, the environment). Students could then organize an awareness campaign for the school, which might include posters, public-announcement leaflets, or short articles for the school newspaper.
- Divide the class into small groups and have each group research types of jobs available in Canada and in one German-speaking country. Ask students to organize their data in tabular form to present to the class.
- Have students use a variety of resources to obtain information on healthy lifestyles. Ask them to use this information to set personal lifestyle goals and monitor their progress on a weekly basis, making regular entries in journals. Invite students to present their plans to the class at the end of each month, including summaries of their results in written, visual, or graphic form. Challenge students to create their own flyers outlining the benefits of leading a healthy lifestyle.
- Ask students to examine German employment advertisements and choose positions that interest them. Have them work in groups to use the information they have acquired, including what knowledge and skills are requested by the advertisers, to determine the steps necessary to find a position and apply for it.

SUGGESTED ASSESSMENT STRATEGIES

Assessment focusses on the extent to which students are able to draw on a wide range of resources to find accurate and relevant information for a variety of purposes. The formats and skills that students use to apply and convey information for particular purposes and audiences are increasingly important.

- Ask students individually or in small groups to take responsibility for preparing specific components of an awareness campaign. Look for evidence that students have:
 - acquired accurate and relevant information
 - determined causes for the problems they identified
 - suggested solutions
 - proposed actions to be taken by the school or community
 - presented information or views in convincing and appealing ways
 - used a range of appropriate vocabulary, structures, and expressions
 - taken risks to include complex information or unfamiliar language
- When assessing students' flyers outlining the benefits of a healthy lifestyle, use criteria such as:
 - includes information that is clear, relevant, and accurate
 - includes details, reasons, and examples to support key points
 - uses appropriate vocabulary and structures
 - contains information that is organized in a way that makes it easy to follow
- Prompt students to assess the skills and strategies they use for acquiring and using information. Ask them to compile personal records of:
 - strategies they find effective
 - tasks they are comfortable with
 - skills and strategies they wish to improve

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active German
- Alles Gute
- Collins 10,000 German Words
- Collins Pocket German Grammar
- The Concise Oxford-Duden German Dictionary
- Das Max und Moritz Buch
- Die Bundesrepublik Deutschland
- German Crossword Puzzles - Blackline Masters
- Du und Ich
- German For Leisure and Tourism Studies
- German Vocabulary
- In Play
- Langenscheidt's Grosswoerterbuch Deutsch als Fremdsprache
- Langenscheidt's Pocket German Dictionary
- Langenscheidt's Standard German Dictionary - Indexed
- Lies Doch Mal!
- Schreib Mir Bitte
- Take Your Partners: German Pairwork Exercises
- Von Helden und Schelmen
- Von Weisen und Narren



Video

- Jung in Deutschland
- A Love Divided: Berlin



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- German Today - Einfach Toll!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Kopfhörer auf! - Listening Pack
- Lernexpress
- Neue Welle Deutschland

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' developing language skills will foster a greater appreciation of creative works and their cultural contexts. Responses should involve the use of a significant amount of German language.

- Have students read or listen to a selection of classic stories in German and complete one or more of the following assignments:
 - create a pattern book for young children
 - illustrate a story to clarify meaning
 - role-play a story
 - change one element of a story throughout to modernize or update it
 - record a story on audiotape
- Ask students to collect a series of photos and video clips of famous landmarks in German-speaking countries or regions, using a variety of resources (e.g., CD-ROM, the Internet, videos, brochures, magazines, books). Invite each student to choose a German museum or town and use the class resources to prepare a guided tour of the site. Students could display their pictures along the classroom walls as stops on their tours. Each tour might end in a restaurant, where a local specialty can be sampled.
- Present a short story or folk tale, using overhead illustrations to help students follow the plot. Do not provide the ending for the story. Have students work in pairs to create their own endings and present these to the class (e.g., through role plays, dramatic readings, illustrations, puppet plays).
- Suggest that students read German-language poetry and respond to it in personal ways (e.g., set it to music, read it aloud with musical background, illustrate it). Then challenge students to write their own poems in a similar style.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students can use German to respond to creative works in a wide variety of ways and with increasing detail. Through oral interaction, journal entries, visual representations, and short written tests, they can demonstrate an increasing level of sophistication in their responses.

- Before students prepare representations of classic German-language stories, work with them to develop criteria that can form the basis of a checklist or rating scale for self-, peer, and teacher assessment. For example:
 - conveys theme and mood of the original
 - draws on original characters and events
 - uses detail to develop interest and engagement
 - incorporates some elements of the style of the original
 - attempts to use language to create a specific effect or mood
 - conveys a clear perspective on the original
 Similar criteria could be used to assess the endings students develop for folk tales or short stories, as well as the poems they model on German-language poetry.
- When students make oral presentations, such as simulated guided tours, note the extent to which they:
 - offer and support consistent points of view
 - express their individuality through their responses
 - indicate openness and willingness to consider new or different ideas and experiences
 - attempt to engage others

RECOMMENDED LEARNING RESOURCES



Print Materials

- Das Max und Moritz Buch
- Lies Doch Mal!
- Von Helden und Schelmen
- Von Weisen und Narren



Video

- Jung in Deutschland
- A Love Divided: Berlin



Multimedia

- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and demonstrate an understanding of cultural and societal similarities and differences between Canada and German-speaking countries
- identify the contributions of German-speaking peoples to Canada and the world
- examine cultural content in German-language resources

SUGGESTED INSTRUCTIONAL STRATEGIES

As students' knowledge of German-speaking cultures increases, so will their abilities to make observations about their own cultures. In addition, their growing proficiency with the language will enhance their abilities to communicate using culturally appropriate expressions.

- Invite students to compare the roles of the visual and performing arts in German and Canadian societies. Discuss as a class the support systems provided to artists in Canada and in various German-speaking regions.
- Invite a member of the local German-speaking community to talk about cultural similarities and differences between Canada and a German-speaking country, or about his or her local business or organization. Have students prepare questions in German to ask the guest. To help them better understand the guest's responses, ask students to brainstorm some possible answers the day before.
- Have students research traditional German-speaking communities in Canada (e.g., the Mennonites or Hutterites) and their contributions to the Canadian mosaic. Ask them to consider such aspects as women's roles, child rearing, religion, literature, the arts, economics, and politics. Conduct a general discussion of students' findings.
- Brainstorm with the class a list of famous German-speaking people in science, technology, philosophy, and the fine arts and ask each student to select one to research and then report on to the class.

SUGGESTED ASSESSMENT STRATEGIES

Students are generally most successful in demonstrating depth of understanding when they have opportunities to make choices about how they will represent it, and are encouraged to use symbols, graphics, or diagrams as well as German language. Although the complexity of their ideas about culture and society will often exceed their language abilities, students should be encouraged to use German as much as possible.

- When students present information on the contributions of German-speaking communities in Canada, collaborate with them to develop criteria such as the following, which can form the basis for self-, peer, and teacher assessment:
 - contains thorough and detailed information
 - interprets relevant cultural features accurately
 - shows enthusiasm and commitment
 - includes interesting or unusual details or features (e.g., visuals) to engage the audience
 - reaches a logical conclusion based on the information presented
 - takes a tentative, respectful stance; avoids stereotyping
- Before students prepare reports on famous German-speaking people for presentation to the class, discuss assessment criteria such as:
 - provides accurate, relevant information
 - includes interesting details
 - shows appreciation for the importance or relevance of the person's contributions
 - uses relevant visual materials, music, or other features to elaborate the topic

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active German
- Das Max und Moritz Buch
- Die Bundesrepublik Deutschland
- German Crossword Puzzles - Blackline Masters
- German For Leisure and Tourism Studies
- Lies Doch Mal!
- Pack's An
- Von Helden und Schelmen
- Von Weisen und Narren



Video

- Germany: Past and Present
- Jung in Deutschland
- A Love Divided: Berlin
- The New Germany: Coming Out



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- German Today - Einfach Toll!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Lernexpress
- Neue Welle Deutschland

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange ideas and thoughts about areas of interest
- express plans, goals, and intentions
- give reasons and information to support points of view
- interact in situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are now expected to use German to interact with a degree of spontaneity. They should challenge themselves to speak only German in class and to seek opportunities to hear and use German outside the classroom.

- Have students in small groups discuss plans for their graduation activities. Ask groups to present their plans to the rest of the class, then create timetables of graduation-related events.
- Invite students to role-play conversations with their parents in which they discuss their plans following graduation. These might include work, travel, or postsecondary education. Encourage students to give convincing justifications for their choices.
- Ask students to set up budgets for the first year after graduation and role-play moving away from home. Ask them to estimate their incomes and allocate money for expenses such as rent, groceries, furniture, and transportation.
- Suggest that students role-play scenarios such as interviews for jobs, exchange programs, or university co-op programs. Ask them to anticipate possible questions and develop appropriate responses. As a follow-up activity, have students in pairs or small groups script interviews for jobs of their choice.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, students are expected to engage in increasingly complex, spontaneous interactions with increasing fluency and accuracy. Communication and risk taking continue to be more important than precision in most situations. However, when students have practised and prepared oral or written presentations, assessment should consider the extent to which errors detract from the effectiveness or impact of the messages.

- When students present information to the class (e.g., plans for graduation activities), criteria for assessing presentations should include their abilities to:
 - speak from notes rather than prepared text
 - make their information comprehensible
 - provide supporting details, reasons, and examples
 - use appropriate vocabulary, structures, and expressions
 - organize information and time sequences clearly (e.g., use verb tenses and transition and sequencing words)
- When students role-play discussions about their plans following graduation, look for evidence of the extent to which they:
 - take positions and make their views clear
 - give reasons to support their arguments
 - listen actively and respond to or build on others' ideas
 - participate in the discussions with some degree of spontaneity and engagement
- While students are conducting simulated interviews for jobs, exchange programs, or university co-op programs, look for evidence that each student:
 - provides a clear and comprehensible message that is appropriate to the situation and purpose
 - uses an appropriate level of formality
 - uses an increasing range of vocabulary, including idioms, to make meaning clear
 - uses accurate pronunciation and intonation
 - avoids pauses that interfere with meaning
 - includes relevant details, reasons, and examples
 - goes beyond vocabulary and structures practised in class to enhance meaning or add precision

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 German Verbs
- Active German
- Alles Gute
- Collins Pocket German Grammar
- The Concise Oxford-Duden German Dictionary
- Du und Ich
- German Crossword Puzzles - Blackline Masters
- German For Leisure and Tourism Studies
- German Grammar
- German Vocabulary
- In Play
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Grosswoerterbuch Deutsch als Fremdsprache
- Langenscheidt's Pocket German Dictionary
- Language Fundamentals: German
- Lesebogen
- Lies Doch Mal!
- Lies Doch Weiter!
- Master the Basics: German



Video

- Jung in Deutschland
- A Love Divided: Berlin



Multimedia

- Abgemacht
- Deutsch Aktuell 3
- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- German Today - Einfach Toll!
- Lernexpress
- Neue Welle Deutschland

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- research, analyse, and use relevant information from several German-language sources on chosen topics to complete authentic tasks
- convey acquired information in oral, visual, and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' growing confidence in using German-language resources for research should enable them to engage in real-life tasks that require specific information.

- Brainstorm with students a list of German-speaking guests to invite to class. Have students determine topics for discussion, generate a list of questions, and share ideas on how to conduct a successful discussion. Ask them to:
 - invite the speaker (by letter or telephone)
 - contribute to the discussion
 - take notes during the discussion
 - thank the guest for coming
 - write thank-you letters
 - prepare reports for the class
- Suggest that students examine and discuss major news headlines in a range of German-language media (e.g., print, TV, radio, the Internet).
- Ask each student to research a German-speaking country or region using tourist brochures, travel information, and the Internet. Form groups and have each group select one of these regions to promote as a tourist destination and present the research orally and visually, along with a written report, at a class Travel Fair. Based on the effectiveness of the presentations, each student then chooses a destination from those promoted and records reasons for the choice.
- Have students use a German-language youth magazine to research the lives of favourite personalities and set goals for their own lives and careers.
- Invite each student to browse the Internet to locate three postsecondary institutions that offer German programs. Have students list the institutions they selected and give reasons for each choice. Ask them to compose formal letters to the relevant departments, introducing themselves and asking several questions about the courses or programs.

SUGGESTED ASSESSMENT STRATEGIES

As students increase their language skills, they are expected to obtain information from an increasing variety of sources outside the classroom, use that information for a range of tasks, and report on their accomplishments. Assessment activities should consider the sophistication of the tasks students complete as well as the materials they use.

- While students interview German-speaking guests, look for evidence that they:
 - ask clear and comprehensible questions that are appropriate to the situation and their purposes
 - use an appropriate level of formality
 - record information accurately and with some detail
 - ask appropriate questions to clarify and extend the information
 - follow conventions of polite behaviour
- Work with students to develop criteria for their research projects and presentations. Criteria might include the extent to which students:
 - provide accurate information
 - use a variety of resources (e.g., the Internet, journals, brochures, books, personal interviews)
 - incorporate appropriate illustrations or other visuals
 - make themselves understood in German
 - respond appropriately to their classmates' questions
 - attempt to engage their audience
- When assessing students' letters to postsecondary institutions offering German programs, assess the extent to which students:
 - use appropriate levels of formality
 - ask appropriate questions to elicit the information they need
 - provide relevant information about themselves
 - follow appropriate conventions of formal letter writing

RECOMMENDED LEARNING RESOURCES



Print Materials

- Briefwechsel, Second Edition
- Collins 10,000 German Words
- Collins Pocket German Dictionary
- The Concise Oxford-Duden German Dictionary
- Du und Ich
- German Crossword Puzzles - Blackline Masters
- German For Leisure and Tourism Studies
- German Grammar
- German Vocabulary
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Pocket German Dictionary
- Langenscheidt's Standard German Dictionary - Indexed
- Language Fundamentals: German
- Lesebogen
- Lies Doch Mal!
- Lies Doch Weiter!
- Master the Basics: German
- Von Helden und Schelmen
- Von Weisen und Narren



Video

- Jung in Deutschland
- A Love Divided: Berlin



Multimedia

- Abgemacht
- Deutsch Aktuell 3
- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- German Today - Einfach Toll!
- Kopfhörer auf! - Listening Pack
- Lernexpress
- Neue Welle Deutschland

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' language skills will now allow them to experience and respond to a wide range of creative works. Their responses should be motivated by a sense of enjoyment and pleasure.

- Re-create an artists' café (*Künstlercafé*) in the classroom. Play German music and display pictures of well-known German painters, sculptors, architects, writers, and musicians, as well as examples of their work. Ask each student to select one of the artists to research and to prepare a brief biography of him or her. Then have students assume the identities of their subjects, dressing in role and using appropriate props. Students circulate and converse with one another, describing the artists and their works.
- Introduce students to the music of well-known German musicians. Ask each to select one musician to research and prepare a presentation on that person for the class. Have students include reasons for their choices, general information on the musicians and their music, samples of the artists' works, as well as personal responses to the music (e.g., collages, artwork, poetry).
- Facilitate students' reading of a short story by providing focus questions, background information, and vocabulary development. Once students are familiar with the story, form groups and have each group select a part of the story to respond to. Groups may wish to re-create their parts in chosen media or to role-play new endings. Ask groups to present their role plays or artwork to the rest of the class.

SUGGESTED ASSESSMENT STRATEGIES

With increasing facility in oral and written language, students are now able to experience and respond to both contemporary (popular) and traditional works in a variety of genres. Most students respond best when they have opportunities to choose what they view, listen to, and read, and to decide on the form in which they will respond.

- The assessment of class projects such as an artists' café can be based on criteria for individual contributions. For example, assessment might focus on the extent to which each student:
 - takes on the role of an appropriate character
 - researches and prepares for the role
 - uses appropriate costumes and props
 - uses German throughout the activity
 - takes risks to add interesting or unusual details
 - shows interest in the roles and presentations of other students
- The criteria for assessing students' presentations on musicians should be discussed before students begin their research. Students can help develop the criteria, which might include the following:
 - clearly describes key features of the musician's works
 - reflects a unique personal point of view, including reasons and examples
 - makes connections with other experiences or works
 - involves a sophisticated use of language
- When students read a short story and represent their understanding through artwork, look for evidence that they are able to communicate information about:
 - the story's theme
 - the principal characters
 - the development and climax of the story
 - the context (place and time) of the story
 - new or unusual vocabulary
 - strategies they used to interpret unfamiliar language

RECOMMENDED LEARNING RESOURCES



Print Materials

- Das Max und Moritz Buch
- Lesebogen
- Lies Doch Mal!
- Lies Doch Weiter!
- Mitlesen - Mitteilen, Second Edition
- Von Helden und Schelmen
- Von Weisen und Narren



Video

- Jung in Deutschland
- A Love Divided: Berlin



Multimedia

- Deutsch Aktuell 3
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- discuss contemporary issues in German-speaking countries and in Canada
- discuss how people are influenced by cultural and societal experiences
- evaluate cultural content in German-language resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should now be able to use the German language to write about and discuss contemporary cultural and societal issues. Their sensitivity toward other cultures will be enhanced by studying German-speaking cultures and comparing them with their own.

- As a class, discuss the development of German-speaking countries in postwar Europe, highlighting relevant factors such as *Gastarbeiter*, *Flüchtlinge*, the Berlin Wall, and *Wirtschaftswunder*.
- Throughout the year, invite German speakers to the class to share their experiences in Canada and in their countries of origin.
- Show students a video or film set in a German-speaking country. As they watch, ask them to identify elements other than language (e.g., greetings, including handshakes) and note images related to specific themes. Then have them work with partners to prepare tables comparing and contrasting what they have observed with what they would expect to see in a Canadian film. When students have completed their tables, ask pairs to exchange and compare their findings.
- Group students in pairs and have each pair research and report on a contemporary issue of their choice (e.g., careers, the environment, the impact of technology on society, the economy, global issues, multiculturalism, gender equity). Students' reports could include visual displays and specific questions to be answered by their peers.
- Form pairs and ask each pair to prepare a written report and a poster on an environmental issue of their choice. Display the posters in the classroom and ask students to present their information to the class.
- Have students in small groups prepare multimedia presentations on the impact of technology on contemporary society. Students' presentations could include responses from interviews or class discussions to questions such as:
 - How is daily life affected and influenced by technology?
 - What differences and similarities are there in the way technology affects different generations (e.g., young people, their parents, their grandparents)?
 - How does technology affect different groups within society?

SUGGESTED ASSESSMENT STRATEGIES

Students should demonstrate sensitivity to cultural issues, not only in activities that focus specifically on cultural understanding but also in their daily interactions. At this level, students should be expected to rely increasingly on oral and written language to demonstrate these outcomes.

- When students discuss the development of German-speaking countries in postwar Europe, look for evidence that they:
 - are open to a variety of points of view
 - seek information to help develop understanding
 - respond appropriately to points made by others
 - offer reasons, examples, and details to support views
 - avoid stereotyping or overgeneralizing
 - are able to draw tentative conclusions and develop questions for further study
 - make connections to Canadian experiences during this time
- When students research and report on contemporary issues of their choice, discuss assessment criteria before they begin their projects. Encourage students to use German as much as possible in their research and reporting, recognizing that most students will need to use English for some of the more complex parts of their work. Assess the extent to which students have:
 - included thorough, relevant, and accurate information
 - included relevant details and examples to add interest and illustrate key points
 - made effective use of all resources, including multimedia and personal contacts
 - drawn conclusions and made generalizations logically, based on the information presented
 - offered some insight and thoughtful speculation
 - taken open and objective stances that demonstrate respect for diversity
- During their presentations and discussions about the impact of technology, look for evidence that students are:
 - able to accept a variety of perspectives
 - sensitive to how change impacts differently on different individuals and groups in a society
 - able to identify similarities and differences among the reactions of various groups

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active German
- Das Max und Moritz Buch
- Die Bundesrepublik Deutschland
- German Crossword Puzzles - Blackline Masters
- German For Leisure and Tourism Studies
- Lies Doch Mal!
- Lies Doch Weiter!
- Mitlesen - Mitteilen, Second Edition
- Von Helden und Schelmen
- Von Weisen und Narren



Video

- Germany: Past and Present
- Jung in Deutschland
- A Love Divided: Berlin
- The New Germany: Coming Out
- The Reunification of Germany



Multimedia

- Deutsch Aktuell 3
- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- German Today - Einfach Toll!
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Lernexpress
- Neue Welle Deutschland



CURRICULUM

Introductory German 11

Introductory German 11 is a provincially prescribed curriculum designed for students who may not have taken German 5 to 10. The successful completion of Introductory German 11 should provide students with a level of competence that will allow them to participate successfully in German 11 and German 12 courses.

Introductory German 11 is a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

Introductory German 11 incorporates material from the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources identified for grades 5 to 10. This reflects the fact that Introductory German 11 is designed to provide students with an equivalent preparation for German 11 and German 12 courses. A major consideration, therefore, is to relate the emerging language skills of students who are new to the study of German to their actual ages, real-life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers can adapt other instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- ask and respond to basic questions, make simple requests, and ask for assistance
- use appropriate greetings and expressions of politeness
- describe or narrate events, situations, or experiences
- express opinions and preferences, giving reasons
- participate in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

At this beginning stage, many students may feel awkward communicating in a new language. As they begin to feel more comfortable, they will gain satisfaction from exploring and demonstrating their new skills. It is important to develop language-learning opportunities that incorporate students' personal interests and reflect real-life situations.

- Have students use frames such as the following to interview each other:

- *Guten Tag. Ich heie _____ und bin _____ Jahre alt.*

Wie heit du und wie alt bist du?

- *Ich heie _____ und bin _____ Jahre alt.*

Hast du Geschwister und Haustiere?

- *Ja, ich habe einen Bruder und eine Katze.*

Then have students introduce themselves or their partners to the class.

- Invite each student to describe a television show or movie viewed the previous night, including plot, characters, setting, main actors, and quality of performance. After students have listened to their classmates' descriptions, suggest that they individually select films they would like to see and explain why.
- Challenge students to plan a small garage sale or flea market, creating flyers or newspaper advertisements that announce the event and describe some of the items for sale. If a real sale is held in the class, ensure that purchasers and vendors concentrate on expressing their needs and wants as they make their transactions.
- Ask each student to demonstrate for the class the preparation of a favourite dish or traditional German dish. Each demonstration should include step-by-step, written instructions in German, accompanied by visual aids. Students might compile their recipes to create a class cookbook.

SUGGESTED ASSESSMENT STRATEGIES

To develop effective German language skills, students need to focus on communicating an increasing range of information, beginning with their interests, experiences, and information needs. In the introductory stages, assessment should encourage risk taking and participation, rather than emphasizing correctness.

- As students participate in a variety of oral activities (e.g., interviewing and introducing one another, describing movies or television shows, demonstrating the preparation of favourite dishes), look for evidence that they are increasingly able to:
 - make themselves understood
 - take risks to include details and examples in their presentations and role plays
 - present information in logical sequences
 - interact with some fluency and spontaneity
 - use a range of useful vocabulary and structures, including basic questions
 - respond to and support one another when they are speaking German
 - use *du* and *Sie* forms correctly
- In students' writing (e.g., advertisements for a garage sale, recipes), look for evidence that they are extending their skills to:
 - include the information required to accomplish their purpose
 - arrange information in logical order
 - include details to add interest or clarification
 - use an increasing range of vocabulary (spelled correctly, including capitalization and articles) and language patterns
 - consider the audience for their work
- Provide frequent opportunities for students to reflect on what they have learned and to set personal goals related to language skills. For example, at the beginning of a week (or class), students might write down two goals or intentions related to:
 - the number of times they will speak German
 - expressions or structures they wish to master
 - new vocabulary or structures they want to learn

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 German Verbs
- Active German
- Collins 10,000 German Words
- Collins Pocket German Dictionary
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- The Concise Oxford-Duden German Dictionary
- Du und Ich
- German Today - Overhead Transparencies
- German Verbs and Vocabulary Bingo Games - Blackline Masters
- German Vocabulary
- In Play
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Pocket German Dictionary
- Langenscheidt's Standard German Dictionary - Indexed
- Language Fundamentals: German
- Master the Basics: German
- Neue Horizonte - Overhead Transparencies
- Pack's An
- Schreib Mir Bitte
- Take Your Partners: German Pairwork Exercises



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Kopfhörer auf! - Listening Pack
- Lernexpress

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- process and adapt information from German-language resources to complete authentic tasks
- convey acquired information in formats that show growing independence in oral and written language

SUGGESTED INSTRUCTIONAL STRATEGIES

In applying a variety of strategies (e.g., predicting, connecting, guessing from clues), students will begin to increase their confidence in working in German.

- Ask students to review menus from German-language restaurants to identify the range of dishes, regional specialties, and prices. Conduct a class survey of food preferences and prepare a class chart or graphic display. Invite students to prepare their own menus for use in role-play scenarios.
- Invite each student to browse the Internet to examine a train, bus, or subway map or schedule; plan a journey; and then write a note giving travel details to a friend who is to meet the student at the destination.
- Suggest that each student read an entertainment page or flyer advertising cultural events in a German-speaking city (e.g., “*Was ist los in Leipzig?*”) and decide which concert, play, or theatre production to attend. Have students exchange their information with partners and make arrangements to meet for the events.
- Have each student choose a short article from a German-language magazine or newspaper and present it orally to the class. As a follow-up, ask students to design fact quizzes for their classmates to complete.
- Show a video of a city where German is spoken. Ask students to note key information about the sites or attractions shown. Ask them to work with partners and, using the information from the video and a map of the city, to role-play dialogues that involve tourists seeking directions to various attractions.
- Invite a guest who speaks German as a second language to discuss his or her profession (e.g., banker, hotel manager, baker, auto mechanic) and the value of learning German.

SUGGESTED ASSESSMENT STRATEGIES

Students in Introductory German 11 need extensive practice and feedback to develop basic information-acquisition skills. Integrated communicative tasks, in which students both acquire and communicate information, can involve a wide variety of materials and support. Co-operative activities are often appropriate.

- As students work with a variety of German information sources, look for evidence that they are increasingly able to:
 - ask appropriate questions to find the information or details they need
 - focus on key words, phrases, and ideas
 - make logical inferences based on the language they recognize
 - persevere to understand language that seems very difficult at first
 - replicate some of the patterns they encounter
- When students represent information they have acquired from German-language materials (e.g., menus, brochures, department- or grocery-store sales flyers, magazines), note the extent to which they are able to:
 - identify and recount key information such as articles and prices
 - include relevant and accurate details
 - reproduce some of the German words and patterns in understandable form
 - organize, categorize, and sequence their information appropriately
- When students use information from documents such as train schedules or entertainment pages to create plans, look for evidence that they:
 - can find the information they need
 - use appropriate vocabulary and structures to arrange meetings or give directions
- After students have worked with information (e.g., in simple articles, advertisements, menus, recipes, charts), they can then demonstrate their understanding by:
 - creating simple crossword puzzles for their classmates to solve
 - making posters or collages
 - basing role plays or dramatizations on what they learned
 - developing comic strips

RECOMMENDED LEARNING RESOURCES



Print Materials

- 501 German Verbs
- Active German
- Collins 10,000 German Words
- Collins Pocket German Dictionary
- Collins Pocket German Grammar
- Collins Pocket German Verb Tables
- The Concise Oxford-Duden German Dictionary
- Die Bundesrepublik Deutschland
- Du und Ich
- German Verbs and Vocabulary Bingo Games - Blackline Masters
- German Vocabulary
- In Play
- Klett's Modern German and English Dictionary, Second Edition
- Langenscheidt's Pocket German Dictionary
- Langenscheidt's Standard German Dictionary - Indexed
- Language Fundamentals: German
- Master the Basics: German
- Pack's An
- Schreib Mir Bitte
- Take Your Partners: German Pairwork Exercises



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Kopfhörer auf! - Listening Pack
- Lernexpress

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level are able to experience and respond to a wide range of creative works. As they develop their German language skills, they should be encouraged to use a variety of creative options in their responses.

- Have each student read a selection of German-language children's stories and then complete one or more of the following assignments:
 - illustrate the story to clarify its meaning
 - role-play the story
 - retell the story
 - change one element of the story throughout to modernize or update it
 - record the story on audio- or videotape to present to the class
- Play a German-language song and ask students to write lyrics for additional stanzas, create artwork for a CD cover to promote the song or the artist, or create music videos.
- Ask students to examine magazine displays of German fashions and create collages with captions depicting ways that people in German-speaking areas dress for various activities. Invite students to present a fashion show accompanied by a simple commentary.
- Introduce students to the works of a well-known German artist (e.g., Paul Klee, Gustav Klimt, Käthe Kollwitz) and have them create artwork imitating the artist's style. Encourage students to record their personal responses to the works presented.

SUGGESTED ASSESSMENT STRATEGIES

Students in Introductory German 11 should experience a much wider range of creative works—particularly literary genres—than they are able to read or understand independently. Assessment focusses on their abilities to share and elaborate on their views and responses, as well as on their increasing awareness of the unique features of German arts.

- Before students prepare representations of children’s stories, work with them to develop criteria such as the following, which can be used for self-, peer, and teacher assessment:
 - conveys theme and mood of the original
 - draws on original characters and events
 - uses detail to develop interest and engagement
 - incorporates some elements of the style of the original
 - attempts to use language to create a specific effect or mood
 - conveys a clear view or perspective on the original
- When students respond to German-language songs by writing lyrics or creating CD covers, have them work in groups to develop three or four criteria to use for self- and peer assessment. For example, they might focus on:
 - openness to new or different ideas
 - the incorporation of interesting or unusual features
 - attention to detail from the original work
 - the communication of a clear point of view or response
- As students research, view, and incorporate into their own work features of the works of a German artist, note the extent to which they demonstrate:
 - engagement in the task
 - interest in and enthusiasm for the artist’s work
 - knowledge about the artist’s life and career
 - some key elements of the artist’s style in the artwork they produce

RECOMMENDED LEARNING RESOURCES



□ □ Multimedia

- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify similarities and differences between German-speaking cultures and their own or other cultures
- identify cultural content in German-language resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Although the cultural interests of students at this level will exceed their abilities to express them in German, students should be encouraged to use as much German as possible.

- Show a video set in a German-speaking country and ask students to identify elements other than language (e.g., greetings, including handshakes) that suggest that the film is set in a German-language area.
- Suggest that students compare characteristics of winter celebrations in Canada and in Germany (e.g., *Fasching*, *Quebec's Carnival*, west coast First Nations winter celebrations), including clothing, cuisine, and outdoor and indoor activities. This exploration could culminate in a multicultural Winter Wonderland in the Classroom.
- Invite students to compare and contrast elements of folk tales from German-speaking countries with those of the First Nations (e.g., similarities between the witch in "*Hänsel und Gretel*" and the First Nations character Tsonaqua). Have students in small groups use a variety of resources in their research and present their findings in formats of their choice (e.g., puppet plays, posters, skits).
- Ask students in groups to collect information from a variety of sources (e.g., newspapers, videos, the Internet) about businesses or organizations in the local German-speaking community. Have students share their information, create a class chart, and discuss the types of organizations and businesses in operation.
- Suggest that students examine German-language resources (e.g., video excerpts, newspaper flyers, schedules, brochures) to identify elements of cultural interest. Ask them to each identify a major category (e.g., social interaction, housing, education, employment) and list several interesting aspects. Invite students to compare these aspects of life with their counterparts in their own community.
- Have students research famous German-speaking people in science, technology, philosophy, the fine arts, and literature. Ask them to report on and share their findings with classmates.

SUGGESTED ASSESSMENT STRATEGIES

In their first year of German, students will frequently use visual representations and English to convey their cultural understanding. As their abilities to communicate in German increase, students should be encouraged to incorporate as much German language into their assignments as possible. Assessment activities should encourage them to reflect on their own customs as well as demonstrate their understanding of German cultures.

- After students watch a video set in a German-speaking country, have them write short letters home during imaginary trips to that country. Note the extent to which they include accurate information about the cultural elements shown in the film.
- When students develop cultural comparisons, look for evidence that they:
 - respect and value diversity
 - are interested in cultures other than their own
 - recognize similarities and differences
 - go beyond surface features to deal with subtle and complex aspects of culture
 - avoid stereotyping or overgeneralizing
 - develop questions for further research
- When students collect information about businesses and organizations in the local German-speaking community, look for evidence that they are able to:
 - identify unique features of the organizations
 - describe features that the organizations share with others in the community
 - identify contributions made by the organizations to the local community
 - draw logical conclusions or generalizations from the information they present
- Provide prompts such as the following to encourage student reflection:
 - Three features that seem common to many cultures are _____ .
 - Something that often varies among different cultures is _____ .
 - Two views I have that are strongly influenced by my culture are _____ .

RECOMMENDED LEARNING RESOURCES



Print Materials

- Active German
- Die Bundesrepublik Deutschland
- Pack's An



Video

- Germany: Past and Present



Multimedia

- Deutsch Aktuell (Levels 1-2)
- Deutsch Heute Neue 1, 2, 3 (Neue Ausgabe)
- Heute Hier, Morgen Dort - Lieder, Chansons und Rockmusik im Deutsch-Unterricht
- Lernexpress



APPENDICES

German 5 to 12



APPENDIX A

Prescribed Learning Outcomes

COMMUNICATING

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • respond to simple classroom instructions and questions • exchange introductions • express likes and dislikes • interact in known and predictable classroom situations 	<ul style="list-style-type: none"> • respond to simple instructions • use appropriate greetings and expressions of politeness • exchange likes, dislikes, and interests • interact in simple, predictable exchanges and learning situations 	<ul style="list-style-type: none"> • respond to and ask questions • respond to and give simple instructions and directions • interact in predictable exchanges and familiar situations 	<ul style="list-style-type: none"> • request and provide information about day-to-day activities and interests • participate in short conversations • describe activities and interests in oral and written forms • participate in familiar activities

COMMUNICATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • describe and exchange information related to activities, people, and things • express opinions and preferences relating to a variety of personal interests • participate in a variety of situations drawn from real life 	<ul style="list-style-type: none"> • describe, with some supporting detail, events, situations, or experiences • exchange opinions and give reasons for preferences on topics of personal interest • participate in a variety of situations drawn from real life 	<ul style="list-style-type: none"> • describe or narrate events, situations, or experiences • exchange opinions on topics of general interest • interact in and respond to new and increasingly complex exchanges • interact in a variety of familiar situations drawn from real life 	<ul style="list-style-type: none"> • exchange ideas and thoughts about areas of interest • express plans, goals, and intentions • give reasons and information to support points of view • interact in situations drawn from real life

ACQUIRING INFORMATION

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • extract specific information from German-language resources to complete authentic tasks • convey acquired information in oral and visual forms 	<ul style="list-style-type: none"> • extract specific information from German-language resources to complete authentic tasks • convey acquired information in oral and visual forms 	<ul style="list-style-type: none"> • extract specific information from German-language resources to complete authentic tasks • convey acquired information in oral and visual forms, and using some writing 	<ul style="list-style-type: none"> • extract and to some extent process specific information from German-language resources to complete authentic tasks • convey acquired information in oral, visual, and written forms

ACQUIRING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • extract and process information from German-language resources to complete authentic tasks • convey acquired information through oral and written language, using visual support 	<ul style="list-style-type: none"> • process and adapt information from German-language resources to complete authentic tasks • convey acquired information in formats that show growing independence in oral and written language 	<ul style="list-style-type: none"> • research and use relevant information from a variety of German-language resources to complete authentic tasks • convey acquired information in a variety of formats 	<ul style="list-style-type: none"> • research, analyse, and use relevant information from several German-language sources on chosen topics to complete authentic tasks • convey acquired information in oral, visual, and written forms

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> view and listen to creative works with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> view and listen to creative works with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> view and listen to creative works with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> view, listen to, and read creative works with visual and contextual support, and respond to them in various ways

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none">view, listen to, and read creative works, and respond to them in various ways	<ul style="list-style-type: none">view, listen to, and read creative works, and respond to them in various ways	<ul style="list-style-type: none">view, listen to, and read creative works, and respond to them in various ways	<ul style="list-style-type: none">view, listen to, and read creative works, and respond to them in various ways

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • identify and express elements of their own and their classmates' cultural backgrounds • identify characteristics of German-speaking cultures, including family celebrations and foods 	<ul style="list-style-type: none"> • identify elements of German-speaking cultures that are different from or similar to their own • identify the presence of German-speaking cultures in the community 	<ul style="list-style-type: none"> • identify elements of various German-speaking cultures that are different from or similar to their own, including community celebrations and holidays • compare the daily lives of German-speaking students to their own lives 	<ul style="list-style-type: none"> • describe and share the activities and interests of young people in German-speaking countries with those of Canadian young people • identify some similarities between German-speaking cultures and their own or other cultures

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • compare aspects of contemporary family life and leisure activities in German-speaking countries and regions with their own • identify ways in which the German and English languages have influenced each other 	<ul style="list-style-type: none"> • compare Canadian customs and traditions with those of German-speaking cultures • identify cultural content in German-language resources 	<ul style="list-style-type: none"> • identify and demonstrate an understanding of cultural and societal similarities and differences between Canada and German-speaking countries • identify the contributions of German-speaking peoples to Canada and the world • examine cultural content in German-language resources 	<ul style="list-style-type: none"> • discuss contemporary issues in German-speaking countries and in Canada • discuss how people are influenced by cultural and societal experiences • evaluate cultural content in German-language resources

Introductory German 11	
COMMUNICATING	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> ask and respond to basic questions, make simple requests, and ask for assistance use appropriate greetings and expressions of politeness describe or narrate events, situations, or experiences express opinions and preferences, giving reasons participate in a variety of situations drawn from real life
ACQUIRING INFORMATION	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> process and adapt information from German-language resources to complete authentic tasks convey acquired information in formats that show growing independence in oral and written language
EXPERIENCING CREATIVE WORKS	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> view, listen to, and read creative works with visual and contextual support, and respond to them in various ways
UNDERSTANDING CULTURE AND SOCIETY	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> identify similarities and differences between German-speaking cultures and their own or other cultures identify cultural content in German-language resources



APPENDIX B

Learning Resources
General Information

WHAT IS APPENDIX B?

Appendix B consists of general information on learning resources, as well as Grade Collection information and alphabetical annotations of the provincially recommended resources.

WHAT IS A GRADE COLLECTION?

A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a 'starter set' of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. There may be prescribed learning outcomes either partially or not at all supported by learning resources at this time. Many of these are best met by teacher-developed activities. Teachers may also wish to supplement Grade Collection resources with locally selected materials.

WHAT KINDS OF RESOURCES ARE FOUND IN A GRADE COLLECTION?

Learning resources in a Grade Collection are categorized as either *comprehensive* or *additional*. *Comprehensive resources* provide a broad coverage of the learning outcomes for most curriculum organizers. *Additional resources* are more topic specific and support individual curriculum organizers or clusters of outcomes. They provide valuable support for or extension to specific topics and are typically used to supplement or fill in the areas not covered by the comprehensive resources.

HOW ARE GRADE COLLECTIONS KEPT CURRENT?

Under the provincial continuous submissions process, suppliers advise the ministry about newly developed resources as soon as they are released. Resources judged to have a potentially significant match to the learning outcomes for individual IRPs are evaluated by practising classroom teachers who are trained by ministry staff to use provincial evaluation criteria. Resources selected for provincial recommendation receive Ministerial Order and are added to the existing Grade Collections. The ministry updates the Grade Collections on a regular basis on the ministry web site at http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm. Please check this site for the most current and up-to-date version of Appendix B.

HOW LONG DO LEARNING RESOURCES KEEP THEIR RECOMMENDED STATUS?

Learning resources will retain their recommended status for a minimum of five years after which time they may be withdrawn from the Grade Collections, thereby terminating their provincially recommended status. Decisions regarding the withdrawal of learning resources will be based on, but not limited to, considerations of curriculum support, currency, and availability. Schools may continue to use a learning resource after withdrawal provided local school board approval is obtained.

HOW CAN TEACHERS CHOOSE LEARNING RESOURCES TO MEET THEIR CLASSROOM NEEDS?

As outlined in *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000), there are a number of approaches to selecting learning resources.

Teachers may choose to use:

- provincially recommended resources to support provincial or locally developed curricula
- resources that are not on the ministry's provincially recommended list (resources that are not on the provincially recommended list must be evaluated through a local, board-approved process).

The Ministry of Education has developed a variety of tools and guidelines to assist teachers with the selection of learning resources. These include:

- *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000) with accompanying CD-ROM tutorial and evaluation instruments
- Grade Collection(s) in each IRP. Each Grade Collection begins with a chart which lists both comprehensive and additional resources for each curriculum organizer. The chart is followed by an annotated bibliography with supplier and ordering information. (Price and supplier information should be confirmed at the time of ordering). There is also a chart that lists Grade Collection titles alphabetically and a blank planning template that can be used by teachers to record their individual choices
- Resource databases on CD-ROM or on-line
- Sets of recommended learning resources are available in a number of host districts throughout the province to allow teachers to examine the materials first hand at regional displays.
- *Catalogue of Recommended Learning Resources*

WHAT ARE THE CRITERIA TO CONSIDER WHEN SELECTING LEARNING RESOURCES?

There are a number of factors to consider when selecting learning resources.

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources should support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of recommended resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require

considerable teacher preparation. There are recommended materials for teachers with varying levels and experience with a particular subject, as well as those that strongly support particular teaching styles.

Technical Design

While the instructional design of a package will determine the conceptual organization, it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning. Teachers should consider the quality of photographs and illustrations, font size and page layout, and durability. In the case of video, audible and age appropriate narration and variation in presentation style should be considered. When selecting digital resources, interactivity, feedback, constructive engagement, usability, and functionality are important.

Social Considerations

An examination of a resource for social considerations helps to identify potentially controversial or offensive elements which may exist in the content or presentation. Such a review also highlights where resources might support pro-social attitudes and promote diversity and human rights issues.

The intent of any Social Considerations screening process, be it at the local or provincial level, is not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework.

All resources on the ministry's recommended list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal "unseen worlds" to students. Software may be particularly useful when students are expected to develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition are factors. Print or CD-ROM resources can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

USE OF INFORMATION TECHNOLOGY

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

WHAT FUNDING IS AVAILABLE FOR PURCHASING LEARNING RESOURCES?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts.

Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

EXISTING MATERIALS

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via computer.



APPENDIX B

*German 5 to 12
Grade Collections*

GERMAN 5 TO 12: GRADE COLLECTIONS

This section begins with an overview of the comprehensive resources for this curriculum, then presents Grade Collection charts for each grade. These charts list both *comprehensive* and *additional* resources for each curriculum organizer for the grade. The charts are followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

NEW GERMAN SPELLINGS CONSIDERATIONS

No student dictionaries or any student references have been put in the Grade Collections because they use the old spellings. Teachers who wish to order German dictionaries should verify with the publishers whether the most current editions use the new German spellings.

When teachers order any print resources, they should determine whether these resources are available in the new German spellings.

MEDIA ICONS KEY



Audio Cassette



CD-ROM



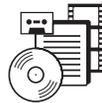
Film



Games/Manipulatives



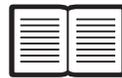
Laserdisc/Videodisc



Multimedia



Music CD



Print Materials



Record



Slides



Software



Video

GERMAN 5 TO 12 GRADE COLLECTIONS
OVERVIEW OF COMPREHENSIVE RESOURCES

Gute Reise!

(Grades 7, 8, 9, 10)

This two-stage British multimedia series reflects the communicative-experiential approach to language learning and encourages students to interact in meaningful situations. The approach integrates culture, language study, general knowledge, learning and communication strategies and group and collaborative learning. The themes reflect the interests of students at the middle school and junior secondary levels and support a variety of learning/teaching styles.

The program includes the following components for each stage: softcover student text; softcover teacher's book; 128 blackline masters (repromasters); audio cassettes; and 64 overhead transparency worksheets called repromasters. In addition, level one includes 72 double-sided two-colour flashcards. A consumable "Spiel und Spaß" (fun booklet) is also available but is considered to be optional.

The colourful student text at stage one is divided into 30 units dealing with themes such as: "introductions," "families," "school," "pastimes," and "hobbies." The units have colour illustrations and a mixture of realia and cartoons. Each main working unit includes a personal portfolio section and ends with a language and cultural awareness section. Every fifth unit provides revision of the language learned in the preceding four units. Also included are an alphabetical vocabulary list from German to English, a grammar section and two reference maps.

The colourful text for stage two is divided into 20 units dealing with such themes as:

"holidays," "money," "sports," "television," and "housing." The format remains the same as in stage one.

The teacher's book offers detailed guidance on how to implement the program. An extensive scope and sequence chart provides information on student objectives, cross-curricular links and examples of language use. The rest of the book contains detailed lesson plans for each unit and the answer key for the blackline masters.

The blackline masters (reproducible), packs A and B for stage one and one pack for stage two, provide practice of language from the student text and opportunities for a variety of language activities. For each of the main units there are five worksheets: "Noch Einmal" (for less able students); "Zu Hause" (homework); "Partnerarbeit" (speaking activities for pairwork); "Denk mit" (reading activities for more able students); "Hör zu" (listening activities). Teachers will need to develop their own assessment activities.

The audio cassettes present the material and activities from the student text as well as the recordings of the "Hör zu" blackline masters. Male and female voices are used and background noises give students the opportunity to filter sounds.

The blackline masters that can be made into overhead transparencies (OHPT) provide opportunity for practice and revision of vocabulary and structures. The illustrations include topics such as travel, clothes, shopping and European countries.

The two-colour flashcards facilitate the presentation of new language and aid in revision.

Because of the communicative philosophy of this series, linguistic fluency on the part of the teacher is recommended for effective delivery of the program.

If German is introduced in grade 7, stage one could be used for grade 7 and 8. If German is introduced in grade 9, stage one supports German 9 and stage two, German 10.

Lernpunkt Deutsch 1, 2, 3 With New German Spellings
(Grades 9, 10, 11, 12, Introductory German 11)

This new spellings edition of the three-level multimedia British series consists at all three levels of a student's book, teacher's book, copymasters (blackline masters) and four to seven audio cassettes (depending upon the level), one or two of which serve as a study tape. The series provides a structured learning sequence that takes students from receptive through to productive language. Note: If teachers are ordering this program for the first time, they should ensure that they receive the new spellings edition, which is clearly labelled on the cover of the components.

The colourful student's book at level one is divided into 12 chapters and at levels two and three into 10 chapters. Each chapter has either three or four topics and addresses a separate theme or point of grammar using a double page format. Each chapter begins with a statement of aims and ends with a "Zusammen-fassung" (summary), linked to these aims. The chapters also include a self-study page ("Du hast die Wahl") which is linked to the self-study audio cassette. Each topic is introduced through receptive activities. This is followed by a short grammar tip in German where appropriate and linked grammar discovery activities on

blackline masters. Students then move on to productive speaking and writing activities and further listening and reading or mixed-skill activities. Also included is a grammatical overview, a glossary of classroom expressions and an English-German/German-English glossary.

The teacher's book consists of an introduction to the program and its components, explanatory teaching notes, overview grids, page-by-page commentary with tapescripts and answers.

The coilbound copymasters (blackline masters) provide activities to cater to a variety of learner needs in all four skill areas as well as assessment materials for every three chapters. Personal assessment opportunities are included.

The audio cassettes support the material in the student text. There is a variety of native speakers of varying ages. Some recordings include appropriate background noise to increase the authenticity of the listening experience. The self-study audio cassettes may be reproduced and sent home with the students for further practice.

Suggested use is level one for grades 9 and 10, level two for grade 11 and level three for grade 12. The completion of level one is suggested for Introductory German 11.

Grammar enjoys a higher profile than in some series as one of its goals is to prepare British students for their GCSE exam.

Communicative-experiential activities and philosophy are supported through the use of themes relevant to students' interests.

The course is delivered in the target language, although the instructions in the teacher's guide are in English.

The series is being reprinted with the new German spellings. New spellings editions will be available by June 2000. Teachers ordering this program for the first time may wish to ensure that they receive the new spelling editions.

Mach's gut! 1, 2
(Grades 8, 9, 10)

This flexible two-level multimedia British series, suitable for the introduction of German at the junior secondary level, consists at both levels of a student text, a teacher's guide, two resource and assessment books, one with easier activities and one with more demanding activities and five audio cassettes. Flashcards are available to support this program, but are considered optional.

The colourful student text comprises 12 units. Each contains four teaching spreads (double pages marked A, B, C, D) which teach and practise the language of the unit. Also included in each unit are two "Spezial!" spreads that provide opportunity for additional reading, for Landeskunde and for revision activities. In units 4, 8 and 12, the second "Spezial!" spread is a revision test, complete with suggestions for consolidation and extension activities. At the end of the book, there is a grammar reference section, German-English and English-German glossaries and a bilingual list of classroom and textbook instructions.

The teacher's guide consists of an introduction to the program and its components, explanatory teaching notes, overview grids, page-by-page commentary with tapescripts and answers.

The resource and assessment books accompanying the teaching spreads in the

student text provide worksheets in two formats: worksheets marked with a star have easier activities while worksheets marked with a full moon have more demanding ones. There is one worksheet at each level for each double-page spread in the student book. There are three basic grammar worksheets which explain grammar points in English: nouns, verbs and the accusative case. Suggestions for their use are made at appropriate points in the teacher's guide.

The audio cassettes support the material in the student text. There is a variety native speakers of varying ages. Some recordings include appropriate background noise to increase the authenticity of the listening experience.

Grammar has a higher profile in this series than in *Gute Reise!* where it plays a secondary role, summarized at the end of the student text.

It would be possible to transition from *Mach's gut! 2* to *Lernpunkt Deutsch 2*.

This series uses the new German spellings at both levels.

German Introductory 11 Grade Collection

	Communicating	Acquiring Information	Experiencing Creative Works	Understanding Culture and Society
Comprehensive Resources				
Lernpunkt Deutsch 1 – With New German Spellings				
Additional Resources - Print				
Lies doch mal!	✓	✓	✓	✓
Additional Resources - Multimedia				
Lernexpress	✓	✓		✓

- For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
- ✓ For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
- Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.



Briefwechsel, Second Edition

Author(s): Seymour, Helen; Grayston, Phil

General Description:

Guide to writing letters and postcards consists of appropriate and practical tips to assist users in writing correctly in various situations. It also presents grammatical structures to ensure clarity and accuracy. Activities are sequential, from simple to complex.

Audience: General

Category: Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2000

Supplier: *The Resource Centre Inc.*
P.O. Box 190
Waterloo, ON N2J 3Z9

Tel: (519) 885-0826 **Fax:** (519) 747-5629

Price: \$14.95

ISBN/Order No: 0-340-557516

Copyright: 1993



German Today - Einfach Toll!

General Description:

Fifty-two-minute video introduces a German family and their friends in everyday contemporary activities. Includes two levels of student workbooks (with teacher's editions) that correspond to the modules in the video. Activities are of varying difficulty and include some which encourage higher level thinking skills. Due to authenticity of the language, the pacing tends to be rapid.

Audience: General

Gifted - provides opportunities for extension and enrichment

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2000

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Einfach Toll! Video: \$38.50
Video Workbooks: \$16.95
Workbook/Lab Manuals: \$23.45

ISBN/Order No: Einfach Toll! Video: 0-618-05865-6

Copyright: 1991



Gute Reise!

Author(s): Hermann; Hill; Pomfrett

General Description:

Two-stage multimedia British series comprises at each stage a student text, teacher's book, blackline masters (repromasters), audio cassettes, transparency masters that can be made into overheads and optional flashcards. Activities integrate culture, language study, general knowledge, learning and communications strategies and group and collaborative learning.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
					✓	✓	✓	✓			

Year Recommended in Grade Collection: 2000

Supplier: *The Resource Centre Inc.*
P.O. Box 190
Waterloo, ON N2J 3Z9

Tel: (519) 885-0826 **Fax:** (519) 747-5629

Price: Student Texts: \$29.95
Teacher's Books: \$69.00
Repromasters: \$95.00
Audio Cassettes: \$155.00

ISBN/Order No:

Copyright: 1992



Lernexpress

General Description:

Two-level multimedia package comprises twenty 15-minute video segments on daily life in contemporary Germany accompanied by two workbooks that provide key support. Series is divided into two, 10-program modules. Emphasis is on the modeling of basic language spoken at a normal speed. Workbooks include activities. Also suitable for Introductory German 11.

Cautions:

A beach scene shows a brief shot of a topless bather (Program 10). Part of program takes place in a Munich beer garden.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
							✓	✓	✓	✓	✓

Year Recommended in Grade Collection: 2000

Supplier: *B.C. Learning Connection Inc.*
#4 - 8755 Ash Street
Vancouver, BC V6P 6T3

Tel: (604) 324-7752 **Fax:** (604) 324-1844

Toll Free: 1-800-884-2366

Price: ASK KATHY
\$575.00

ISBN/Order No: LEG493

Copyright: 1991



Lernpunkt Deutsch 1, 2, 3 - With New German Spellings

Author(s): Morris, Peter; Wesson, Alan

General Description:

This new spelling edition of the three-level multimedia British series consists at all levels of a student book, teacher's book, copymasters (blackline masters) and audio cassettes, of which either one or two are a studytape. The series provides a structured learning sequence that takes students from receptive through to productive language. Assessment is fully integrated and the revision structure reinforces all aspects of the student's progress. All components of Stages 1, 2 and 3 are in line with German Spelling Reform.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
							✓	✓	✓	✓	✓

Year Recommended in Grade Collection: 2002

Supplier: *The Resource Centre Inc.*
P.O. Box 190
Waterloo, ON N2J 3Z9

Tel: (519) 885-0826 **Fax:** (519) 747-5629

Price: Student's Books: \$23.95 - \$28.45
Teacher's Books: \$49.95 - \$63.45
Copymasters: \$121.95 - \$138.95
Audio Cassettes: \$121.80 - \$161.95

ISBN/Order No:



Lies doch mal!

Author(s): Grittner et al.

General Description:

Book features brochures, ads, newspaper articles, signs, statistics, poems, and songs from authentic German-language sources. Each chapter offers comprehension and study skills exercises and follow-up activities. All instructions for activities are in English.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
							✓	✓	✓	✓	

Year Recommended in Grade Collection: 2000

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$33.50

ISBN/Order No: 8384-40622

Copyright: 1992



Lies doch weiter!

Author(s): Grittner et al.

General Description:

Book features poems, songs, newspaper and magazine articles, statistics, brochures, and advertisements from authentic German-language sources. Each chapter includes comprehension and study skills exercises and follow-up activities. All instructions are in German.

Audience: General
 Gifted - opportunities for enrichment and exposure to literature

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
											✓

Year Recommended in Grade Collection: 2000

Supplier: *Nelson Thomson Learning*
 1120 Birchmount Road
 Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$33.50

ISBN/Order No: 8384-40606

Copyright: 1993



Mach's gut! Level 1, 2

Author(s): Berwick, G.; Thorne, S.

General Description:

Flexible two-level multimedia British series consists at each level of a student text, a teacher's guide, two resource assessment books and audio cassettes. The program is designed for a wide ability range, utilizing differentiation materials to support a range of learning styles.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
						✓	✓	✓			

Year Recommended in Grade Collection: 2000

Supplier: *The Resource Centre Inc.*
 P.O. Box 190
 Waterloo, ON N2J 3Z9

Tel: (519) 885-0826 **Fax:** (519) 747-5629

Price: Student Texts: \$29.95
 Teacher's Books: \$99.00

ISBN/Order No: Various

Copyright: 1998



Max und Moritz Buch, Das

Author(s): Busch, Wilhelm

General Description:

Book is a compilation of verse and satirical pen-and-ink drawings that depict the antics of two pranksters in seven different situations. After each prank, the annotated text features exercises to enhance language acquisition and deductive skills. The verse depicts the values and humour of 19th century Europe.

Audience: General
 Gifted - opportunities to stimulate further studies in culture and literature

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2000

Supplier: *Pearson Education Canada*
 26 Prince Andrew Place
 Don Mills, ON M3C 2T8

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: \$8.76

ISBN/Order No: 08442-2252-6

Copyright: 1992



Von Helden und Schelmen

Author(s): Reiter, Kurt

General Description:

Book contains a collection of nine tall tales and legends that introduce key characters and heroes of Germanic tradition. Background notes on each story give its historical and literary development. It also explains new vocabulary and grammar constructions.

Audience: General
 Gifted - opportunities to stimulate further studies in culture and literature

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2000

Supplier: *Pearson Education Canada*
 26 Prince Andrew Place
 Don Mills, ON M3C 2T8

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: \$10.00

ISBN/Order No: 08442-2259-3

Copyright: 1992



Von Weisen und Narren

Author(s): Reiter, Kurt

General Description:

Book contains a collection of folk tales that introduce some of the more important characters of German folklore. The language of the stories has been kept simple. Includes grammar notes, a general German-English vocabulary list and cultural background notes.

Audience: General
 Gifted - opportunity to stimulate further studies in culture and literature

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2000

Supplier: *Pearson Education Canada*
 26 Prince Andrew Place
 Don Mills, ON M3C 2T8

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.pearsoned.ca

Price: \$10.00

ISBN/Order No: 08442-2258-5

Copyright: 1992



APPENDIX C

Cross-Curricular Interests

The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education, Skills and Training wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of cross-curricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

Learning Outcomes—expressed as observable, measurable, and reportable abilities or skills

Employability Skills—inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

Contextual Learning—an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

Interpersonal Skills—inclusion of strategies that promote co-operative activities and teamwork

Career Development—inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real-world and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12.

Some examples of an applied focus in different subjects are:

English Language Arts—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

Mathematics—more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

Science—more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

Business Education—more emphasis on real-world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

Visual Arts—applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

In the Primary Years

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

In Grades 4 to 8

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

In Grades 9 and 10

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives.

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

In Grades 11 and 12

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

Work Experience

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP* (1997).

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

Students in ESL

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

Optimum Learning Environment

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that “promote diversity and do not compromise the natural world for any species in the future.”

Value of Integrating Environment and Sustainability Themes

Integrating “environment and sustainability” themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of “environment and sustainability” themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from *Environmental Concepts in the Classroom: A Guide for Teachers*, Ministry of Education, 1995.

ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga’a, KwaKwaka’Wakw, Nlaka’pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

Value of Integrating Aboriginal Studies

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

Visual Arts—comparing the artistic styles of two or more First Nations cultures

English Language Arts—analysing portrayals and images of First Nations peoples in various works of literature

Home Economics—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

Technology Education—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

Physical Education—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

Principles of Gender Equity in Education

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.

General Strategies for Gender-Equitable Teaching

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.
- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

INFORMATION TECHNOLOGY

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

Value of Integrating Information Technology

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Process**—allows students to select, organize, and modify information to solve problems

- **Presentation**—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the Information Technology K to 12 curriculum.

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, TV, film, radio, magazines, computer games, and information services—all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

English Language Arts—critiquing advertising and examining viewpoints

Visual Arts—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

Personal Planning—examining the influence of the media on body concepts and healthy lifestyle choices

Drama—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

Social Studies—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

MULTICULTURALISM AND ANTI-RACISM EDUCATION

Multiculturalism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society

- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

Anti-Racism Education

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social,

economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

Fine Arts—identifying ways in which the fine arts portray cultural experiences

Humanities—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

Mathematics or Science—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

Physical Education—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

Value of Integrating STS

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors

- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

Visual Arts—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

English Language Arts—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

Physical Education—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.



APPENDIX D

Assessment and Evaluation

Prescribed learning outcomes, expressed in measurable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular German program.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for German 5 to 12.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

- Step 1 ► Identify the expected learning outcomes (as stated in this Integrated Resource Package).
- Step 2 ► Identify the key learning objectives for instruction and learning.
- Step 3 ► Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4 ► Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5 ► Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6 ► Provide examples of the desired levels of performance.
- Step 7 ► Implement the learning activities.
- Step 8 ► Use various assessment methods based on the particular assignment and student.
- Step 9 ► Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 10 ► Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11 ► Report the results of the evaluations to students and parents.



APPENDIX D

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the prescribed learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

Prescribed Learning Outcomes

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

Overview

This is a summary of the key features of the sample.

Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

Defining the Criteria

This part illustrates the specific criteria (based on prescribed learning outcomes), the assessment task, and various reference sets.

Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in German 5 to 12.

- Sample 1: Grade 6
Fashion Show
(Page D-8)
- Sample 2: Grade 8
European Cities and Towns
(Page D-12)
- Sample 3: Grade 9
Personal Qualities
(Page D-17)
- Sample 4: Grade 10
Sickness/Poor Health
(Page D-24)
- Sample 5: Grade 11
Famous Person
(Page D-29)
- Sample 6: Grade 12
Studying a Short Story
(Page D-35)

▼ **SAMPLE 1: GRADE 6***Topic: Fashion Show***Prescribed Learning Outcomes:***Communicating*

It is expected that students will:

- respond to simple instructions
- interact in simple, predictable exchanges and learning situations

Acquiring Information

It is expected that students will:

- extract specific information from German-language resources to complete authentic tasks
- convey acquired information in oral and visual forms

OVERVIEW

Over a two-week period, the teacher developed a series of activities based on fashion. Evaluation was based on participation in oral activities, labelled pictures of students' favourite clothing, and fashion commentary presentations.

PLANNING FOR ASSESSMENT AND EVALUATION

Students had previously learned the vocabulary for size, colour, and numbers.

- The teacher provided students with a variety of German fashion magazines. Students then formed groups of two or three. Each group identified three German words related to clothing from the magazine advertisements and articles (students were asked not to use dictionaries during this activity). As each group presented its words to the class, the teacher created a chart listing clothing vocabulary. Words and expressions included:

- *der Schal*
- *das Kleid*
- *die Hose*
- *die Handtasche*
- *die Socken*

- Students then worked in pairs, describing their own clothing. They included colours and used other adjectives they knew or found in German-English dictionaries. Each pair shared one of its descriptions with the class. The teacher recorded their phrases on the board, so that the class could associate the written and spoken forms.
- Each student sketched five favourite clothing items, including shoes and other accessories (e.g., baseball hats, backpacks). They labelled their pictures, finding appropriate words in a variety of classroom resources including the fashion magazines, class charts, and dictionaries. The sketches were posted around the room to provide additional vocabulary models for students to use.
- The teacher explained that students would be presenting a classroom fashion show, and the class brainstormed a list of German words and phrases that would be helpful. Students then suggested new vocabulary and patterns that might be needed. The teacher modelled some of the new vocabulary and provided patterns they could use. For example:
 - *Sie trägt ein rotes Kleid.*
 - *Hier ist _____ .*
 - *Er trägt _____ .*
 - *Sie trägt _____ .*
 - *Er hat _____ .*
- The teacher provided the class with a dress-up box and invited students to add contributions from home. Students worked in pairs, each combining two or

three items to present in a fashion show. Together, using frames provided by the teacher, the class wrote two or three short sentences about each outfit. Students then rehearsed their commentaries and fashion displays.

- In pairs, students took turns displaying and describing the clothing. Some students chose to wear the clothes; most simply held the clothes up or attached them to clips above the chalkboard.

DEFINING THE CRITERIA

As students worked on the assignments and practised their fashion commentaries, the teacher outlined the requirements and discussed the following criteria.

Participation in Oral Activities

To what extent does the student:

- take risks; make efforts to speak German
- follow simple directions for classroom routines
- use practised structures to ask and answer questions
- show interest and perseverance in using German resources

Labelled Picture or Diagram

To what extent does the student:

- use classroom resources to accurately label the items of clothing (including colours)
- take risks to include new or unfamiliar language that enhances each description

Fashion Commentary Presentation

To what extent does the student:

- speak comprehensibly
- accurately identify and describe the items of clothing (including colours)
- take risks to include new or unfamiliar language that enhances each description
- correctly use the frames and vocabulary provided
- use gesture and expression to support communication
- attempt to self-correct
- read or recite with some fluency (speak in phrases or sentences rather than word by word)

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used a checklist and performance rating scales to evaluate students' work in this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments.

The teacher used a checklist to record observations of students' participation in oral activities. From time to time, students were asked to complete the rating sheets as self-assessment. The same rating sheet was used throughout the year.

The teacher and students used a rating scale to evaluate the oral presentations. Students recorded the ratings they felt best described their work, and listed two strengths and one area for improvement in their journals. Where there was a difference between the self-rating and the teacher's evaluation, the teacher and student discussed and resolved the discrepancy.

Participation in Oral Activities

Name: _____	Date			
Criteria	Rating			
<ul style="list-style-type: none"> takes risks; makes effort to speak German 				
<ul style="list-style-type: none"> follows simple directions for classroom routines 				
<ul style="list-style-type: none"> uses practised structures to ask and answer questions 				
<ul style="list-style-type: none"> shows interest and perseverance in using German resources 				

Key: 3–Independently/minimal support.
 2–With some support.
 1–With continuing support.
 0–Not demonstrated.

Labelled Picture or Diagram

Rating	Criteria
Outstanding	Goes beyond the basic requirements to demonstrate additional learning (e.g., includes adjectives not presented in class).
Very Good	Complete and accurate. Uses the structures and vocabulary provided to present required information. May include minor errors.
Satisfactory	Basic. Includes required items using structures and vocabulary provided. May omit colour for some items, or use the wrong word in places.
Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

Fashion Commentary Presentation

Rating	Criteria
Outstanding	<p>Commentary exceeds basic requirements. Easy to understand. Includes some interesting or unusual detail. May use vocabulary and structures not practised in class. Speech shows some fluency and expressiveness. Uses effective strategies to support communication and self-corrects where needed.</p>
Very Good	<p>Meets task requirements. Comprehensible (may need some inferences by the listener). Uses a variety of appropriate vocabulary and structures practised in class to describe the clothing. Speech shows some expression and flow, but may be stilted in places. May attempt to self-correct.</p>
Satisfactory	<p>Presentation is largely recited, with frequent pauses. Speech is comprehensible with some effort on the part of the listener (the teacher may understand easily; students may have difficulty). May offer little elaboration, providing only basic information. Tends to use the same pattern repeatedly. Communication is stilted; often word by word. May ignore or fail to recognize errors.</p>
Not Demonstrated	<p>Inappropriate, incomprehensible, or incomplete.</p>

▼ **SAMPLE 2: GRADE 8**

Topic: European Cities and Towns

Prescribed Learning Outcomes:*Communicating*

It is expected that students will:

- participate in short conversations
- describe activities and interests in oral and written form

Acquiring Information

It is expected that students will:

- extract and to some extent process specific information from German-language resources to complete authentic tasks
- convey acquired information in oral, visual, and written forms

OVERVIEW

The teacher developed a three-week series of activities centred around European cities and towns. Evaluation of oral and written skills was based on role-play dialogues and tourist brochures of European cities.

PLANNING FOR ASSESSMENT AND EVALUATION

- Students studied German maps and brochures of cities and towns. They developed class charts of related vocabulary and discussed how the general layout of European cities differs from North American cities. Students reviewed previously learned vocabulary and expressions and used other resources (e.g., maps, brochures, dictionaries, and phrase books) to identify new language related to buildings and tourist attractions (*der Hauptbahnhof, das Schloß, das Museum, die Jugendherberge, die Kirche*) and directions (*an der Ampel, gehen Sie geradeaus, auf der linken Seite*). The teacher recorded lists of useful vocabulary and sentence frames.

- Each student practised using some of the language by writing a list of five local buildings and sharing it with a partner. Students also practised giving instructions on how to get to one building from another.
- The teacher used written quizzes to check each student's knowledge of relevant vocabulary and grammatical structures.
- Students listened to taped dialogues in which native speakers asked for and provided directions to attractions or sights in a German-speaking city. (*Entschuldigung, wie komme ich am besten zum Dom?*) They responded to questions about what they heard, and added vocabulary and structures to the class charts.
- The teacher asked students, working in pairs or groups of three, to practise one-to-two-minute role plays using city maps from German, Swiss, or Austrian cities. In each group, a tourist was to ask a local resident for directions to an attraction or point of interest (castle, museum, cathedral). The local resident would respond by providing detailed directions. The students discussed criteria and a rating scale before they began practising.
- Students then presented their role plays to the class.
- Working alone or in pairs, students created models or posters of their own European-style cities, which included 6 to 10 different buildings. Students each included an accompanying brochure that provided basic information and directions to the various sights. Before they began, students discussed requirements for the brochure and agreed to include:
 - a map showing the location of each building

- a brief description of each building (could be in point form) that includes name, purpose, location, and one or two key details (e.g., size, shape, age, key features, hours of operation)
- Students then used their cities and brochures to role-play tourist office conversations. They provided suggestions on what to see and do in their cities, and on how to get to two of the main attractions. Each student had opportunities to be both tourist and local expert.

DEFINING THE CRITERIA

As students worked on their assignments and practised their oral presentations, the teacher outlined the requirements and discussed the following criteria.

Role Play: Giving Directions Using City Maps

To what extent do students:

- extract accurate information from the map or other resources
- use appropriate question structures they have learned
- use simple, patterned phrases correctly to give directions
- sequence directions logically
- make themselves understood using German (approximate pronunciation and intonation)
- show control of vocabulary and structures that have been practised (correct use of articles, prepositions, pronouns)
- sustain the interaction (no long pauses interfere with the message being communicated)
- use intonation, miming, gestures, and body language to support communication

Brochure

To what extent does the brochure:

- provide all required information for the 6 to 10 buildings
- include relevant and interesting details appropriate to European cities
- include appropriate labels on the map
- use appropriate vocabulary—spelled correctly and including capitals, articles, pronouns, and prepositions (*zum/zur*)
- reproduce German words and patterns in understandable form
- show appropriate organization of information

Role Play: Tourist Office

To what extent is the student able to:

- provide a comprehensible message
- include some understandable detail (e.g., directions, adjectives, adverbs)
- recognize and respond to simple questions and statements
- use appropriate patterns and frames to include known expressions and vocabulary
- sustain the use of German throughout the activity
- use intonation, miming, gestures, and body language to support communication

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work in this unit. Students were given copies of the rating scales and samples of projects completed previously. The rating scales were discussed in English before students began working on their assignments. For the tourist brochures, students included self-assessments with their work. For the tourist office role plays, each student was scored individually.

Role Play: Giving Directions Using City Maps

Criteria	Self-Assessment*		Teacher Rating	
	Student 1	Student 2	Student 1	Student 2
<ul style="list-style-type: none"> • extracts accurate information from the map or other resources • uses appropriate question structures that have been learned • uses simple, patterned phrases correctly to give directions • sequences directions logically • makes her or himself understood using German (approximate pronunciation and intonation) • shows control of vocabulary and structures that have been practised (correct use of articles, prepositions, pronouns) • sustains the interaction (no long pauses interfere with the message being communicated) • uses intonation, miming, gestures, and body language to support communication 				

*The two students who worked together collaborated to assign self-ratings.

Key: 5-Outstanding

4-Very Good

3-Satisfactory

2-Marginal

1-Not Demonstrated

Brochure

Rating	Criteria
5	Outstanding. Goes beyond the basic requirements to demonstrate additional learning. For example, may include additional buildings, provide a variety of details for each building, or use language and structures not practised in class. Shows understanding of the layout of European cities. Information is clearly organized. May include some minor errors in language, but these do not detract from the overall impact.
4	All requirements and criteria fully met in both map and descriptions. Use of vocabulary for location and description is accurate and shows precision and variety in places. Layout of city is appropriate. Presentation is clear and easy to follow. May include some errors in language but these do not detract from the overall impact.
3	Meets most requirements at a basic level. May be inconsistent, with some aspects stronger and more detailed than others. Use of vocabulary for location and description is accurate, but may be repetitious. Errors may cause some confusion in places, but the material is generally understandable.
2	Marginal. May deal with requirements in a cursory way or show extreme inconsistency, with some aspects completed at a good level and others unsatisfactory. Tends to rely on a limited vocabulary and often includes errors in capitalization or use of articles. Material is difficult to understand in places.
1	Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief.

Role Play: Tourist Office

Rating	Criteria
5	<p>Goes beyond requirements of the task. Criteria consistently met at a strong level. The message is clear and easily understood by peers as well as teacher. Includes descriptions to refine and enhance the message or add interest to the interaction. Language shows some flow and may include vocabulary and patterns not practised in class. Pauses do not interfere with message. There is a clear sense of interaction—the student recognizes and responds to simple language and patterns. May ask for a specific word or phrase and be able to use it effectively to continue the communication.</p>
4	<p>Criteria met during most of the role play. Most of the message is clear, appropriate, and easy to follow by both peers and teacher. Includes some detail. Tends to rely on and repeat simple sentences and patterns. May include frequent pauses, most often at the end of a phrase or sentence. There is a sense of interaction, with the student able to recognize and respond to simple questions and prompts.</p>
3	<p>Criteria met for parts of the role play. Some points are clear, but others require effort on the part of the listener and may be difficult for peers to understand. Tends to repeat simple patterns with few details. The student is able to communicate in German for very short periods with frequent hesitations and extended pauses. Little sense of interaction—tends to be focussed on own efforts and may have difficulty recognizing and responding to prompts and questions from partner.</p>
2	<p>Attempts to address most criteria. Offers appropriate information, but parts may be incomprehensible or delivered in English. May be very brief, and deals with requirements in a cursory fashion. Speech may be halting, and pauses often interfere with communication. Errors in language impede parts of the communication. Little evidence of effective language strategies.</p>
1	<p>Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief.</p>

▼ **SAMPLE 3: GRADE 9***Topic: Personal Qualities***Prescribed Learning Outcomes:***Communicating*

It is expected that students will:

- describe and exchange information related to activities, people, and things
- express opinions and preferences relating to a variety of personal interests

Acquiring Information

It is expected that students will:

- extract and process information from German-language resources to complete authentic tasks
- convey acquired information through oral and written language, using visual support

OVERVIEW

Students participated in a five-to-six-hour unit on personal qualities. Evaluation was based on:

- participation in oral activities
- oral introductions of partners
- written descriptions of people
- reports on horoscopes

PLANNING FOR ASSESSMENT AND EVALUATION

- Students identified a popular situation comedy that all were familiar with. In small groups, students listed adjectives in English and German that described each character's personality and physical characteristics. They shared their lists with the class.
- Students used a variety of classroom resources (e.g., dictionaries, magazines, textbooks) to find German words and expressions to replace the English words

they had included in their original lists. Then they sorted the German words and expressions into categories to create a series of classroom charts: Physical Appearance, Interests, Personality, and Relationships With Others. Students also recorded the vocabulary in their notebooks or journals, along with a variety of structures and frames that the teacher had modelled.

- In pairs, students created short descriptions of characters of their choice—a celebrity or a fictional character from literature or television. They presented their descriptions to the class and invited other students to guess the identity of the characters. All interactions were conducted in German.
- Using pictures from magazines, the teacher chose various members of the class and asked the following questions: *Wie sieht er/sie aus? Wie ist er/sie?* Students reviewed the charts of descriptive words and phrases, and the structures and patterns the teacher had provided.
- Students in pairs practised introducing one another to prepare for a presentation in front of the class. In their descriptions, the teacher asked them to include what they looked like, how they were dressed, their personalities, and their likes or dislikes. They presented their introductions at the beginning of the next class.
- The teacher asked each student to write a descriptive paragraph about a person of her or his own choice (one not already described in class). Students could choose friends, favourite family members, or celebrities, and were required to include photographs with their descriptions. Before they began, the teacher reviewed criteria and task requirements with

students and reminded them to include at least one sentence about each of the following:

- physical appearance
 - personality
 - a favourite activity
 - a like or dislike
- Students looked at zodiac signs found in the textbook or in a German newspaper. They discussed the personality traits that matched the zodiac signs, while the teacher asked questions such as: *Wer ist die Jungfrau? Wann hast du Geburtstag? Bist du freundlich? Neugierig?*
 - Each student then completed a zodiac survey sheet with information about three or four classmates. Questions included:
 - *Wann hast du Geburtstag?*
 - *Was ist dein Sternzeichen?*
 - *Glaubst du daran?*
 - *Stimmt dein Horoskop?*
 - *Was sind deine Eigenschaften?*
 - Students discussed the results. The teacher then reviewed some of the patterns they had previously learned for expressing opinions. Students used this information to prepare short reports in which they offered their opinions about horoscopes. They presented their reports orally, including information from their surveys as evidence.

DEFINING THE CRITERIA

As students worked on their assignments and practised their oral presentations, the teacher outlined the requirements and discussed the following criteria.

Participation in Oral Activities

To what extent does the student:

- use German to ask and respond to questions from the teacher
- speak German during class and group activities
- demonstrate the correct use of the *du* and *Sie* forms
- respond to and support others when they are speaking German

Introduction of a Partner

To what extent does the student:

- convey an understandable message (the introduction makes sense)
- include all required information
- provide relevant and unusual details to add interest
- sustain the use of German—may pause or hesitate frequently, but pauses do not impede communication
- pronounce most words accurately or approximately
- self-correct as needed (e.g., restarting, repeating a word or phrase)
- use appropriate vocabulary and language patterns correctly

Description of a Friend, Family Member, or Celebrity

To what extent does the written description:

- convey an understandable message
- include all required information
- provide appropriate details and examples to add interest
- use the *ich/er/sie* forms correctly
- use a variety of appropriate vocabulary (spelled correctly and including capitalization and articles)
- use appropriate patterns and structures

Report on Horoscopes

To what extent does the student:

- speak comprehensibly (the report makes sense)
- provide relevant reasons and examples to support opinion
- sustain use of German—may pause or hesitate frequently, but pauses do not impede communication
- pronounce most words accurately or approximately
- self-correct as needed (e.g., restarting, repeating a word or phrase)
- use appropriate vocabulary and language patterns correctly

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work in this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments.

Participation in Oral Activities

The teacher used a rating scale to record observations about students' participation in oral activities. Students kept copies of the rating scale in their notebooks and assigned self-ratings at the end of each class.

Introduction of a Partner

The class used a rating scale to assess the introductions. Students rated their own presentations as well as those of the partners who introduced them. The teacher also assigned a rating. The teacher considered self- and partner assessments in assigning an overall rating.

Description of a Friend, Family Member, or Celebrity

The teacher and students used a scale to assess and provide feedback on the written descriptions. This scale was adapted and used throughout the year to assess written work.

Report on Horoscopes

The teacher used a rating scale to assess students' oral reports on horoscopes.

Participation in Oral Activities

Name: _____	Rating							
	— / — day/month							
Criteria <ul style="list-style-type: none"> • uses German to ask and respond to questions from the teacher • speaks German during class and group activities • demonstrates the correct use of the <i>du</i> or <i>Sie</i> form • responds to and supports others when they are speaking German 								

- Key: 4-Consistently; Voluntarily
 3-Often
 2-Sometimes (Needs Encouragement)
 1-Rarely

Introduction of a Partner

Criteria	Rating		
	Self	Partner	Teacher
<ul style="list-style-type: none"> • conveys an understandable message (the introduction makes sense) • includes all required information (appearance, clothing, personality, a like or dislike) • provides relevant and unusual details to add interest • sustains use of German—may pause or hesitate frequently, but pauses do not impede communication • pronounces most words accurately or approximately • self-corrects as needed (e.g., restarting, repeating a word or phrase) • uses appropriate vocabulary and language patterns correctly 			
Overall Rating			
Comments			
Self:			
Partner:			
Teacher:			

Key: 4—Powerful
 3—Competent
 2—Partial
 1—Weak

Description of a Friend, Family Member, or Celebrity

Rating	Criteria
<p>4 Powerful</p>	<p>Criteria consistently met at a strong level. Goes beyond requirements of the task to create an interesting and detailed profile. The student adds or elaborates on information to create interest. Vocabulary and structures are appropriate and varied, and may include language not practised in class. May include some minor errors, but these do not detract from the communication.</p>
<p>3 Competent</p>	<p>Criteria met. Communication is clear and easy to follow. Information is relevant, accurate, and complete. The student uses new language appropriately and competently. Tends to rely on familiar constructions and basic vocabulary. Errors do not impede communication.</p>
<p>2 Partial</p>	<p>Criteria partially met. May be inconsistent or very brief. Presents relevant information, but includes little accurate detail. May include some problems with newly presented language that cause the reader to reread or that puzzle the reader. Tends to rely on simple, familiar constructions and basic vocabulary.</p>
<p>1 Weak</p>	<p>Several criteria not demonstrated. May be incomplete, incomprehensible, or inappropriate. Often very brief.</p>

Report On Horoscopes

Criteria	Rating	Comments
<ul style="list-style-type: none"> comprehensible (the report makes sense) 		
<ul style="list-style-type: none"> provides relevant reasons and examples to support opinion 		
<ul style="list-style-type: none"> sustains use of German—may pause or hesitate frequently, but pauses do not impede communication 		
<ul style="list-style-type: none"> pronounces most words accurately or approximately 		
<ul style="list-style-type: none"> self-corrects as needed (e.g., restarting, repeating a word or phrase) 		
<ul style="list-style-type: none"> uses appropriate vocabulary and language patterns correctly 		
Overall Rating		

- Key: 4—Powerful
 3—Competent
 2—Partial
 1—Weak

▼ **SAMPLE 4: GRADE 10**

Topic: Sickness/Poor Health

Prescribed Learning Outcomes:*Communicating*

It is expected that students will:

- describe, with some supporting detail, events, situations, or experiences
- participate in a variety of situations drawn from real life

Acquiring Information

It is expected that students will:

- process and adapt information from German-language resources to complete authentic tasks
- convey acquired information in formats that show growing independence in oral and written language

Understanding Culture and Society

It is expected that students will:

- identify cultural content in German-language resources

OVERVIEW

Toward the end of German 10, the teacher presented a 10-to-12-hour unit on health. The teacher administered tests and quizzes to check on students' independent knowledge of relevant vocabulary and grammar. Evaluation was based on participation in group work; two role plays; and medication labels and accompanying print, radio, or TV advertisements.

PLANNING FOR ASSESSMENT AND EVALUATION

- Students brainstormed and learned vocabulary (*Kopfschmerzen, Bauchweh, Zahnschmerzen, Grippe, Schnupfen, Fieber, Tabletten, der Arzt, die Zahnärztin, die Apotheke*) and expressions (*Mir ist kalt. Mir ist schlecht.*) related to sickness and poor health. The teacher listed relevant vocabulary and structures on the chalkboard for easy reference. Students also added terms and phrases to their individual phrasebooks.
- Students listened to taped dialogues in which German speakers described their illnesses and what they did about them (consulted a dentist, called a doctor, bought medication at the drugstore). The class discussed each tape. After they had heard two or three tapes and responded to questions from the teacher, they worked in pairs to list as much information as possible from each conversation (in German). The pairs then used their notes to practise conversing about the same medical problems. Volunteers shared their conversations with the class.
- The teacher assigned pairs of students to develop role plays in which they could use the vocabulary and structures they had learned. In role, students conducted telephone conversations in which one student inquired about a classmate's absence from school. The teacher randomly selected pairs of students to present their role plays. Before the presentations, the class brainstormed some of the illnesses and symptoms that might come up, and discussed assessment criteria. Students agreed that each speaker should offer at least five questions or responses. Students were given some class time to practise and prepare, and then they presented their role plays to the class.

- Students used their assessments from the telephone role plays to help them prepare role plays of visits to the doctor, dentist, or drugstore. In role, students responded to questions and described their conditions and symptoms. The teacher then modelled two or three different office visits using volunteers.
- Using German-language magazines, students examined and discussed advertisements for products and medications (e.g., aspirin, cough syrup, digestive aids). They considered the language used and discussed how these advertisements compared to similar advertisements in Canadian publications.
- Working in groups of two or three, students created their own medication labels (for a vial or bottle). Each group also wrote the text for an accompanying radio, TV, or magazine advertisement for the medication. They then presented the advertisement to the class. Students also had the option of recording their presentations on video or audio cassette and presenting these to the class.
- sustain the interaction in German (using a variety of strategies as needed: body language, rephrasing or repeating information, asking questions)
- use a range of appropriate vocabulary and structures
- use correct word order and form—use of the dative case and past tense (e.g., *Mir ist kalt. Ich bin zum Arzt gegangen.*)

Medication Advertisement

Written Label

To what extent is the label:

- complete, with pertinent information (name, quantity, price, directions for use) written accurately in German
- clearly organized and easy to read

Presentation (Radio, TV, or Magazine Advertisement)

Note: Because these were based on prepared scripts, students were expected to meet a higher standard than they would when speaking spontaneously (e.g., in an interview or role play).

To what extent does the student:

- use comprehensible (to a sympathetic native speaker) speech to communicate a message (i.e., Does it sound like the student knows what he or she is saying?)
- provide relevant details and examples
- use interesting language, details, or humour to engage the audience
- attempt to model on German advertising (e.g., contains features shown in German magazine advertisements)
- offer some sense of pacing and flow (pauses do not interfere with message)
- use a range of appropriate vocabulary and structures
- use correct word order and form (e.g., use of the dative case and past tense)

DEFINING THE CRITERIA

As students worked on their assignments, the teacher outlined the requirements and discussed the following criteria.

Participation in Group Work

To what extent does the student use German during group work and with partners?

Role Plays

To what extent does the student:

- speak comprehensibly, conveying an understandable message
- include appropriate details

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work in this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments.

Each day, the teacher rated students' participation in group and class activities. For the role plays, each student was scored individually.

Participation in Group Work

Rating	Criteria
3	<ul style="list-style-type: none"> • uses German without prompting or reminder from teacher
2	<ul style="list-style-type: none"> • requires few reminders to use German
1	<ul style="list-style-type: none"> • requires frequent reminders to use German

Role Plays

Rating	Criteria
<p>5 Excellent</p>	<p>Goes beyond basic requirements of the task. The conversation is clear and includes details that refine and enhance the message or add interest. Shows fluency and demonstrates a clear sense of interacting (rather than focussing exclusively on own part). May include vocabulary and patterns not practised in class. May include errors, but these do not detract from the communication.</p>
<p>4 Very Good</p>	<p>Criteria met during most of the role play. Most of the message is clear and easy to follow. Includes some detail. Tends to rely on and repeat simple sentences and patterns. There is some sense of interaction—the student is able to recognize and respond to familiar questions and prompts from partner, but may pause frequently (most often at the end of a phrase or sentence). May include errors, but these do not interfere with communication.</p>
<p>3 Satisfactory</p>	<p>Criteria met for parts of the role play. Some points are clear, but others require effort on the part of the listener and may be difficult for peers to understand. Tends to repeat simple, short patterns with few details. Little sense of interaction—tends to be focussed on own efforts and may have difficulty recognizing and responding to prompts and questions from partner. Pauses or hesitates frequently.</p>
<p>2 Needs Improvement</p>	<p>Attempts to address most criteria. Offers appropriate information, but parts may be incomprehensible or lapse into English. May be very brief. Little interaction—there is no sense that two people are communicating in a purposeful way. Long pauses often interfere with communication. Errors in language impede parts of the communication. Little evidence of effective language strategies.</p>
<p>1 Not Demonstrated</p>	<p>Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief.</p>

Medication Advertisement

Rating	Criteria
<p>5 Excellent</p>	<p>All components of project submitted as required. Attempts to engage the audience through use of voice, interesting detail, humour, costumes, or props. Uses a wide range of expressions and vocabulary with limited repetition. May include minor errors in usage or pronunciation, but these do not detract from intended communication.</p>
<p>4 Very Good</p>	<p>Components of project submitted as required. Includes a range of appropriate information. Uses a range of expressions and structures, with some repetition. May include errors in usage or pronunciation, but message is still communicated clearly.</p>
<p>3 Satisfactory</p>	<p>Meets requirements. Major components of project are appropriate, but may offer few supporting details or attempts to engage audience. Message is comprehensible, but may take some effort on the part of the teacher in places. Errors may detract from communication.</p>
<p>2 Needs Improvement</p>	<p>Meets some requirements. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience—there is often little sense of communication. May rely on a simple, basic vocabulary and repeat the same structures. Errors may interfere with communication.</p>
<p>1 Not Demonstrated</p>	<p>Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.</p>

▼ **SAMPLE 5: GRADE 11***Topic: Famous Person***Prescribed Learning Outcomes:***Communicating*

It is expected that students will:

- describe or narrate events, situations, or experiences
- interact in and respond to new and increasingly complex exchanges

Acquiring Information

It is expected that students will:

- research and use relevant information from a variety of German-language resources to complete authentic tasks
- convey acquired information in a variety of formats

Understanding Culture and Society

It is expected that students will:

- identify the contributions of German-speaking peoples to Canada and the world

OVERVIEW

Near the end of German 11, the teacher presented a unit on the contributions of German-speaking people. Each student selected a famous German-speaking person to research and present to the class. Evaluation was based on:

- research notes
- oral presentations
- visual displays supporting the presentations
- listening records in which students recorded information from the presentations

PLANNING FOR ASSESSMENT AND EVALUATION

The class had previously made a variety of oral presentations on topics of personal interest, including profiles of friends and family members. They had also completed written research projects.

- The teacher invited students to brainstorm a list of famous German-speaking people who had made cultural or scientific contributions to Canada or the world. The list included musicians, painters, writers, scientists, athletes, humanitarians, and philosophers. Students were then asked to use classroom and other resources to add more names to the list.
- The teacher explained that each student would choose someone from the list as the subject for a researched oral presentation and visual display. Students discussed available electronic, print, and community research resources. The teacher agreed that students could conduct some of the research in English, but each student also had to demonstrate the use of at least two German-language resources.
- The class reviewed some of the vocabulary and structures that might be useful in profiling famous people and their accomplishments. The teacher recorded their lists on the chalkboard for ongoing reference, and modelled some new structures they could use. In point form, the teacher provided information in German about various people. Students worked with partners to practise using the structures to create short descriptions.
- The teacher discussed criteria for the assignments and provided copies of the rating scales that would be used to assess students' work. They were expected to:

- prepare two-to-three-minute oral presentations in German, based on their research
 - create visual displays (in the form of posters or collages) to support their presentations, summarizing key information about the people's lives
 - demonstrate their listening skills by recording key information from each presentation (asking at least three questions to clarify or elaborate on information in each presentation)
- Students worked with the resources they collected in the classroom and in the library, while the teacher provided ongoing support and assistance. From time to time, the teacher provided a short lesson or review dealing with relevant language concepts. Students had opportunities to practise their presentations with partners, who provided feedback.
 - Students took turns offering their oral presentations, supported by the visual displays they had created. At the end of each presentation, classmates were encouraged to ask questions. The teacher also provided a listening record form that students were expected to complete. The form included the following information:
 - name of the presenter
 - subject of the report
 - major contribution
 - two details about the person's life or work

Students also recorded the questions they had asked during the presentations.

DEFINING THE CRITERIA

As students worked and practised, the teacher outlined the requirements and discussed the following criteria.

Research Notes

To what extent are the research notes:

- written in understandable German
- clearly organized
- appropriately researched (including at least two German-language library or electronic resources)
- relevant, detailed, and accurate

Oral Presentation

To what extent does the student:

- present a clear and easy-to-follow report, entirely in understandable German
- accurately identify and explain the subject's major contribution
- include relevant and accurate details about the subject's life and work
- attempt to engage the audience by including interesting or humorous details, or using new or unfamiliar language
- speak confidently and smoothly, with approximately correct pronunciation and intonation (may include minor errors)
- use correct word order and form
- use a variety of appropriate language and expressions

Visual Display

To what extent does the display:

- focus on the subject's major contribution(s)
- accurately depict key information about the subject's life and work
- include labels correctly written in German
- show consideration for the audience: eye-catching and easy to read

Listening Record

To what extent does the record include:

- complete and accurate information
- written language that is easy to understand
- at least three appropriate questions asked by the student

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate students' work in this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments. Each student completed a self-evaluation of each assignment, and the teacher considered them when assigning a final score.

The class used rating scales to evaluate oral presentations. Each student was responsible for assessing the performance of one other student (randomly assigned by the teacher). The teacher considered self- and peer assessments in assigning a final (consensus) rating.

The teacher used a scale to evaluate the listening records for completeness and accuracy. Information for each presentation was evaluated separately (i.e., students received ratings of 1-4 on their notes for each presentation). The teacher used the same scale to assign ratings to the questions that students asked and recorded.

Research Notes

Criteria	Rating							
	Self				Teacher			
• written entirely in understandable German	1	2	3	4	1	2	3	4
• clearly organized	1	2	3	4	1	2	3	4
• reflects effective research (including at least two German-language library or electronic resources)	1	2	3	4	1	2	3	4
• includes relevant, detailed, and accurate information	1	2	3	4	1	2	3	4
Overall Rating	1	2	3	4	1	2	3	4

- Key: 4—Strong
 3—Satisfactory
 2—Partial/Marginal
 1—Weak

Oral Presentation and Visual Display

	Rating			Comments	Consensus Rating
	Self	Peer	Teacher		
<p>Criteria: Oral Presentation</p> <ul style="list-style-type: none"> • clear and easy to follow; presented entirely in understandable German • accurately describes the subject's major contribution(s) • includes relevant and accurate details about the subject's life and work • attempts to engage audience by including interesting or humorous details, or using new or unfamiliar language • uses a variety of appropriate language and expressions • uses correct word order and form • speaks confidently and smoothly, with approximately correct pronunciation and intonation (may include minor errors) 					
Overall Rating for Oral Presentation					
<p>Criteria: Visual Display</p> <ul style="list-style-type: none"> • focusses on the subject's major contribution(s) • accurately depicts key information about the subject's life and work • labels are correctly written in German • shows consideration for audience: eye-catching; easy to read 					
Overall Rating for Visual Presentation					

Key: 4—Strong
 3—Satisfactory
 2—Partial/Marginal
 1—Weak

Listening Record

Rating	Criteria	
	Information*	Questions
<p>4 Strong</p>	<p>All required information is recorded clearly and accurately.</p>	<p>All three questions are clear, logical, and appropriate (i.e., call for clarification or elaboration of information not previously presented).</p>
<p>3 Satisfactory</p>	<p>Most required information is recorded clearly and accurately.</p>	<p>All three questions are clear. Two are logical and appropriate (i.e., call for clarification or elaboration of information not previously presented).</p>
<p>2 Partial/Marginal</p>	<p>Some accurate information is recorded; may be vague or hard to follow in places.</p>	<p>At least two questions are understandable. One is logical and appropriate (i.e., calls for clarification or elaboration of information not previously presented).</p>
<p>1 Weak</p>	<p>Some accurate information is recorded; may be somewhat confusing.</p>	<p>At least one question is understandable, but calls for information already clearly provided.</p>

*Rate information separately for each presentation.

▼ SAMPLE 6: GRADE 12

Topic: Studying a Short Story

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- give reasons and information to support points of view
- interact in situations drawn from real life

Acquiring Information

It is expected that students will:

- convey acquired information in oral, visual, and written forms

Experiencing Creative Works

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

OVERVIEW

This unit focussed on a locally approved short detective story, *Die Anhalterin*, by Herbert Reinecker. (Another similar short story could be selected.) Evaluation was based on:

- chapter assignments and character charts
- posters
- written summaries

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher distributed the novel *Die Anhalterin* and asked students to preview it in order to make predictions (in German) about the genre, the characters, the setting, some of the events, and the ending. The teacher recorded the predictions on a chart.

- Students read the story independently, one chapter at a time. After each chapter, they discussed the events, and then reread the chapter orally as a class or in small groups. The teacher provided discussion questions, participated in the oral readings (to provide modelling), and explained vocabulary or syntax as needed. Students then worked in pairs to record and demonstrate their knowledge of key events in a variety of ways (e.g., composed and responded to comprehension questions, created storyboards or cartoons, wrote reviews or personal responses). They kept their assignments in separate sections of their notebooks or their journals.
- As they read, students also developed tables to help them keep track of the characters. Table headings included:
 - Character's Name
 - Physical Appearance
 - Character Traits
 - Job or Profession
 - Connection to the Murdered Heroine
- After completing the story, students were asked to create posters of their favourite characters. Each poster included a visual representation of the character's physical appearance, three symbols that reflected the character's role and actions in the story, and a list or other summary that identified three key character traits (with at least one piece of evidence to support each trait).
- Students then retold the story, in two or three written pages, from the point of view of the characters they had chosen.

DEFINING THE CRITERIA

As students worked on their assignments, the teacher outlined the requirements and discussed the following criteria.

Chapter Assignments and Character Chart

- complete: includes key events, characters, and setting
- accurate: consistent with story details
- includes some detail or elaboration
- clearly organized
- chart of characters is complete and accurate; includes relevant details and examples

Poster

- accurately depicts key physical qualities of the character
- symbols are logically related to relationships and events in the story
- character traits are consistent with story details
- includes clear, logical, and relevant support for identified traits
- material is relevant and appropriate and focusses on the chosen character (no extraneous or inaccurate detail)

Written Summary

- projects into the character to offer a personal viewpoint or response to the events that is consistent with the character's role and relationships
- complete: includes main events and resolution
- accurate: consistent with story details
- includes relevant details and reasons to support the interpretation presented
- clearly and logically organized
- uses verb tenses and adverbs accurately to reflect passage of time and order of events
- uses a wide range of appropriate vocabulary and idioms, including new vocabulary from the story, to support and enrich the message
- uses a variety of appropriate patterns with correct word order and declension forms

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales, and discussed them in English before they began working on their assignments.

Chapter Assignments and Character Chart

Criteria	Rating
<p>Chapter Assignments</p> <ul style="list-style-type: none"> • complete: include key events, characters, and setting • information is accurate: consistent with story details • include detail or elaboration • clearly organized <p>Character Chart</p> <ul style="list-style-type: none"> • complete with accurate information • includes relevant details and examples; may show some insight 	

Key: 4-Strong
 3-Satisfactory
 2-Partial
 1-Very Limited

Poster

Criteria	Rating
<ul style="list-style-type: none"> • accurately depicts key physical qualities of the character • symbols are logically related to relationships and events in the story • character traits are consistent with story details • includes clear, logical, and relevant support for identified traits • material is relevant and appropriate; focusses on the chosen character (no extraneous or inaccurate detail) 	

Key: 4-Strong
 3-Satisfactory
 2-Partial
 1-Very Limited

Written Summary

Rating	Criteria
Strong	A clear and detailed piece of writing that shows understanding of the story. Conveys the key events accurately from the perspective of the chosen character. May consider an unusual interpretation or focus on some of the more subtle or abstract features. Logically organized. May take risks with language and thus sometimes make errors when attempting to express complexities or subtleties. Wide range of vocabulary and idiom supports message and enriches expression. Errors (if any) in language use do not detract from meaning.
Satisfactory	A clear and complete piece of writing that shows detailed literal understanding of the story. Conveys the main events accurately and tries to reflect the perspective of the chosen character (may be inconsistent). Logically organized. Uses a range of vocabulary and idiom, but may be somewhat repetitive. May include some structural and tense errors, but these do not obscure the meaning.
Partial	An understandable account of most of the key events. May not reflect the perspective of the chosen character in a convincing way. Writing is comprehensible but may be unclear in places, often because of problems with organization. Links between ideas may be weak or confusing. Vocabulary and idiom tend to be basic and concrete. May include errors in word choice, structures, or surface features, but these do not seriously obscure meaning.
Limited	An understandable account that includes some events. Others may be omitted or inaccurate. May not reflect perspective of chosen character in a logical way. Vocabulary and patterns tend to be basic and repetitive. Writing may be incomprehensible in places because of errors in word choice, word order, tenses, or declension. May be very brief.
I/F	Information is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer's views.



APPENDIX E

Acknowledgments

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