

GERMAN LANGUAGE AND CULTURE TWELVE YEAR (12Y)

Locally Developed Course Sequence

June 2019

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INTRODUCTION

Studying the German language opens the door to understanding and participating in an influential world culture with close relationships to both the English language and our contemporary way of life. Communication with people living in much of northern and central Europe is possible for those who know the German language. German is spoken by approximately 120-million people worldwide; it is the official language of Austria and Germany; it is one of several official languages in Liechtenstein, Luxembourg and Switzerland; and in Belgium and Denmark, German is a language with special status. German is also an important key to communication in many parts of the world beyond the German-speaking nations. In eastern Europe, for example, the use of German as a major language of business has been increasing in recent years.

To learn German as another language is to embark on a profound experience of cross-cultural exploration. Contributions from German-speaking cultures have shaped areas such as science, technology, music, philosophy, literature, religion and politics, to name a few. Over the centuries, German has had a significant impact far beyond the borders of nations where the language is spoken. For those students who have some knowledge of German, or a family connection to the culture, there is the opportunity to renew contact with that ancestral language and culture. It also helps maintain and develop literacy in a first language that is not the majority language in the community.

The value, for Canadian society as a whole, of learning German is summarized as follows. Learning German leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity;
- an enhanced role in the international community; and
- improved potential in the Canadian and the global marketplace and workplace.

There also are many personal reasons for learning German. Students who have no previous knowledge of the language can look forward to:

- more opportunity to communicate directly with German-speaking people and gain a deeper insight into their own culture and language;
- a broader range of educational, career and leisure opportunities; and
- the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada.

Students receive additional, indirect benefits from learning German as another language, including:

- the development of increased competence in their use of English or in other languages they may know; and
- enhanced cognitive flexibility and functioning—particularly an increased ability to conceptualize and to think abstractly—and greater divergent thinking, creativity and metalinguistic competence.

German Language and Culture Twelve Year (12Y) is a locally developed course sequence that provides opportunities for students in Kindergarten to Grade 12 to develop German-language proficiency and knowledge and appreciation of German-speaking cultures. The course sequence provides opportunities for students to develop an awareness of, and sensitivity to, cultural and linguistic diversity, in addition to preserving cultural identity.

For those students who have some knowledge of German or a family connection to the culture, the course sequence also offers the opportunity to:

- renew contact with their language, culture and heritage; and
- maintain and further develop literacy in their primary language.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this curriculum:

- language is communication;
- language expresses culture;
- all students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates;
- all languages can be taught and learned;
- learning an international language leads to enhanced learning in the student's primary language, related areas of cognitive development and knowledge acquisition, which is also true for students who have no knowledge of German and are learning it as a second or additional language and for students who have some knowledge of German and are developing their literacy skills in the language.

EFFECTIVE LANGUAGE LEARNING

The following are general principles of effective language learning that research about second-language learning and acquisition identifies. These principles guide the conceptual model used in this locally developed course.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while also learning about a content area or carrying out a project. Specific language skills are taught when students have noticed they need specific vocabulary, structures or functions to carry out a task they have chosen to do. When language learning has a purpose, students are more highly motivated.

Focus on Interaction

Students learn languages more effectively when they have ample opportunity to work in small groups, on tasks they have a hand in choosing and that require them to negotiate meaning—make themselves understood and work to understand others—with their fellow students. In classrooms structured this way, students have more practice time, work on tasks reflecting their interests and are using the language in situations that more closely resemble those outside of school.

Focus on Strategies

Successful language learners use various strategies to help make their learning more effective. These language-learning strategies are often categorized as cognitive, metacognitive, and social or affective. Communication or language-use strategies are an important component of communicative competence. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

Not all students acquire these strategies on their own. Most of them benefit from explicit classroom instruction regarding language-learning and language-use strategies provided alongside instruction in the language itself. Once students are consciously aware of strategies, have practiced using them, can select the most effective ones for a task, and can see the link between their actions and their learning, they are more motivated and more effective language learners.

Building on Prior Knowledge

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

Students come to their language-learning experience with different prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that offer choice and flexibility allow students to make meaningful connections and actively involved in constructing their learning.

Transfer

In addition to knowledge about content, students will come to their language class with a large body of useful knowledge about language, even if they haven't spoken a word of the language. They can transfer knowledge of their first language and other languages they know, or are learning, to the new language. However, their first language may also be a source of interference, as students try to apply generalizations valid in their dominant language to the new language. Students benefit from an awareness of differences and similarities about any component of the language—the sound system, grammar structures, vocabulary, discourse features¹. They may also transfer language-learning and language-use strategies from one language context to another.

Language Learning and Culture

Intercultural competence is an essential element of any language-learning endeavour. Cultures continually evolve, and knowledge of just the target culture alone is not sufficient. If students develop the skills to analyze, understand for themselves and relate to any culture they encounter, it will prepare them for future interactions with cultural practices different from their own.

The aim of this locally developed course sequence is the development of communicative competence in German.

1. Words and phrases used to connect, organize and manage what is said or written—for example, ich meine, also, weißt du, gut, ach so, okay, richtig, eigentlich, nun, zuerst, auch, jedenfalls, doch.

THE CONCEPTUAL MODEL

The aim of this curriculum is the development of communicative competence in German.

Four Components

The curriculum includes four interrelated and interdependent components that represent communicative competence. **Applications** deal with what students can do with the language, the functions they can perform and the contexts they can operate in. **Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation. **Global Citizenship** aims to develop intercultural competence, with a particular focus on cultures associated with German. **Strategies** help students learn and communicate more effectively and more efficiently. Each of these components is described more fully at the beginning of the corresponding section of the curriculum.

Modes of Communication

The focus of the curriculum is on using language to communicate in specific contexts, with a particular purpose or task in mind. As such, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication. It can take the form of written communication between individuals using a medium such as email, where the exchange of information is relatively immediate. It is characterized principally by the opportunity to actively negotiate meaning—helping others understand and working to understand others. Interactive communication generally requires more speed and less accuracy than the other two modes.

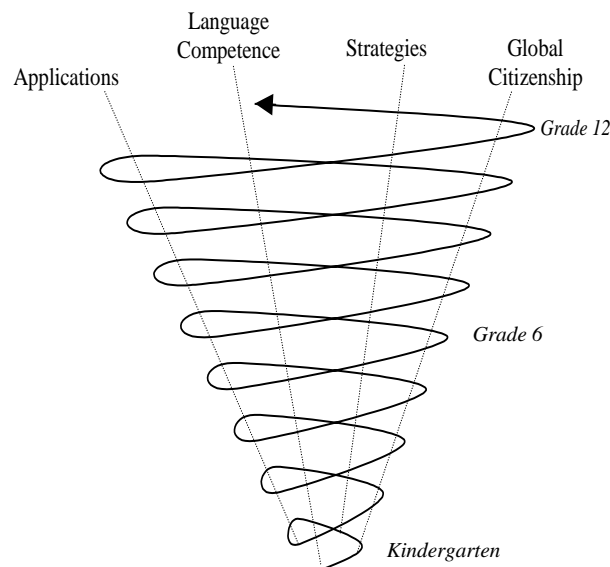
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader isn't in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references or making the meaning clearer in other ways. Reading and listening will sometimes involve viewing and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is the communication of oral and written messages in contexts where the audience isn't in personal contact with the speaker or author, or situations of one to many communications—for example, a lecture or performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations are sometimes enhanced by representing the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure communication is successful since the participants can't directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element added must be integrated into the whole of what has gone before. The model that best represents the students' language-learning progress is an expanding spiral. Their progression is both vertical and horizontal. Vertical progression includes increased proficiency. Meanwhile, horizontal progressions include a broader range of applications and experience with more vocabulary, text forms and context. The spiral also represents how language-learning activities are best structured. Lexical fields, learning strategies or language functions are revisited at different points in the twelve-year program—in different grades and courses. When revisited, its done from a different perspective, in broader contexts or at a slightly higher level of proficiency. By doing this, learning is reinforced, extended and broadened with each successive pass.

Figure 1: Spiral Progression



ORGANIZATION OF THE CURRICULUM

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes students are expected to achieve in the course of their language-learning experience. The four general outcomes serve as the foundation for the curriculum and are based on the conceptual model (see pg. 4, “The Conceptual Model”).

Applications [A]

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

Language Competence [LC]

Students will understand and produce German effectively and competently.

Global Citizenship [GC]

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

Strategies [S]

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

The order the general outcomes are presented in the curriculum doesn’t represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are implemented in an integrated manner.

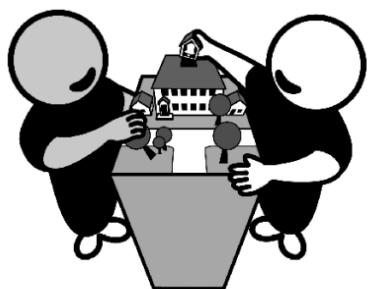
Specific Outcomes

Each general outcome is further broken into specific outcomes students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes are dealt with in an integrated manner. The specific outcomes are categorized under cluster headings, which show the scope of each general outcome (see pg. 7, “Figure 2: Specific Curriculum Outcomes and Developmental Flow of Learning”).

Additionally, the specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program (see pg. 8, “Guide to Reading the Curriculum”). Outcomes also have a spiral progression, which is part of the conceptual model. As such, activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

Figure 2: Specific Curriculum Outcomes and Developmental Flow of Learning

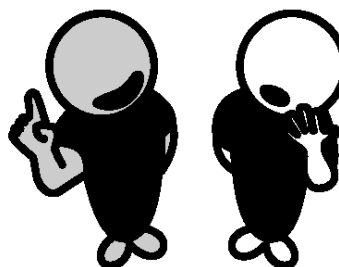
Applications



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

- A-1 to impart and receive information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

Language Competence



Students will use German **effectively** and **competently**.

- LC-1 attend to form
- LC-2 interpret and produce texts
- LC-3 apply knowledge of the sociocultural context
- LC-4 apply knowledge of how the German language is organized, structured and sequence

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC-1 historical and contemporary elements of German-speaking cultures
- GC-2 affirming diversity
- GC-3 personal and career opportunities

Strategies



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

- S-1 language learning
- S-2 language use
- S-3 general learning

GUIDE TO READING THE CURRICULUM

Table 2: General Outcome for Language Competence
Students will use German effectively and competently.

cluster heading
for specific
outcomes

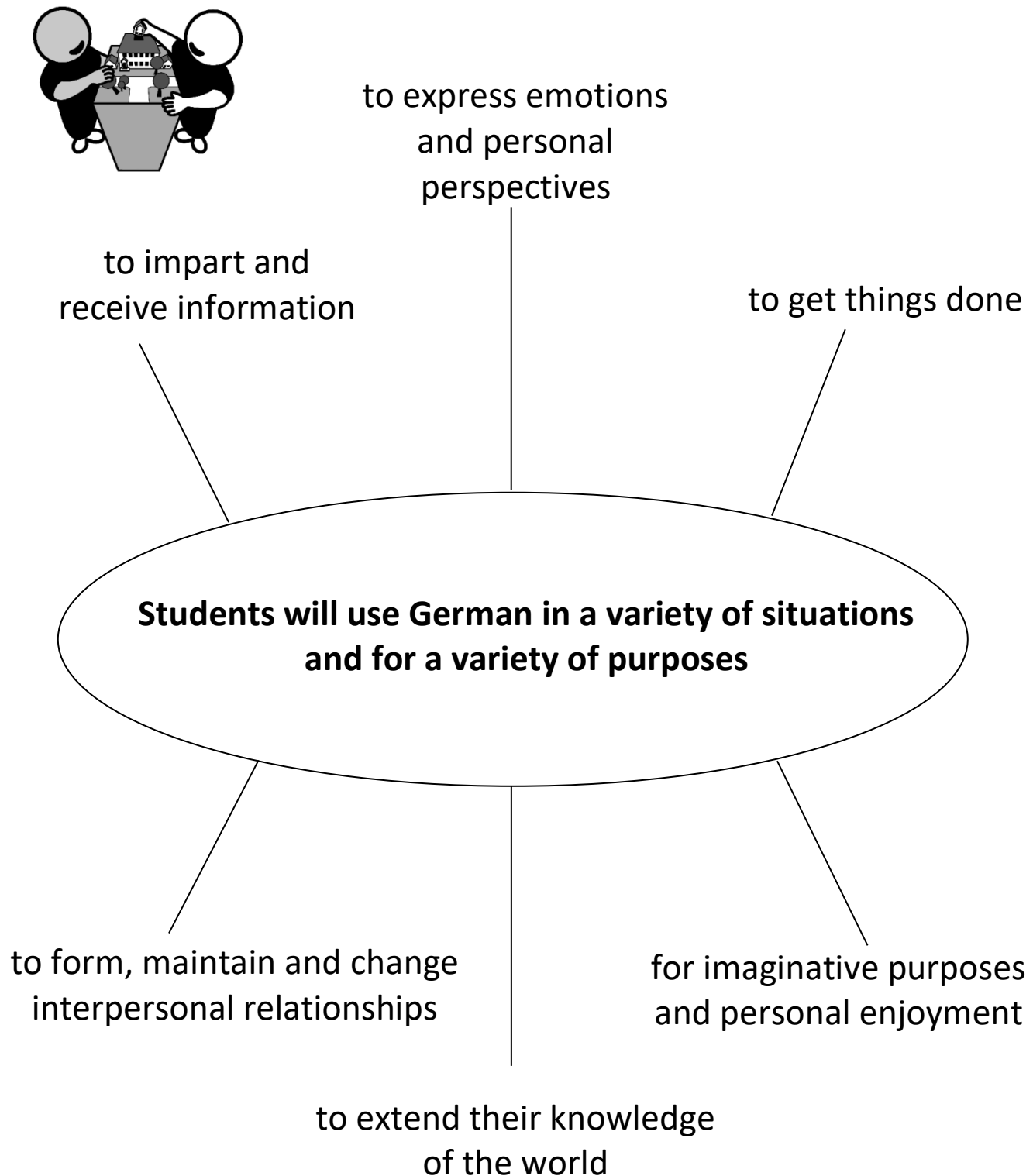
LC-2 interpret and produce oral texts

| | | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|-------------------------------|---|---|---|--|
| | | <i>Students will be able to:</i> | | | |
| <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 10px; transform: rotate(-45deg); transform-origin: left top; margin-right: 10px;"> read each page vertically for outcomes expected at the end of each grade </div> <div style="border: 1px solid black; padding: 10px; transform: rotate(45deg); transform-origin: right top; margin-left: 10px;"> strand headings for specific outcomes </div> </div> | LC-2.1 listening | a. understand simple words and phrases in guided situations | a. understand simple sentences in guided situations | a. understand a series of simple sentences in guided situations | a. understand short, simple texts in guided situations |
| | LC-2.2 speaking | a. produce simple words and phrases in guided situations | a. produce simple words and phrases in guided situations | a. produce simple words and phrases in guided situations | a. produce simple sentences in guided situations |
| | LC-2.3 interactive fluency | a. engage in simple interactions, using isolated words | a. engage in simple interactions, using short, isolated lexical phrases | a. engage in simple interactions, using short, isolated lexical phrases | a. engage in simple interactions, using simple sentences |

read each page horizontally for developmental flow of
outcomes from grade to grade

specific outcome statements for each grade

Figure 3: Applications



APPLICATIONS

The specific outcomes under the heading **Applications** deal with **what** students can do with the language—meaning the **functions** they can perform and the **contexts** they can operate. Functional competence is important for a content-based or task-based approach to language learning, where students are constantly engaged in meaningful tasks.

The Application functions are grouped into six cluster headings (see pg. 9, “Figure 3: Applications”). For each of the six headings, there are one or more strands that describe the developmental flow of learning from grade to grade (see pg. 11, “General Outcomes for Applications”). Each strand is identified by strand headings—on the left side of the table, “General Outcomes for Applications.” The strand headings deal with a specific language function that share factual information. Students at any grade level can share factual information. Young, beginning learners do this in simple ways such as saying, “This is my family.” As students gain more knowledge and experience, they broaden the range of subjects they can deal with, learn to share information in writing and orally, and can handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen for the curriculum reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled, “manage group actions” is included to ensure students acquire the language necessary to function independently in small groups. The reason: It’s an effective way to organize second-language classrooms. The strands under the cluster heading, “to extend their knowledge of the world” accommodates a content-based approach to language learning, where students learn content from another subject area as they learn the second language.

The level of linguistic, sociolinguistic and discourse competence students exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. Application outcomes must be read in conjunction with the Language Competence outcomes to know how well students can perform the specific function. For example, Grade 9 students might be expected to share factual information by presenting a short text on an unfamiliar topic, such as a brief biography. Language competence outcomes indicate if a student is presenting orally. The student will speak clearly, intelligibly and sequence information chronologically. They will do this by using some complex grammatical structures and simple formal language, if the context requires it.

General Outcome for Applications

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

A-1 to impart and receive information

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|---------------------------------|---|---|--|
| <i>Students will be able to:</i> | | | | |
| A-1.1 share factual information | a. share basic information | a. identify people, places and things from their surrounding environment | a. ask for and provide information b. respond to simple, predictable questions | a. describe people, places, things |
| A-1.2 gather and organize information | a. gather simple information | a. organize information in simple ways | a. sequence information in simple ways | a. share personal knowledge of a topic |

A-2 to express emotions and personal perspectives

| | | | | |
|--|--|--|--|--|
| <i>Students will be able to:</i> | | | | |
| A-2.1 share ideas, thoughts, opinions, preferences | a. express simple preferences | a. express a personal response | a. identify favorite people, places or things | a. express a personal response to a variety of situations |
| A-2.2 share emotions, feelings | a. express basic emotions and feelings | a. respond to and express emotions and feelings | a. identify and express emotions and feelings | a. express and respond to a variety of emotions and feelings |

General Outcome for Applications

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

A-1 to impart and receive information

| | Grade 4 | Grade 5 | Grade 6 |
|---|--|---|---|
| <i>Students will be able to:</i> | | | |
| A-1.1 share factual information | a. ask for and provide information on a range of familiar topics | a. describe series or sequences of events or actions | a. provide simple information on several aspects of familiar topics |
| A-1.2 gather and organize information | a. compare and contrast information in simple ways | a. compose questions to guide research, with guidance b. identify sources of information, with guidance c. record observations, with guidance | a. gather information from a variety of resources |

A-2 to express emotions and personal perspectives

| | | | |
|--|---|--|--|
| <i>Students will be able to:</i> | | | |
| A-2.1 share ideas, thoughts, opinions, preferences | a. record and share simple thoughts and ideas with others | a. inquire about and express likes and dislikes | a. inquire about and express agreement and disagreement |
| A-2.2 share emotions, feelings | a. inquire about and express emotions and feelings | a. record and share personal experiences involving an emotion or feeling | a. inquire about and express emotions and feelings in a variety of familiar contexts |

General Outcome for Applications

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

A-1 to impart and receive information

| | Grade 7 | Grade 8 | Grade 9 |
|---|--|--|---|
| <i>Students will be able to:</i> | | | |
| A-1.1 share factual information | a. understand and use definitions, comparisons and examples for familiar and unfamiliar topics | a. share facts about events that took place in the past or that may take place in the future | a. share detailed information on a specific topic |
| A-1.2 gather and organize information | a. organize and manipulate information | a. gather information, using a prepared format | a. identify key ideas, from several sources |

A-2 to express emotions and personal perspectives

| | | | |
|--|--|--|--|
| <i>Students will be able to:</i> | | | |
| A-2.1 share ideas, thoughts, opinions, preferences | a. inquire about and express interest or lack of interest b. inquire about and express satisfaction and dissatisfaction | a. inquire about and express probability and certainty | a. express opinions b. support their own opinions |
| A-2.2 share emotions, feelings | a. express emotions and feelings in a variety of informal situations | a. express emotions and feelings in formal situations | a. compare the expression of emotions and feelings in formal and informal situations |

General Outcome for Applications

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

A-1 to impart and receive information

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|--|
| <i>Students will be able to:</i> | | | |
| A-1.1 share factual information | a. ask and answer questions about an informative text, read or heard | a. explain factual information for a variety of audiences | a. discuss factual information on a variety of topics in a variety of situations |
| A-1.2 gather and organize information | a. summarize and paraphrase information from several sources b. evaluate the usefulness and reliability of sources | a. evaluate and synthesize information from several sources | a. evaluate and synthesize information from a variety of sources |

A-2 to express emotions and personal perspectives

| | | | |
|--|--|--|--|
| <i>Students will be able to:</i> | | | |
| A-2.1 share ideas, thoughts, opinions, preferences | a. express and explain preferences | a. exchange and compare opinions in a variety of situations | a. share ideas, thoughts, opinions and preferences on a variety of topics in a variety of situations |
| A-2.2 share emotions, feelings | a. explore the expression of strong emotions and feelings in a variety of situations | a. share a range of emotions and feelings in a variety of situations | a. analyze and discuss the expression of emotions and feelings in a variety of media |

General Outcome for Applications

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

A-3 to get things done

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|-------------------------------------|--|--|---|--|
| A-3.1 guide actions of others | <i>Students will be able to:</i> | | | |
| | a. indicate basic needs and wants | a. give and respond to simple oral instructions or commands b. ask for permission | a. respond to a suggestion in simple ways | a. make and respond to a variety of simple requests b. seek, grant or withhold permission |
| A-3.2 state personal actions | a. respond to offers, invitations and instructions | a. ask or offer to do something | a. indicate choice from among several options | a. express a wish or a desire to do something |
| A-3.3 manage group actions | a. manage turn-taking | a. encourage other group members to act appropriately | a. ask for help or clarification of what is being said or done in the group | a. suggest, initiate or direct action in group activities |

A-4 to form, maintain and change interpersonal relationships

| | | | | |
|--|---|---|---------------------------|----------------------------------|
| A-4.1 manage personal relationships | <i>Students will be able to:</i> | | | |
| | a. exchange greetings and farewells b. address a new acquaintance and introduce themselves | a. exchange some basic personal information | a. initiate relationships | a. apologize and refuse politely |

General Outcome for Applications

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

A-3 to get things done

| | Grade 4 | Grade 5 | Grade 6 |
|-------------------------------------|---|--|---|
| <i>Students will be able to:</i> | | | |
| A-3.1 guide actions of others | a. relay simple messages b. encourage or discourage others on a course of action | a. give and follow a simple sequence of instructions | a. make and respond to simple suggestions in a variety of situations |
| A-3.2 state personal actions | a. make an offer or an invitation, and respond to offers and invitations made by others | a. inquire about and express ability and inability to do something | a. state personal actions in the past, present or future |
| A-3.3 manage group actions | a. encourage other group members to act appropriately b. assume a variety of roles and responsibilities as group members | a. negotiate in a simple way with peers in small-group tasks | a. check for agreement and understanding b. express disagreement in an appropriate way |

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

| | | | |
|---|---|--------------------------------------|---|
| A-4.1 manage personal relationships | a. talk about themselves, and respond to the talk of others by showing attention and interest | a. make and break social engagements | a. initiate and participate in casual exchanges with classmates |
|---|---|--------------------------------------|---|

General Outcome for Applications

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

A-3 to get things done

| | Grade 7 | Grade 8 | Grade 9 |
|-------------------------------------|--|---|--|
| | <i>Students will be able to:</i> | | |
| A-3.1 guide actions of others | a. give and respond to advice and warnings | a. make and respond to suggestions or requests in formal situations | a. lodge a complaint b. follow a sequence of instructions |
| A-3.2 state personal actions | a. make a promise and express intention in a variety of situations | a. accept or decline an offer or invitation with explanations | a. express possibility in relation to their own actions |
| A-3.3 manage group actions | a. express appreciation, enthusiasm, support and respect for contributions of others | a. take on a leadership role in small group projects | a. provide constructive feedback to group members |

A-4 to form, maintain and change interpersonal relationships

| | | | |
|---|---|--|---|
| | <i>Students will be able to:</i> | | |
| A-4.1 manage personal relationships | a. use common means of interpersonal communications | a. give and respond to compliments and explain actions | a. offer and respond to congratulations b. express sympathy and regret |

General Outcome for Applications

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

A-3 to get things done

| | Grade 10 | Grade 11 | Grade 12 |
|-------------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| A-3.1 guide actions of others | a. give and follow a complex sequence of instructions | a. persuade others | a. guide the actions of others in a variety of formal and informal situations |
| A-3.2 state personal actions | a. express personal expectations, hopes, plans, goals and aspirations | a. state their own actions in a variety of formal and informal situations | a. speculate on and predict their own future actions |
| A-3.3 manage group actions | a. elaborate on and clarify another member's contribution | a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures | a. manage the planning, functioning and assessment of group activities |

A-4 to form, maintain and change interpersonal relationships

| | | | |
|---|--|--|---|
| <i>Students will be able to:</i> | | | |
| A-4.1 manage personal relationships | a. make suggestions or clarify misunderstandings | a. initiate and participate in social exchanges in formal situations | a. form and maintain relationships in a variety of formal and informal situations |

General Outcome for Applications

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

A-5 to extend their knowledge of the world

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|---|--|--|---|
| <i>Students will be able to:</i> | | | | |
| A-5.1 discover and explore | a. investigate the immediate environment | a. investigate the immediate environment | a. investigate the immediate environment | a. make and talk about personal observations |
| A-5.2 gather and organize information | a. gather simple information | a. organize items in different ways | a. sequence items in different ways | a. gather, organize and share personal knowledge of a topic |
| A-5.3 solve problems | a. experience problem-solving situations in the classroom | a. experience problem-solving situations in the classroom | a. choose between alternative solutions | a. define a problem and search for solutions |
| A-5.4 explore opinions and values | a. listen attentively to the opinions expressed | a. respond appropriately to the ideas and products of others | a. recognize differences of opinions | a. make connections between behaviour and values |

General Outcome for Applications

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

A-5 to extend their knowledge of the world

| | Grade 4 | Grade 5 | Grade 6 |
|---|--|---|--|
| <i>Students will be able to:</i> | | | |
| A-5.1 discover and explore | a. explore methods of classifying and categorizing the immediate environment | a. discover relationships and patterns in the immediate environment | a. ask questions to gain knowledge and clarify understanding |
| A-5.2 gather and organize information | a. compare and contrast items in simple ways | a. compose questions to guide research, with guidance b. identify sources of information, with guidance c. record observations, with guidance | a. gather information from a variety of resources |
| A-5.3 solve problems | a. recognize and describe a problem, then propose solutions, with guidance | a. understand and use steps to solve problems | a. collect information from various sources to solve a problem |
| A-5.4 explore opinions and values | a. express views on a variety of topics within their direct experience | a. gather opinions on a topic within their direct experience | a. explore how values influence behaviour b. provide reasons for their position on an issue |

General Outcome for Applications

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

A-5 to extend their knowledge of the world

| | Grade 7 | Grade 8 | Grade 9 |
|--|---|--|---|
| <i>Students will be able to:</i> | | | |
| A-5.1 discover and explore | a. explore ideas presented in a variety of ways | a. explore and express the purpose of what they are doing | a. explore connections and gain new insights into familiar topics |
| A-5.2 gather and organize information | a. organize and manipulate information | a. gather information, using a specified format | a. identify key ideas from several sources |
| A-5.3 solve problems | a. identify key elements from various sources about a problem to propose a solution | a. analyze key elements of a problem to propose a solution | a. propose alternative solutions to problems |
| A-5.4 explore opinions and values | a. distinguish fact from opinion | a. explore opinions and values in familiar situations | a. summarize opinions and values from various sources |

General Outcome for Applications

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

A-5 to extend their knowledge of the world

| | Grade 10 | Grade 11 | Grade 12 |
|---|---|--|--|
| <i>Students will be able to:</i> | | | |
| A-5.1 discover and explore | a. explore connections and gain new insights into a variety of topics | a. compare their own insights and understandings with those of their classmates | a. use a broad range of skills to discover and explore various domains |
| A-5.2 gather and organize information | a. summarize and paraphrase information from several sources | a. organize information in a graphic organizer to demonstrate logical relationships b. evaluate the usefulness and reliability of sources | a. evaluate and synthesize information about various domains from a variety of sources |
| A-5.3 solve problems | a. apply problem-solving skills acquired in one situation to other situations | a. solve a variety of real-life problems in familiar situations | b. solve a variety of real-life problems in familiar and unfamiliar situations |
| A-5.4 explore opinions and values | a. examine and identify perspectives and stereotypes in a variety of situations | a. explore differing perspectives on an issue | a. recognize underlying values in a variety of mass media |

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| <i>Students will be able to:</i> | | | | |
| A-6.1 humour/fun | a. use German for fun | a. use German for fun | a. use German for fun | a. use German for fun |
| A-6.2 creative/aesthetic purposes | a. use German creatively | a. use German creatively | a. use German creatively | a. use German creatively |
| A-6.3 personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment |

General Outcome for Applications

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

A-6 for imaginative purposes and personal enjoyment

| | Grade 4 | Grade 5 | Grade 6 |
|--------------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| A-6.1 humour/fun | a. use German for fun and to interpret simple amusing texts | a. use German for fun and to interpret humour | a. use German for fun and to interpret humour |
| A-6.2 creative/aesthetic purposes | a. use German creatively | a. use German creatively and for aesthetic purposes | a. use German creatively and for aesthetic purposes |
| A-6.3 personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment |

General Outcome for Applications

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

A-6 imaginative purposes and personal enjoyment

| | Grade 7 | Grade 8 | Grade 9 |
|--------------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| A-6.1 humour/fun | a. use German for fun, and to interpret and express humour | a. use German for fun, and to interpret and express humour | a. use German for fun, and to interpret and express humour |
| A-6.2 creative/aesthetic purposes | a. use German creatively and for aesthetic purposes | a. use German creatively and for aesthetic purposes | a. use German creatively and for aesthetic purposes |
| A-6.3 personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment |

General Outcome for Applications

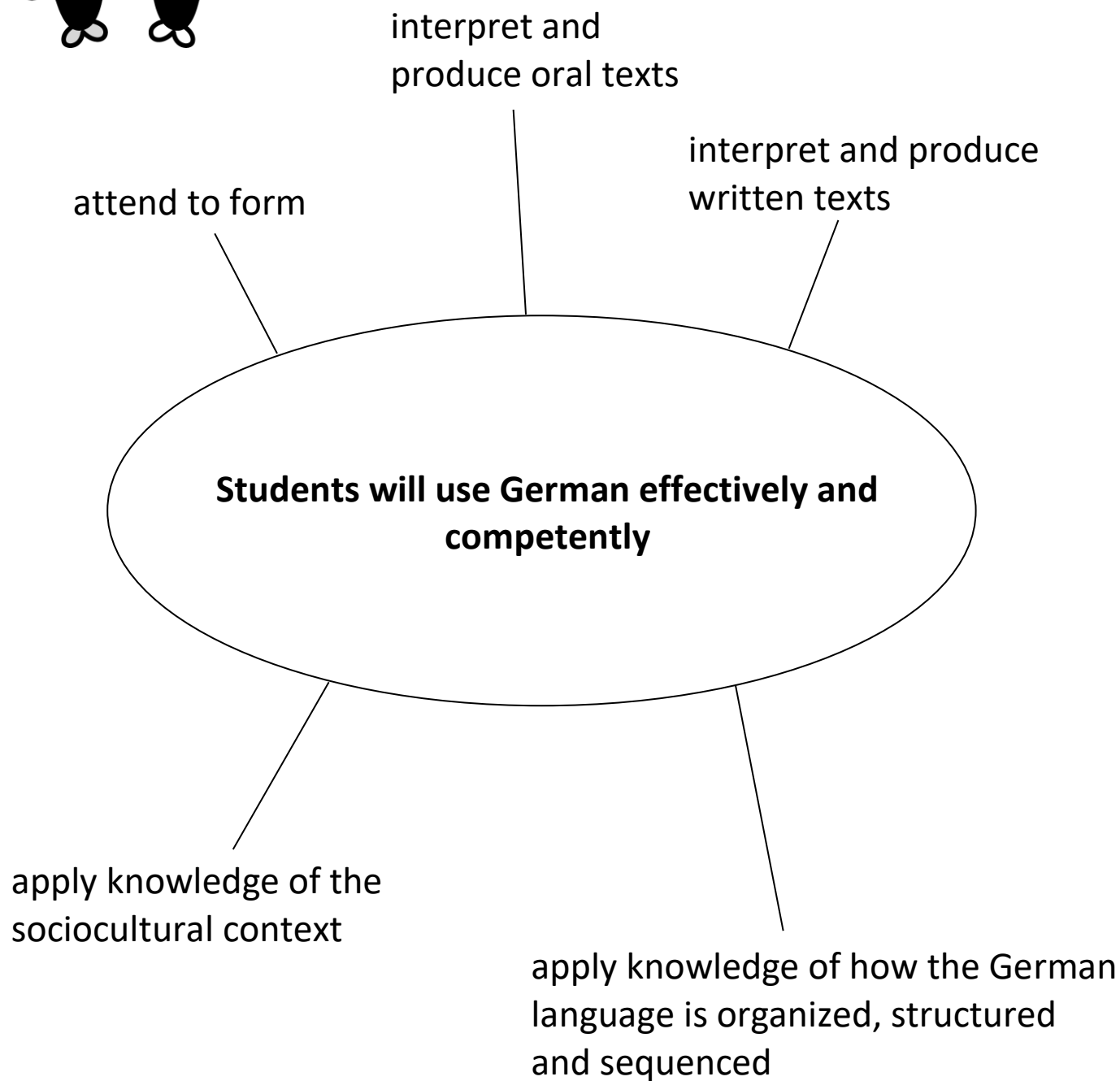
Students will use German in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

| | Grade 10 | Grade 11 | Grade 12 |
|--------------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| A-6.1 humour/fun | a. use German for fun, and to interpret and express humour | a. use German for fun, and to interpret and express humour | a. use German for fun, and to interpret and express humour in a variety of situations |
| A-6.2 creative/aesthetic purposes | a. use German creatively and for aesthetic purposes | a. use German creatively and for aesthetic purposes | a. use German creatively and for aesthetic purposes in a variety of situations |
| A-6.3 personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment | a. use German for personal enjoyment in a variety of situations |

Figure 4: Language Competence

Language Competence



LANGUAGE COMPETENCE

Language Competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with the knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation. Language Competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped into five cluster headings (see pg. 27, “Figure 4: Language Competence”). Each of the five headings have several strands that describe the developmental flow of learning from grade to grade (see pg. 29, “General Outcome for Language Competence”). Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for:

- *Phonology* – pronunciation, stress intonation
- *Orthography* – spelling, mechanical features
- *Lexicon* – vocabulary words and phrases
- *Grammar* – syntax and morphology

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and **language in context**. Tasks are chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task, are taught, practiced and assessed as students get involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence. If students are to engage in authentic language use from the beginning, they need to learn ways to compensate for low proficiency in the early stages of learning (see pg. 76, “Strategies”).

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|--|---|---|
| <i>Students will be able to:</i> | | | | |
| LC-1.1 phonology | a. pronounce some common words and phrases comprehensibly | a. use intonation to express meaning | a. begin to distinguish particular sounds of German represented by letters such as j, s, v, w, z, ie and ei | a. use stress, intonation and comprehensible pronunciation when producing familiar words or phrases |
| LC-1.2 orthography | a. recognize and name some high frequency letters of the alphabet b. be aware of how text is oriented | a. recognize and name some high frequency letters of the alphabet and some vowel sounds b. write some words of personal significance | a. recognize and name most letters of the alphabet and most vowel sounds b. recognize there is a sound-symbol relationship in alphabetic print c. write some high-frequency words | a. recognize and name all letters of the alphabet and vowel sounds including ä, ö, ü, ß b. copy familiar words, phrases and simple sentences |
| LC-1.3 lexicon | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • self (physical characteristics) • my immediate family • colours • plants and animals • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • my extended family • my community • my classroom • calendar and weather • clothing • plants and animals • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • my school • my home • my community • daily routines • food • weather • plants and animals • any other lexical fields that meet their needs and interests | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • food and nutrition • maps and places • celebrations and festivals • my community • plants and animals • any other lexical fields that meet their needs and interests |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|-----------------------------|--|--|--|---|
| | <i>Students will be able to:</i> | | | |
| LC-1.4 grammatical elements | recognize and use, in modelled situations, ¹ the following grammatical elements: | | | |
| | <ul style="list-style-type: none"> • concept of gender of familiar nouns • selected modal verbs in present tense—<i>kann, darf</i>—and placement of infinitive—<i>Ich möchte Wasser trinken.</i> • yes or no questions—<i>Hast du eine Katze?</i> | <ul style="list-style-type: none"> • articles of familiar nouns • articles of plural nouns • singular personal pronouns in nominative—<i>ich, du, er/sie/es</i> • common verbs—present tense • imperative | <ul style="list-style-type: none"> • definite and indefinite articles of familiar nouns • verbs—infinitive, first-person singular and plural, present tense • plural personal pronouns in nominative—<i>wir, ihr, sie</i> | <ul style="list-style-type: none"> • plural form of familiar nouns • possessive adjectives—<i>mein, dein, sein/ihr/sein</i> • asking questions using interrogatives—<i>wer? wie?</i> |

¹ Modelled Situations: used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations have an emerging awareness of the linguistic elements and can apply them in limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|-----------------------------|---|---|---|--|
| LC-1.4 grammatical elements | <i>Students will be able to:</i> | | | |
| | use, in structured situations, ² the following grammatical elements: | | | |
| | | <ul style="list-style-type: none">• concept of gender of familiar nouns• selected modal verbs in present tense—<i>kann, darf</i>—and placement of infinitive—<i>Ich möchte Wasser trinken</i>.• yes and no questions—<i>Hast du eine Katze?</i> | <ul style="list-style-type: none">• articles of familiar nouns• articles of plural nouns• singular personal pronouns in nominative—<i>ich, du, er/sie/es</i>)• common verbs—present tense• imperative | <ul style="list-style-type: none">• definite and indefinite articles of familiar nouns• verbs—infinitive, first person singular and plural, present tense• plural personal pronouns in nominative—<i>wir, ihr, sie</i> |

² Structured Situations: used to describe learning situations where a familiar context for the use of specific linguistic elements is provided, and students are guided in the use of these linguistic elements. Students in such situations have increased awareness and emerging control of the linguistic elements and can apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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

LC-1 attend to form

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------|--|---|--|--|
| grammatical elements | <i>Students will be able to:</i> | | | |
| | use, independently and consistently, ³ the following grammatical elements | | | |
| | | <ul style="list-style-type: none"> selected modal verbs in present tense—<i>kann, darf</i>—and placement of infinitive—<i>Ich möchte Wasser trinken.</i> | <ul style="list-style-type: none"> concept of gender of familiar nouns yes and no questions—<i>Hast du eine Katze?</i> | <ul style="list-style-type: none"> articles of familiar nouns articles of plural nouns singular personal pronouns in nominative—<i>ich, du, er/sie/es</i> common verbs—present tense |

Grammatical elements, which the student is able to use independently and consistently, are maintained for the duration of the student's programming.

³ Independently and Consistently: used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| LC-1.1 phonology | a. recognize and differentiate some critical sound distinctions that are important for meaning | a. recognize the effects that intonation and stress have in familiar situations | a. use intonation, stress and rhythm appropriately in familiar situations |
| LC-1.2 orthography | a. recognize and use basic spelling patterns b. recognize, use and combine words c. recognize and use some elements of the writing system | a. recognize and use basic spelling patterns b. recognize, use and combine words c. recognize and use some elements of the writing system | a. recognize and use basic spelling patterns b. recognize, use and combine words c. recognize and use some elements of the writing system |
| LC-1.3 lexicon | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • friends • global community • feelings and emotions • time • daily routines • school subjects • plants and animals • any other lexical fields that meet their needs and interests | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • leisure activities • vacations • pets • any other lexical fields that meet their needs and interests | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • sports • music • professions • festivals and celebrations • any other lexical fields that meet their needs and interests |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

Grade 4

Grade 5

Grade 6

Students will be able to:

recognize and use, in modelled situations,⁴ the following grammatical elements:

LC-1.4 grammatical elements

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• definite and indefinite articles in nominative and accusative• selected reflexive verbs in first-person singular—<i>sich beeilen, sich freuen</i>)• simple past of <i>sein</i> and <i>haben</i> in first-person singular—<i>ich war, ich hatte</i>)• compound nouns• adjectives in comparative and superlative forms | <ul style="list-style-type: none">• compound sentences using co-ordinating conjunctions—<i>und, denn</i>• negation—<i>nicht, kein</i>• perfect tense with familiar verbs• simple past of <i>sein</i> and <i>haben</i> in third-person singular—<i>er war, er hatte</i>• sentence structure: inversion following expressions of time or place—<i>Heute gehe ich....</i> | <ul style="list-style-type: none">• selected accusative prepositions—<i>durch, für, gegen, ohne, um</i>• selected dative prepositions—<i>aus, bei, mit, nach, seit, von, zu</i>• possessive adjectives—<i>unser, euer, ihr</i>• plural of nouns |
|--|--|--|

⁴ Modelled Situations: used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations have an emerging awareness of the linguistic elements and can apply them in limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

Grade 4

Grade 5

Grade 6

LC-1.4 grammatical elements

Students will be able to:

use, in structured situations,⁵ the following grammatical elements:

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• plural form of familiar nouns• possessive adjectives—<i>mein, dein, sein/ihr/sein</i>• asking questions using interrogatives—<i>wer? wie?</i> | <ul style="list-style-type: none">• definite and indefinite articles in nominative and accusative• selected reflexive verbs in first-person singular—<i>sich beeilen, sich freuen</i>• simple past of <i>sein</i> and <i>haben</i> in first-person singular—<i>ich war, ich hatte</i>• compound nouns• adjectives in comparative and superlative forms | <ul style="list-style-type: none">• compound sentences using co-ordinating conjunctions—<i>und, denn</i>• negation—<i>nicht, kein</i>• perfect tense with familiar verbs• simple past of <i>sein</i> and <i>haben</i> in third-person singular—<i>er war, er hatte</i>• sentence structure: inversion following expressions of time or place—<i>Heute gehe ich....</i> |
|---|--|--|

⁵ Structured Situations: used to describe learning situations where a familiar context for the use of specific linguistic elements is provided, and students are guided in the use of these linguistic elements. Students in such situations have increased awareness and emerging control of the linguistic elements and can apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

Grade 4

Grade 5

Grade 6

Students will be able to:

use, independently and consistently,⁶ the following grammatical elements:

LC-1.4 grammatical elements

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• imperative• definite and indefinite articles of familiar nouns• verbs—infinitive, first-person singular and plural, present tense)• plural personal pronouns in nominative—<i>wir, ihr, sie</i> | <ul style="list-style-type: none">• plural form of familiar nouns• possessive adjectives—<i>mein, dein, sein/ihr/sein</i>• asking questions using interrogatives—<i>wer? wie?</i> | <ul style="list-style-type: none">• definite and indefinite articles in nominative and accusative• selected reflexive verbs in first-person singular—<i>sich beeilen, sich freuen</i>• simple past of <i>sein</i> and <i>haben</i> in first-person singular—<i>ich war, ich hatte</i>• compound nouns• adjectives in comparative and superlative forms |
|--|---|--|

Grammatical elements, which the student is able to use independently and consistently, are maintained for the duration of the student's programming.

⁶ Independently and Consistently: used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| LC-1.1 phonology | a. identify and differentiate the pronunciation of familiar and unfamiliar words | a. identify and reproduce some critical sound distinctions that are important for meaning | a. produce the essential sounds, stress, rhythm and intonation patterns of German in familiar situations, with guidance |
| LC-1.2 orthography | a. recognize and use spelling rules in writing familiar words b. recognize and use elements of the writing system | a. use spelling rules in writing familiar words b. recognize and use elements of the writing system | a. recognize and correctly spell familiar words b. recognize and correctly use elements of the writing system |
| LC-1.3 lexicon | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • traditions • my room • transportation • people and places in my community • any other lexical fields that meet their needs and interests | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • peers • fashion • shopping and money • cooking • any other lexical fields that meet their needs and interests | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • travel and geography • entertainment • advertising • social events • any other lexical fields that meet their needs and interests |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

Grade 7

Grade 8

Grade 9

Students will be able to:

recognize and use, in modelled situations,⁷ the following grammatical elements:

LC-1.4 grammatical elements

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• singular personal pronouns in accusative—<i>mich, dich, ihn/sie/es</i>• modal verbs in present tense• separable prefix verbs in present tense—<i>aufpassen</i>)• formal address• perfect tense of regular verbs• two-way prepositions• common subjunctive verbs—<i>hätte, wäre, würde</i>) | <ul style="list-style-type: none">• subordinate clauses beginning with <i>dass</i> and <i>weil</i>• singular personal pronouns in dative—<i>mir, dir, ihm/ihr/ihm</i>• plural personal pronouns in accusative—<i>uns, euch, sie/Sie</i>• irregular verbs in present tense• verbs commonly used in simple past• reflexive verbs• modal verbs in simple past | <ul style="list-style-type: none">• position of adverb phrases—time, manner, place• infinitive clauses—<i>Ich habe keine Lust, die Hausaufgaben zu machen.</i>• common subordinate clauses• plural personal pronouns in dative—<i>uns, euch, ihnen/Ihnen</i>• verbs in simple past• concept of nominative, accusative, dative |
|--|--|--|

⁷ Modelled Situations: used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations have an emerging awareness of the linguistic elements and can apply them in limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

LC-1.4 grammatical elements

Grade 7

Grade 8

Grade 9

Students will be able to:

use, in structured situations,⁸ the following grammatical elements:

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• selected accusative prepositions—<i>durch, für, gegen, ohne, um</i>• selected dative prepositions—<i>aus, bei, mit, nach, seit, von, zu</i>• possessive adjectives—<i>unser, euer, ihr</i>• plural of nouns | <ul style="list-style-type: none">• singular personal pronouns in accusative—<i>mich, dich, ihn/sie/es</i>)• modal verbs in present tense• separable prefix verbs in present tense—<i>aufpassen</i>)• formal address• perfect tense of regular verbs• two-way prepositions• common subjunctive verbs—<i>hätte, wäre, würde</i>) | <ul style="list-style-type: none">• subordinate clauses beginning with <i>dass</i> and <i>weil</i>• singular personal pronouns in dative—<i>mir, dir, ihm/ihr/ihm</i>• plural personal pronouns in accusative—<i>uns, euch, sie/Sie</i>• irregular verbs in present tense• verbs commonly used in simple past• reflexive verbs• modal verbs in simple past• two-way prepositions |
|--|---|---|

⁸ Structured Situations: used to describe learning situations where a familiar context for the use of specific linguistic elements is provided, and students are guided in the use of these linguistic elements. Students in such situations have increased awareness and emerging control of the linguistic elements and can apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------|--|---|---|
| grammatical elements | <i>Students will be able to:</i> use, independently and consistently, ⁹ the following grammatical elements: | | |
| | <ul style="list-style-type: none">• compound sentences using co-ordinating conjunctions—<i>und, denn</i>• negation—<i>nicht, kein</i>• perfect tense with familiar verbs• simple past of <i>sein</i> and <i>haben</i> in third-person singular—<i>er war, er hatte</i>• sentence structure: inversion following expressions of time or place—<i>Heute gehe ich....</i> | <ul style="list-style-type: none">• selected accusative prepositions—<i>durch, für, gegen, ohne, um</i>• selected dative prepositions—<i>aus, bei, mit, nach, seit, von, zu</i>• possessive adjectives—<i>unser, euer, ihr</i>• plural nouns | <ul style="list-style-type: none">• singular personal pronouns in accusative—<i>mich, dich, ihn/sie/es</i>• modal verbs in present tense• separable prefix verbs in present tense—<i>aufpassen</i>• formal address• perfect tense of regular verbs• common subjunctive verbs—<i>hätte, wäre, würde</i> |

Grammatical elements, which the student is able to use independently and consistently, are maintained for the duration of the student's programming.

⁹ Independently and Consistently: used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language CompetenceStudents will use German **effectively** and **competently**.**LC-1 attend to form**

| | Grade 10 | Grade 11 | Grade 12 |
|-----------------------|---|---|---|
| LC-1.1 phonology | <i>Students will be able to:</i> | | |
| | a. produce the essential sounds, stress, rhythm and intonation patterns of German in a variety of situations, with guidance | a. speak with clear, natural pronunciation and intonation in a variety of situations | a. speak intelligibly, with clear, natural pronunciation and intonation in spontaneous situations |
| LC-1.2 orthography | b. | b. | b. |
| | a. recognize and correctly spell words b. recognize and use elements of the writing system | a. apply spelling rules consistently b. use elements of the writing system consistently | a. spell words with irregular spelling b. use elements of the writing system consistently |
| LC-1.3 lexicon | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • media • health and fitness • personal identity • art and literature • any other lexical fields that meet their needs and interests | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • interpersonal relationships • music and dance • environment • work and finances • any other lexical fields that meet their needs and interests | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> • future plans • careers • visual arts and theatre • current issues • any other lexical fields that meet their needs and interests |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Grade 10 | Grade 11 | Grade 12 |
|----------------------|---|---|---|
| grammatical elements | <i>Students will be able to:</i> | | |
| | recognize and use, in modelled situations, ¹⁰ the following grammatical elements: | | |
| | <ul style="list-style-type: none"> • future tense • adverbs and adverbial phrases • <i>da-</i> and <i>wo-</i> compounds • subordinate clauses with <i>wenn, wann, als, ob, obwohl</i> • relative clauses in nominative • dative verbs • modal verbs in the subjunctive | <ul style="list-style-type: none"> • genitive case • demonstrative pronouns • irregular verbs in past tense • separable and inseparable prefix verbs in past tense—<i>aufpassen, verkaufen</i> • past perfect of commonly used verbs • passive voice in present tense • relative clauses in accusative | <ul style="list-style-type: none"> • adjectival endings • passive voice in past tense • present subjunctive for indirect speech • past perfect • present participles used as adjectives or adverbs—<i>Da ist ein tanzender Affe. Er kam pfeifend ins Zimmer.</i> • relative clauses in dative |

¹⁰ Modelled Situations: used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations have an emerging awareness of the linguistic elements and can apply them in limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Grade 10 | Grade 11 | Grade 12 |
|----------------------|---|---|--|
| grammatical elements | <i>Students will be able to:</i> | | |
| | use, in structured situations, ¹¹ the following grammatical elements: | | |
| | <ul style="list-style-type: none">• position of adverb phrases—time, manner, place• infinitive clauses—<i>Ich habe keine Lust, die Hausaufgaben zu machen.</i>• common subordinate clauses• plural personal pronouns in dative—<i>uns, euch, ihnen, ihnen</i>• verbs in simple past• concept of nominative, accusative, dative | <ul style="list-style-type: none">• future tense• adverbs and adverbial phrases• <i>da-</i> and <i>wo-</i> compounds• subordinate clauses with <i>wenn, wann, als, ob, obwohl</i>• relative clauses in nominative• dative verbs• modal verbs in the subjunctive | <ul style="list-style-type: none">• genitive case• demonstrative pronouns• irregular verbs in past tense• separable and inseparable prefix verbs in past tense—<i>aufpassen, verkaufen</i>)• past perfect of commonly used verbs• passive voice in present tense• relative clauses in accusative |
| | | | |

¹¹Structured Situations: used to describe learning situations where a familiar context for the use of specific linguistic elements is provided, and students are guided in the use of these linguistic elements. Students in such situations have increased awareness and emerging control of the linguistic elements and can apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-1 attend to form

| | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------|--|--|---|
| LC-1.4 grammatical elements | <i>Students will be able to:</i> | | |
| | use, independently and consistently, ¹² the following grammatical elements: | | |
| | • subordinate clauses beginning with <i>dass</i> and <i>weil</i> | • position of adverb phrases—time, manner, place | • future tense |
| | • singular personal pronouns in dative— <i>mir, dir, ihm/ihr/ihm</i> | • infinitive clauses— <i>Ich habe keine Lust, die Hausaufgaben zu machen</i> | • adverbs and adverbial phrases |
| | • plural personal pronouns in accusative— <i>uns, euch, sie/Sie</i> | • common subordinate clauses | • <i>da-</i> and <i>wo-</i> compounds |
| | • irregular verbs in present tense | • plural personal pronouns in dative— <i>uns, euch, ihnen, Ihnen</i> | • subordinate clauses with <i>wenn, wann, als, ob, obwohl</i> |
| | • verbs commonly used in simple past | • verbs in simple past | • relative clauses in nominative |
| | • reflexive verbs | • concept of nominative, accusative, dative | • dative verbs |
| | • modal verbs in simple past | | • modal verbs in the subjunctive |
| | • two-way prepositions | | |

Grammatical elements, which the student is able to use independently and consistently, are maintained for the duration of the student's programming.

¹² Independently and Consistently: used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-2 interpret and produce oral texts

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|---|--|
| <i>Students will be able to:</i> | | | | |
| LC-2.1 listening | a. understand simple words and phrases in guided situations | a. understand simple sentences in guided situations | a. understand a series of simple sentences in guided situations | a. understand short, simple texts in guided situations |
| LC-2.2 speaking | a. produce simple words and phrases in guided situations | a. produce simple words and phrases in guided situations | a. produce simple words and phrases in guided situations | a. produce simple sentences in guided situations |
| LC-2.3 interactive fluency | a. engage in simple interactions, using isolated words | a. engage in simple interactions, using short, isolated lexical phrases | a. engage in simple interactions, using short, isolated lexical phrases | a. engage in simple interactions, using simple sentences |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-2 interpret and produce oral texts

| | Grade 4 | Grade 5 | Grade 6 |
|-------------------------------|---|---|--|
| | <i>Students will be able to:</i> | | |
| LC-2.1 listening | a. understand a variety of short, simple texts in guided situations | a. understand short, simple texts in guided and unguided situations | a. understand a variety of short, simple texts in guided and unguided situations |
| LC-2.2 speaking | a. produce a series of simple sentences in guided situations | a. produce short, simple texts in guided situations | a. produce a variety of short, simple texts in guided situations |
| LC-2.3 interactive fluency | a. engage in simple, structured interactions | a. engage in simple interactions | a. engage in short, spontaneous exchanges, with pauses for planning and repair |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-2 interpret and produce oral texts

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| LC-2.1 listening | a. understand short texts about unfamiliar topics in guided situations | a. understand texts about unfamiliar topics in guided situations | a. understand the main point and some supporting details of lengthy texts on familiar topics in guided situations |
| LC-2.2 speaking | a. produce short texts in guided and unguided situations | a. produce a variety of short texts in guided and unguided situations | a. produce short texts on familiar and unfamiliar topics in guided situations |
| LC-2.3 interactive fluency | a. manage short interactions with ease, with pauses for planning and repair | a. manage simple, routine interactions, asking for repetition or clarification when necessary | a. manage simple, routine interactions |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-2 interpret and produce oral texts

| | Grade 10 | Grade 11 | Grade 12 |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| LC-2.1 listening | a. understand the main point and some supporting details of lengthy texts about a variety of familiar topics in guided situations | a. understand a variety of lengthy texts about familiar and unfamiliar topics in guided situations | a. understand a variety of lengthy texts about familiar and unfamiliar topics in guided and unguided situations |
| LC-2.2 speaking | a. produce lengthy texts about familiar details to support the main point in guided situations | a. produce lengthy texts about a variety of familiar topics, providing details to support the main point in guided situations | a. produce a variety of lengthy texts about familiar topics in guided and unguided situations |
| LC-2.3 interactive fluency | a. sustain lengthy routine interactions comprehensibly, with pauses for planning and repair | a. spontaneously converse about familiar topics b. participate in routine formal interactions | a. converse with ease in familiar routine and non-routine interactions |

General Outcome for Language CompetenceStudents will use German **effectively** and **competently**.**LC-3 interpret and produce written texts**

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|-------------------------------------|---|---|--|--|
| <i>Students will be able to:</i> | | | | |
| LC-3.1 written interpretation | a. recognize simple words and phrases in guided situations | a. understand simple words and phrases in guided situations | a. understand simple sentences in guided situations | a. understand a series of simple sentences in guided situations |
| LC-3.2 written production | a. produce some letters in guided situations | a. produce some letters and simple words in guided situations | a. produce some letters and simple words in guided situations | a. produce letters, simple words and phrases in guided situations |
| LC-3.3 viewing | a. derive meaning from visuals and other forms of nonverbal communication in guided situations | a. derive meaning from visuals and other forms of nonverbal communication in guided situations | a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations | a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations |
| LC-3.4 representing | a. use visuals and other forms of nonverbal communication to express meaning in guided situations | a. use visuals and other forms of nonverbal communication to express meaning in guided situations | a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations | a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-3 interpret and produce written texts

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| LC-3.1 written interpretation | a. understand a variety of short, simple texts in guided situations | a. understand short, simple texts in guided and unguided situations | a. understand a variety of short, simple texts in guided and unguided situations |
| LC-3.2 written production | a. produce a series of simple sentences in guided situations | a. produce short, simple texts in guided situations | a. produce a variety of short, simple texts in guided situations |
| LC-3.3 viewing | a. derive meaning from the visual elements of a variety of media in guided situations | a. derive meaning from the visual elements of a variety of media in guided and unguided situations | a. derive meaning from the visual elements of a variety of media in guided and unguided situations |
| LC-3.4 representing | a. express meaning using visual elements in a variety of media in guided situations | a. express meaning using visual elements in a variety of media in guided and unguided situations | a. express meaning using visual elements in a variety of media in guided and unguided situations |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-3 interpret and produce written texts

| | Grade 7 | Grade 8 | Grade 9 |
|-------------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| LC-3.1 written interpretation | a. understand short texts on unfamiliar topics in guided situations | a. understand texts on unfamiliar topics in guided situations | a. understand the main point and some supporting details of lengthy texts on familiar topics in guided situations |
| LC-3.2 written production | a. produce short, simple texts in guided and unguided situations | a. produce a variety of short, simple texts in guided and unguided situations | a. produce short texts on unfamiliar topics in guided situations |
| LC-3.3 viewing | a. derive meaning from multiple visual elements in a variety of media in guided situations | a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations | a. propose several interpretations of the visual elements of a variety of media in guided situations |
| LC-3.4 representing | a. express meaning using multiple visual elements in a variety of media in guided situations | a. express meaning using multiple visual elements in a variety of media in guided and unguided situations | a. explore a variety of ways meaning can be expressed through the visual elements of a variety of media in guided situations |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-3 interpret and produce written texts

| | Grade 10 | Grade 11 | Grade 12 |
|-------------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| LC-3.1 written interpretation | a. understand the main point and some supporting details of lengthy texts about a variety of familiar topics in guided situations | a. understand a variety of lengthy texts about familiar topics in guided situations | a. understand a variety of lengthy texts about familiar topics in guided and unguided situations |
| LC-3.2 written production | a. produce texts about familiar topics, providing some details to support the main point in guided situations | a. produce lengthy texts about a variety of familiar topics, providing some details to support the main point in guided situations | a. produce a variety of lengthy texts about familiar topics in guided situations |
| LC-3.3 viewing | a. identify the purposes, intended audiences, messages and points of view in a variety of visual media in guided situations | a. identify some of the techniques and conventions used in a variety of visual media in guided and unguided situations | a. examine a variety of visual media in guided and unguided situations |
| LC-3.4 representing | a. communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in guided situations | a. communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in guided and unguided situations | a. explore a variety of techniques and conventions used to express meaning in visual media in guided and unguided situations |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|-----------------------------------|--|--|--|--|
| <i>Students will be able to:</i> | | | | |
| LC-4.1 register | a. speak at a volume appropriate to classroom situations | a. respond to tone of voice | a. distinguish between formal and informal situations | a. recognize some topics, words or intonations are inappropriate in certain situations |
| LC-4.2 idiomatic expressions | a. imitate age-appropriate idiomatic expressions | a. imitate age-appropriate idiomatic expressions | a. understand and use some simple idiomatic expressions as set phrases | a. understand and use some simple idiomatic expressions as set phrases |
| LC-4.3 variations in language | a. experience a variety of voices | a. experience a variety of voices | a. acknowledge and accept individual differences in speech | a. acknowledge and accept individual differences in speech |
| LC-4.4 social conventions | a. imitate simple routine social interactions | a. use basic social expressions in guided situations | a. use basic politeness conventions | a. use appropriate oral forms of address for people frequently encountered |
| LC-4.5 nonverbal communication | a. imitate some common nonverbal behaviours used in German-speaking cultures | a. understand the meaning of and imitate some common nonverbal behaviours used in German-speaking cultures | a. experiment with using some simple nonverbal means of communication | a. recognize some nonverbal behaviours may be inappropriate in certain contexts |

General Outcome for Language CompetenceStudents will use German **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context**

| | Grade 4 | Grade 5 | Grade 6 |
|-----------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| LC-4.1 register | a. experiment with formal and informal language in familiar situations | a. use formal and informal language in familiar situations | a. identify socially appropriate language in specific situations |
| LC-4.2 idiomatic expressions | a. understand and use a variety of simple idiomatic expressions as set phrases | a. use learned idiomatic expressions in familiar contexts | a. use learned idiomatic expressions to enhance communication in familiar situations |
| LC-4.3 variations in language | a. experience a variety of accents and variations in speech | a. experience a variety of regional variations in language | a. recognize some common regional variations in language |
| LC-4.4 social conventions | a. recognize verbal behaviours considered impolite | a. recognize simple social conventions in informal conversation | a. recognize important social conventions in everyday interactions |
| LC-4.5 nonverbal communication | a. recognize appropriate nonverbal behaviours for familiar people | a. use appropriate nonverbal behaviours in a variety of familiar contexts | a. use appropriate nonverbal behaviours in unfamiliar contexts |

General Outcome for Language CompetenceStudents will use German **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context**

| | Grade 7 | Grade 8 | Grade 9 |
|-----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| LC-4.1 register | a. explore formal and informal uses of language in a variety of situations | a. use simple formal language in a variety of situations | a. explore differences in register between spoken and written texts |
| LC-4.2 idiomatic expressions | a. use learned idiomatic expressions in new contexts | a. use learned idiomatic expressions in a variety of contexts | a. identify the role of idiomatic expressions in culture |
| LC-4.3 variations in language | a. recognize other influences resulting in variations in language | a. identify common influences resulting in variations in language | a. examine some common regional or other variations in language |
| LC-4.4 social conventions | a. recognize the use of social conventions encountered in written texts b. interpret the use of social conventions encountered in oral contexts | a. interpret and use important social conventions in interactions and in written texts | a. interpret and use appropriate oral and written forms of address with a variety of audiences |
| LC-4.5 nonverbal communication | a. recognize nonverbal behaviours that are considered impolite | a. recognize a variety of nonverbal communication behaviours in familiar contexts | a. recognize nonverbal communication behaviours in a variety of contexts |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

| | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------------|--|---|--|
| <i>Students will be able to:</i> | | | |
| LC-4.1 register | a. identify differences in register between spoken and written texts | a. adjust language to suit audience and purpose | a. use the appropriate level of formality with a variety of people in a variety of situations |
| LC-4.2 idiomatic expressions | a. explore and interpret the role of idiomatic expressions | a. explore and interpret idiomatic expressions in popular, contemporary culture | a. interpret unfamiliar idiomatic expressions b. use learned idiomatic expressions appropriately in a variety of situations |
| LC-4.3 variations in language | a. compare some common regional or other variations in language | a. experiment with some variations in language | a. experiment with and use some variations in language |
| LC-4.4 social conventions | a. use appropriate social conventions in a variety of contexts | a. interpret and use appropriate social conventions in a variety of contexts | a. interpret and use a variety of social conventions in a variety of contexts |
| LC-4.5 nonverbal communication | a. recognize and interpret nonverbal communication behaviours in a variety of contexts | a. use nonverbal communication behaviours in a variety of contexts | a. interpret and use a variety of nonverbal communication behaviours in a variety of contexts |

General Outcome for Language CompetenceStudents will use German **effectively** and **competently**.**LC-5 apply knowledge of how the German language is organized, structured and sequenced**

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--|---|---|---|---|
| <i>Students will be able to:</i> | | | | |
| LC-5.1 cohesion/coherence | a. follow speech that uses simple linking words | a. imitate speech that uses simple linking words | a. imitate speech that uses simple linking words b. sequence elements of a simple story, process or series of events | a. linking words or groups of words of a story, process or series of events |
| LC-5.2 text forms | a. experience a variety of oral text forms | a. recognize some simple oral text forms | a. recognize some simple oral text forms | a. recognize some simple oral and written text forms |
| LC-5.3 patterns of social interaction | a. respond using simple social interaction patterns | a. respond using simple social interaction patterns | a. initiate simple social interaction patterns | a. initiate interactions and respond using simple social interaction patterns |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-5 apply knowledge of how the German language is organized, structured and sequenced

| | Grade 4 | Grade 5 | Grade 6 |
|--|---|--|--|
| <i>Students will be able to:</i> | | | |
| LC-5.1 cohesion/coherence | a. link several phrases coherently | a. link several sentences coherently | a. use common conventions to structure texts b. interpret simple references within texts |
| LC-5.2 text forms | a. recognize a variety of oral and written text forms | a. use some simple text forms in their own productions | a. recognize a variety of text forms delivered through a variety of media |
| LC-5.3 patterns of social interaction | a. use simple conventions to open and close conversations and to manage turn-taking | a. initiate interactions and respond using a variety of social interaction patterns in familiar situations | a. initiate interactions, and respond using a variety of social interaction patterns in familiar and unfamiliar situations |

General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-5 apply knowledge of how the German language is organized, structured and sequenced

| | Grade 7 | Grade 8 | Grade 9 |
|--|---|---|---|
| <i>Students will be able to:</i> | | | |
| LC-5.1 cohesion/coherence | a. interpret and use references within texts b. use a variety of conventions to structure texts c. organize texts using common patterns | a. organize texts to indicate steps in a procedure or directions to follow | a. interpret texts that use patterns involving time or chronological sequencing |
| LC-5.2 text forms | a. identify the organizational structure of a variety of text forms | a. analyze and use organizational structures about familiar text forms in their own productions | a. use a variety of familiar text forms and media in their own productions |
| LC-5.3 patterns of social interaction | a. initiate interactions, and respond using a variety of social patterns in a variety of situations | a. combine simple social patterns to perform interactions | a. combine simple social patterns to perform transactions and interactions |

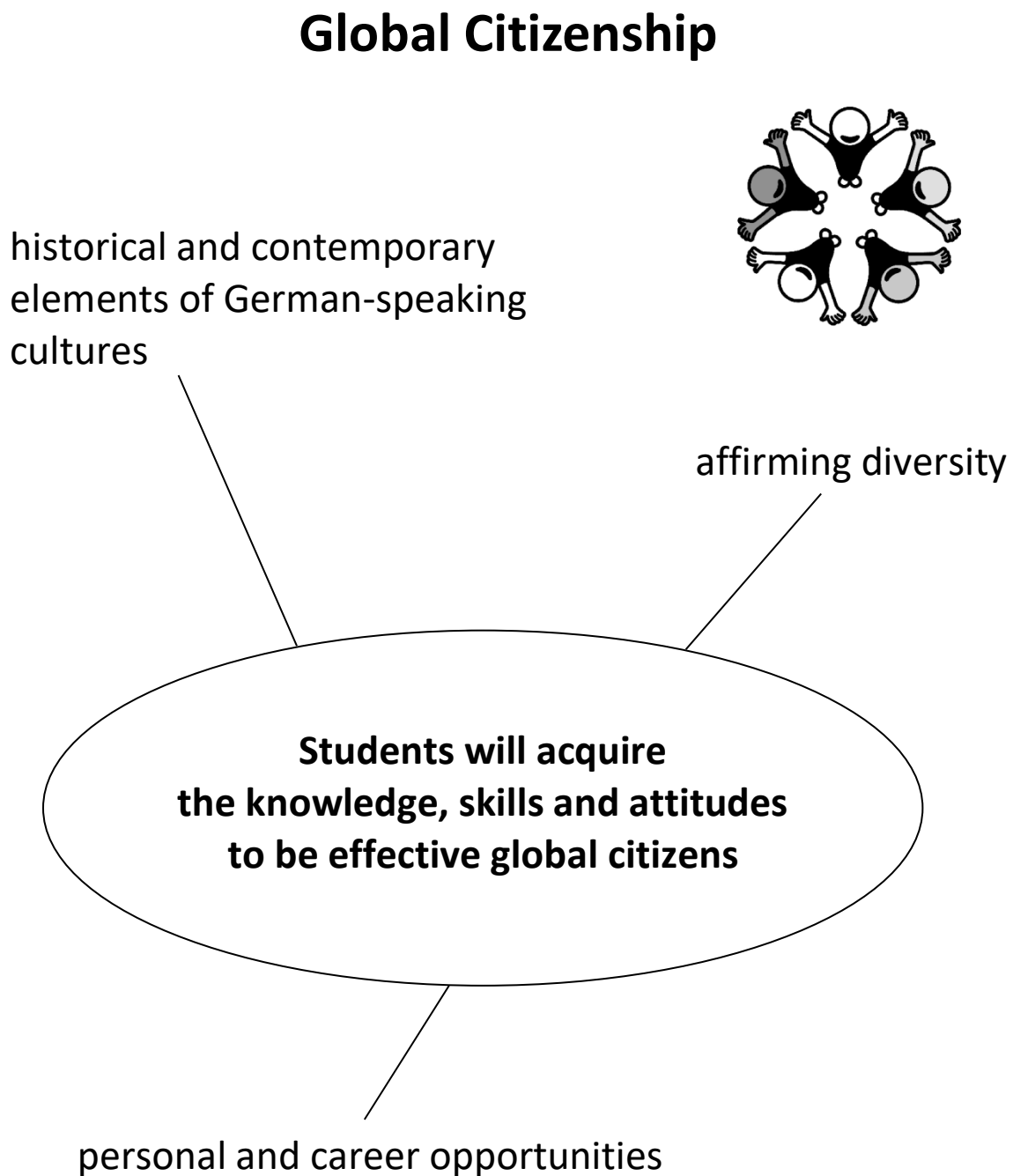
General Outcome for Language Competence

Students will use German **effectively** and **competently**.

LC-5 apply knowledge of how the German language is organized, structured and sequenced

| | Grade 10 | Grade 11 | Grade 12 |
|--|--|--|--|
| <i>Students will be able to:</i> | | | |
| LC-5.1 cohesion/coherence | a. use a variety of references within texts | a. use appropriate words and phrases to show a variety of relationships within texts | a. write paragraphs reflecting distinct ideas b. link a series of paragraphs into a coherent text |
| LC-5.2 text forms | a. recognize a variety of extended text forms in a variety of media | a. analyze the way different media and purposes lead to differences in the way texts are organized and presented | a. use their knowledge of text forms to aid interpretation and enhance production of texts |
| LC-5.3 patterns of social interaction | a. combine simple social patterns to perform complex transactions and interactions | a. use a wide range of social patterns to deal with transactions and interactions | a. use a wide range of social patterns to deal with routine and some non-routine transactions and interactions |

Figure 5: Global Citizenship



Global Citizenship

The learning outcomes for **Global Citizenship** deal with the development of intercultural competence—knowledge, skills and attitudes needed to be effective global citizens. The concept of Global Citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of Global Citizenship are grouped under three cluster headings (see pg. 61, “Figure 4: Global Citizenship”). For each heading, there are strands that describe the developmental flow of learning from grade to grade (see pg. 63, “General Outcome for Global Citizenship”). Each strand is also identified by strand headings—at the left side of each row. The strands deal with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of the culture,” there are strands for accessing and analyzing cultural knowledge, knowledge of the culture, applying cultural knowledge, diversity within the culture, and valuing the culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and several additional cultures. Rather than simply trying to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information about the culture and applying that knowledge to interactions and communications. In the process of developing these skills, students will also gain relevant cultural knowledge. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and attitudes developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second-language learning experience with a heightened awareness and knowledge of their language and culture. They also can make some generalizations about languages and cultures—based on their experiences and those of their classmates who may have a variety of cultural backgrounds. Collectively, these provide students with an understanding of diversity within both a global and a Canadian context.

Table 3: General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of German-speaking cultures

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|--|---|--|--|
| <i>Students will be able to:</i> | | | | |
| GC-1.1 accessing/analyzing cultural knowledge | a. participate in activities and experiences that reflect elements of German-speaking cultures | a. ask questions, using their first language, about elements of German-speaking cultures experienced in class | a. make observations about German-speaking cultures | a. seek out information about German-speaking cultures from authentic sources |
| GC-1.2 knowledge of German-speaking cultures | a. participate in activities and experiences that reflect elements of German-speaking cultures | a. participate in activities and experiences that reflect elements of German-speaking cultures | a. participate in activities and experiences that reflect elements of German-speaking cultures | a. participate in activities and experiences that reflect elements of German-speaking cultures |
| GC-1.3 applying cultural knowledge | a. recognize elements of German-speaking cultures in the classroom | a. recognize elements of German-speaking cultures in the classroom | a. identify elements of German-speaking cultures in the school | a. identify elements of German-speaking cultures in the community |
| GC-1.4 diversity within German-speaking cultures | a. experience diverse elements of German-speaking cultures | a. experience diverse elements of German-speaking cultures | a. identify some elements that reflect diversity within German-speaking cultures | a. identify some elements that reflect diversity within German-speaking cultures |
| GC-1.5 valuing German-speaking cultures | a. participate in cultural activities and experiences | a. participate in cultural activities and experiences | a. participate in cultural activities and experiences | a. participate in cultural activities and experiences |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of German-speaking cultures

| | Grade 4 | Grade 5 | Grade 6 |
|---|---|--|---|
| <i>Students will be able to:</i> | | | |
| GC-1.1 accessing/analyzing cultural knowledge | a. seek out information about German-speaking cultures from authentic sources b. make connections between elements of German-speaking cultures and elements from another culture | a. compare some elements of German-speaking cultures with those of another culture | a. formulate questions about elements of German-speaking cultures |
| GC-1.2 knowledge of German-speaking cultures | a. identify some things they have in common with people their own age who are from German-speaking cultures | a. explore some elements of German-speaking cultures | a. explore some elements of German-speaking cultures |
| GC-1.3 applying cultural knowledge | a. identify commonalities and differences between German-speaking cultures and their own | a. apply knowledge of German-speaking cultures to interpret similarities and differences among that culture and their own | a. apply knowledge of German-speaking cultures to interpret cultural behaviour that is different from their own |
| GC-1.4 diversity within German- speaking cultures | a. identify commonalities and differences among diverse groups within German-speaking cultures | a. apply knowledge of the culture to interpret similarities and differences among diverse groups within German-speaking cultures | a. apply knowledge of diverse elements of German-speaking cultures in interactions with people and texts |
| GC-1.5 valuing German- speaking cultures | a. identify similarities between themselves and members of German-speaking cultures | a. express an interest in finding out about people their own age who speak German | a. express an interest in exploring different cultures |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of German-speaking cultures

| | Grade 7 | Grade 8 | Grade 9 |
|---|--|---|--|
| <i>Students will be able to:</i> | | | |
| GC-1.1 accessing/analyzing cultural knowledge | a. use basic research skills to find out about German-speaking cultures | a. identify and use a variety of sources of information to find out about the element of German-speaking cultures | a. organize and represent information about elements of German-speaking cultures in a variety of ways |
| GC-1.2 knowledge of German-speaking cultures | a. explore and identify some elements of German-speaking cultures | a. explore and identify some elements of German-speaking cultures | a. explore and identify some elements of German-speaking cultures |
| GC-1.3 applying cultural knowledge | a. identify different perspectives on German-speaking cultures, and speculate on their origins | a. apply knowledge of elements of German-speaking cultures in interactions with people and texts | a. apply knowledge of elements of German-speaking cultures, derived from a variety of sources, to interpret behaviours and texts |
| GC-1.4 diversity within German-speaking cultures | a. identify different perspectives on diverse elements of German-speaking cultures, and speculate on their origins | a. apply knowledge of diverse elements of German-speaking cultures in interactions with people and texts | a. apply knowledge of diverse elements of German-speaking cultures, derived from a variety of sources, to interpret behaviours and texts |
| GC-1.5 valuing German-speaking cultures | a. participate in and contribute to activities and experiences that reflect German-speaking cultures | a. examine their own perception of German language and culture, including stereotypes | a. seek out and use opportunities to have authentic interactions with members of German-speaking cultures |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of German-speaking cultures

| | Grade 10 | Grade 11 | Grade 12 |
|---|--|--|---|
| <i>Students will be able to:</i> | | | |
| GC-1.1 accessing/analyzing cultural knowledge | a. analyze information about elements of German-speaking cultures | a. evaluate sources of information on elements of German-speaking cultures | a. organize, analyze and evaluate information about elements of German-speaking cultures from a variety of sources, including personal experience |
| GC-1.2 knowledge of German-speaking cultures | a. identify and examine elements of German-speaking cultures | a. describe and analyze some elements of the cultural values of German-speaking countries | a. describe and analyze the role of contemporary German-speaking cultures in the global society |
| GC-1.3 applying cultural knowledge | a. apply knowledge of elements of German-speaking cultures to enhance interpersonal relations in familiar contexts, and to interpret texts | a. apply knowledge of elements of German-speaking cultures to enhance interpersonal relations in a variety of contexts, and to interpret texts | a. apply knowledge of the role of contemporary German-speaking cultures in the global society to enhance interpersonal relations in a variety of contexts, and to interpret texts |
| GC-1.4 diversity within German-speaking cultures | a. apply knowledge of diverse elements of German-speaking cultures to enhance interpersonal relations in familiar contexts, and to interpret texts | a. apply knowledge of diverse elements of German-speaking cultures to enhance interpersonal relations in a variety of contexts, and to interpret texts | a. apply knowledge of the role of diverse elements of contemporary German-speaking cultures in global society to enhance interpersonal relations in a variety of contexts, and to interpret texts |
| GC-1.5 valuing German-speaking cultures | a. seek out and use opportunities to have authentic interactions with individuals from a range of social groups within German-speaking cultures | a. seek out and use opportunities to have authentic interactions with individuals from a range of social groups within German-speaking cultures | a. identify and analyze the value of German-speaking cultures and the German language for themselves and for the global society |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--|--|---|--|--|
| <i>Students will be able to:</i> | | | | |
| GC-2.1 awareness of first language | a. distinguish between their first language and German | a. distinguish between their first language and German | a. identify similarities between their first language and German | a. identify similarities between their first language and German |
| GC-2.2 general language knowledge | a. explore the variety of languages spoken by their schoolmates and members of their community | a. identify and explore the variety of languages spoken by their schoolmates and members of their community | a. identify similarities between words from different languages within their personal experience | a. identify similarities among writing systems from different languages within their personal experience |
| GC-2.3 awareness of own culture | a. explore similarities between their own culture and other cultures | a. explore similarities between their own culture and other cultures | a. recognize similarities between their own culture and other cultures | a. make connections between individuals or situations in texts and their own personal experiences |
| GC-2.4 general cultural knowledge | a. participate in activities and experiences that reflect elements of different cultures | a. participate in activities and experiences that reflect elements of different cultures | a. recognize a variety of cultural practices are followed by their schoolmates and different groups in their community | a. recognize culture is expressed through a variety of forms |
| GC-2.5 valuing diversity | a. work and play with others who are different | a. work and play with others who are different | a. work and play with others who are different | a. engage in activities that reflect other ways of doing things or other perspectives |
| GC-2.6 intercultural skills | a. adapt to new situations | a. adapt to new situations | a. listen with attention to the opinions of others | a. initiate and maintain new relationships |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

| | Grade 4 | Grade 5 | Grade 6 |
|--|--|--|--|
| <i>Students will be able to:</i> | | | |
| GC-2.1 awareness of first language | a. identify similarities and differences between their first language and German | a. identify similarities and differences between their first language and German | a. compare oral and written aspects of their first language and German |
| GC-2.2 general language knowledge | a. identify differences and similarities among writing systems from different languages within their personal experience | a. recognize, within any linguistic group, individuals use language in personal ways | a. recognize in any language there are different words for the same thing |
| GC-2.3 awareness of own culture | a. recognize similarities and differences between their own culture and other cultures | a. identify similarities and differences between their own culture and other cultures | a. identify some influences on the development of their personal and cultural identity |
| GC-2.4 general cultural knowledge | a. recognize speakers of the same language may come from different cultural backgrounds | a. recognize within any culture there are important differences in the way people speak and behave | a. explore some of the factors that affect the culture of a particular region |
| GC-2.5 valuing diversity | a. engage in activities that reflect other ways of doing things or other perspectives | a. demonstrate curiosity about other languages and cultures | a. recognize different perspectives |
| GC-2.6 intercultural skills | a. reflect on their actions and the consequences of their actions on others | a. explore representations of their own culture as seen by another culture | a. explore how their perspective is shaped by a variety of factors |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

| | Grade 7 | Grade 8 | Grade 9 |
|--|--|--|--|
| <i>Students will be able to:</i> | | | |
| GC-2.1 awareness of first language | a. identify some words in their first language that have been borrowed from German or from other languages | a. identify some regional variations in their first language | a. identify aspects of their personal style in formal and informal language use |
| GC-2.2 general language knowledge | a. recognize languages can be grouped into families based on common origins | a. identify how and why languages borrow from one another | a. recognize languages may have regional differences in pronunciation, vocabulary or structure |
| GC-2.3 awareness of own | a. make connections between individuals or situations in texts and their own personal experiences | a. identify some of the past and present relationships between German-speaking cultures and their own | a. analyze ways that their own culture and other cultures are similar and different |
| GC-2.4 general cultural knowledge | a. identify some of the factors that affect the culture of a particular region | a. recognize different cultures may have different interpretations of texts, cultural practices or products | a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from a different culture |
| GC-2.5 valuing diversity | a. recognize and acknowledge different perspectives | a. recognize and acknowledge the value of different perspectives | a. seek out opportunities to interact with people from various cultures who have an interest in German language, German-speaking cultures or both. |
| GC-2.6 intercultural skills | a. recognize stereotypical thinking | a. view a situation from more than one perspective b. identify ways to facilitate intercultural communication | a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

| | Grade 10 | Grade 11 | Grade 12 |
|--|---|--|--|
| <i>Students will be able to:</i> | | | |
| GC-2.1 awareness of first language | a. analyze ways the ways their own language(s) and German are similar and different | a. analyze ways the ways their own language(s) and German are similar and different | a. summarize the ways their own language(s) and German are similar and different |
| GC-2.2 general language knowledge | a. describe factors that influence the status of languages b. describe ways languages evolve over time and the reasons for their evolution | a. make generalizations about the systematic nature of language | a. identify elements of linguistic diversity and commonalities within families of languages and their implications for language learning |
| GC-2.3 awareness of own culture | a. identify common global cultural references | a. identify ethnocentric elements in their own culture | a. seek other perspectives on their own culture, particularly those of German-speaking cultures |
| GC-2.4 general cultural knowledge | a. identify some of the ways cultures evolve over time | a. describe some of the ways individuals acquire a national identity and become part of the Canadian cultural mosaic | a. describe factors involved in intercultural competence and their implications for language learning |
| GC-2.5 valuing diversity | a. recognize contributions to society made by people from a variety of cultures | a. recognize the value of cultural and linguistic diversity for themselves | a. recognize the value of cultural and linguistic diversity for the global society |
| GC-2.6 intercultural skills | a. identify and use a variety of strategies for enhancing interactions with people from a different culture | a. identify ethnocentric perspectives in a document or event, and explain their origins | a. help members of different cultural and linguistic groups overcome conflicting perspectives |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|--|---|---|--|--|
| <i>Students will be able to:</i> | | | | |
| GC-3.1 German-speaking cultures and language | a. suggest some reasons for learning German | a. suggest some reasons for learning German | a. suggest some reasons for learning German | a. identify some personal uses they have made of their knowledge of German language and German-speaking cultures |
| GC-3.2 cultural and linguistic diversity | a. suggest some reasons for learning an additional language | a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures | a. identify some reasons for participating in activities and experiences that reflect elements of different cultures | a. identify some personal uses they have made of their knowledge of different languages and cultures |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

| | Grade 4 | Grade 5 | Grade 6 |
|--|---|---|--|
| | <i>Students will be able to:</i> | | |
| GC-3.1 German-speaking cultures and language | a. identify some uses they have made of their knowledge of German language and German-speaking cultures | a. identify some places they could visit where German is spoken | a. identify some careers where knowledge of German is useful |
| GC-3.2 cultural and linguistic diversity | a. identify some uses they have made of their knowledge of different languages and cultures | a. identify some countries where there is significant linguistic and cultural diversity | a. identify some careers where knowledge of different languages and cultures is useful |

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

| | Grade 7 | Grade 8 | Grade 9 |
|--|---|---|--|
| | <i>Students will be able to:</i> | | |
| GC-3.1 German-speaking cultures and language | a. identify aspects of German-speaking cultures that are of personal interest | a. explore careers where knowledge of German language and German-speaking cultures can be applied | a. explore opportunities for further education related to German language and German-speaking cultures |
| GC-3.2 cultural and linguistic diversity | a. identify reasons for learning additional languages and experiencing other cultures | a. explore some careers that use knowledge of additional languages and cultures, and intercultural skills | a. explore opportunities for further education related to languages and cultures |

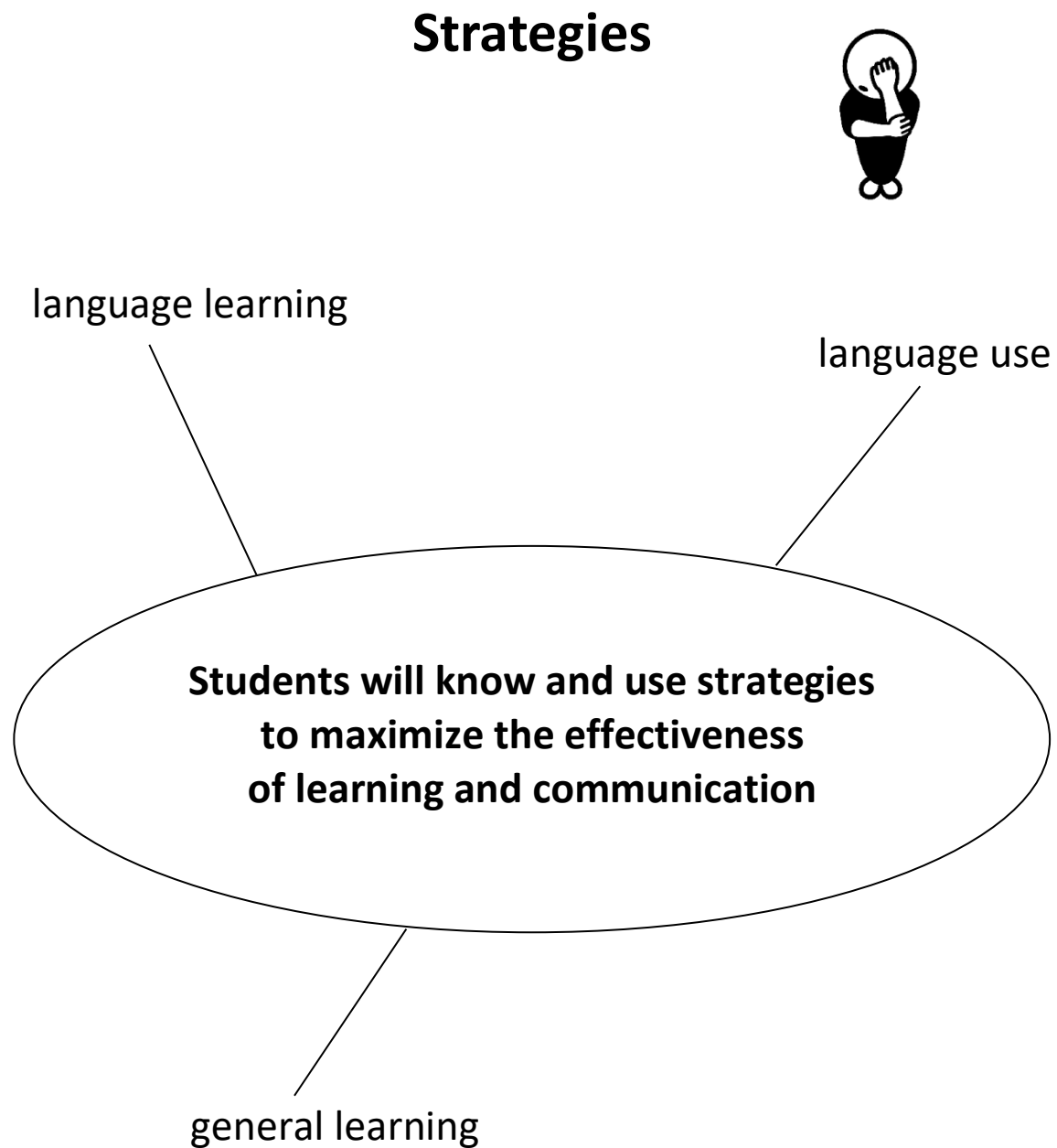
General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

| | Grade 10 | Grade 11 | Grade 12 |
|--|---|--|---|
| <i>Students will be able to:</i> | | | |
| GC-3.1 German-speaking cultures and language | a. explore and identify aspects of German-speaking cultures—history, literature, arts—that are of personal interest | a. explore applications of German language and German-speaking cultures in the workplace | a. explore applications of German language and German-speaking cultures in the global marketplace |
| GC-3.2 cultural and linguistic diversity | a. explore careers where knowledge of an additional language and intercultural skills can be applied b. explore and identify aspects of other cultures—history, literature, arts—that are of personal interest | a. explore applications of language and culture learning in the workplace | a. explore applications of language and culture learning in the global marketplace |

Figure 6: Strategies



Strategies

Under the **Strategies** heading are specific outcomes that help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. Early models of strategic competence identified mainly the compensation and repair strategies that are important in the early stages of language learning when proficiency is low. The learning outcomes listed in this section deal with strategies for language learning, language use in a broad sense and general learning strategies that help students acquire content. Language-use strategies encompass compensation and repair strategies. They also include strategies used by effective speakers, of any language, to enhance their communication. It's important to note, while people may use strategies unconsciously, the learning outcomes in this section deal only with the conscious use of strategies.

Strategies are grouped into three cluster headings (see pg. 75, "Figure 6: Strategies"). Each head also includes several strands that follow the development of awareness and skill in using strategies from grade to grade (see pg. 84, "General Outcome for Strategies"). In the table General Outcome for Strategies, each strand is identified by a strand heading on the left side of the row and deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social or affective. Similarly, the language-use strategies are organized by communicative modes—interactive, interpretive and productive.

The strategies students choose, depend on the task they are engaged in and factors such as preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person—or may not be suitable in different situations. For this reason, it is not particularly useful to say students should be aware of, or able to use, a specific strategy at a particular grade level. The strategies described in the learning outcomes are only examples that give an idea of the kinds of strategies students of that age, and that level of proficiency, might benefit.

Teachers need to know, and be able to demonstrate, a broad range of strategies that allow students to choose from to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- Listen attentively.
 - Perform actions to match the words of a song, story or rhyme.
 - Learn short rhymes or songs, incorporating new vocabulary or sentence patterns.
 - Imitate sounds and intonation patterns.
 - Memorize new words by repeating them silently or aloud.
 - Seek the precise term to express meaning.
 - Repeat words or phrases in the course of performing a language task.
 - Make personal dictionaries.
 - Experiment with various elements of German.
 - Use mental images to remember new information.
 - Group together sets of things—vocabulary, structures—with similar characteristics.
 - Identify similarities and differences between aspects of German and your language.
 - Look for patterns and relationships.
 - Use previously acquired knowledge to facilitate a learning task.
 - Associate new words or expressions with familiar ones, either in German or in your language.
 - Use reference materials—dictionaries, textbooks, and grammar and technological aids.
 - Use technological aids to support language learning—digital recorders, tablets, computers.
 - Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember.
 - Place new words or expressions in a context to make them easier to remember.
 - Use induction to generate rules governing language use.
 - Seek opportunities outside of class to practise and observe.
 - Perceive and write down unknown words and expressions, also noting their context and function.
-
- **Metacognitive**
 - Check copied writing for accuracy.
 - Make choices about how you learn.
 - Rehearse or role-play language.
 - Decide in advance to attend to the learning task.
 - Reflect on learning tasks with the guidance of the teacher.
 - Plan in advance about how to approach a language-learning task.
 - Reflect on the listening, speaking, reading and writing process.
 - Decide in advance to attend to specific aspects of input.
 - Listen or read for keywords.
 - Evaluate your performance or comprehension at the end of a task.
 - Keep a learning log.
 - Experience various methods of language acquisition and identify one or more that's useful.
 - Aware of the potential of learning through direct exposure to the language.
 - Know how strategies may enable coping with texts containing unknown elements.
 - Identify factors that might hinder the successful completion of a task and seek solutions.
 - Monitor speech and writing to check for persistent errors.
 - Identify strengths and weaknesses, needs and goals, and appropriate strategies and procedures.

Social and Affective

- Initiate or maintain interaction with others.
- Participate in shared reading experiences.
- Seek the assistance of a friend to interpret a text.
- Reread familiar self-chosen texts to enhance understanding and enjoyment.
- Work co-operatively with peers in small groups.
- Understand making mistakes is a natural part of language learning.
- Experiment with various forms of expression noting the acceptance or non-acceptance by more experienced speakers.
- Participate actively in brainstorming and conferencing as pre-writing and post-writing exercises
- Use self-talk to feel competent to do the task.
- Be willing to take risks and to try unfamiliar tasks and approaches.
- Repeat new words and expressions in conversations and make use of these when appropriate.
- Reduce anxiety by using mental techniques such as positive self-talk or humour.
- Work with others to solve problems and get feedback on tasks.
- Provide personal motivation by arranging your rewards when successful.

Language Use Strategies

Interactive

- Ask for clarification or repetition when information is not understood—*Was meinst du damit? Kannst du das bitte wiederholen?*
- Use words from your first language to get meaning across—use a literal translation of a phrase in the first language, use a first language word but pronounce it as in German.
- Acknowledge being spoken to.
- Interpret and use various nonverbal cues to communicate—mime, pointing, gestures, pictures.
- Indicate lack of understanding verbally or nonverbally—*Wie bitte? Entschuldigung? Das habe ich nicht verstanden*, raised eyebrows, blank look.
- Use other speakers' words in subsequent conversations.
- Assess feedback from a conversation partner to recognize when a message has not been understood—raised eyebrows, blank look.
- Start again, using a different tactic, when communication breaks down—*Was ich damit sagen will*.
- Use a simple word similar to the concept to convey and invite correction—*Fisch* for *Forelle*.
- Invite others into the discussion.
- Ask for confirmation a form used is correct—*Kann man das sagen?*
- Use various fillers, hesitation devices and gambits to sustain conversations—*Also ..., Was wollte ich sagen*.
- Use circumlocution to compensate for lack of vocabulary—*Das Ding, aus dem man trinkt* for *Glas*.
- Repeat part of what someone said to confirm mutual understanding—*Was du damit sagen willst, ist; Du meinst also, dass*.
- Summarize the point reached in a discussion to help focus the talk.
- Ask followup questions to check for understanding—*Verstehst du, was ich meine?*
- Use suitable phrases to intervene in a discussion—*Da wir gerade dabei sind*.
- Self-correct if errors lead to misunderstandings—*Was ich eigentlich damit sagen will*.
- Express approval or positive feedback—*Ich finde das gut*.

Interpretive

- Use gestures, intonation and visual supports to aid comprehension.
- Make connections between texts on the one hand and prior knowledge and personal experience on the other hand.
- Use illustrations to aid reading comprehension.
- Determine the purpose of listening.
- Listen or look for keywords.
- Listen selectively based on purpose.
- Make predictions about what is expected, in terms of hearing or reading, based on prior knowledge and personal experience.
- Use knowledge of the sound–symbol system to aid reading comprehension.
- Infer probable meanings of unknown words or expressions from contextual clues.
- Prepare questions or a guide to write down information found in a text.
- Use key content words or discourse markers—*ich meine, also, weißt du, gut, ach so, okay, richtig, eigentlich, nun, zuerst, auch, jedenfalls, doch*—to follow an extended text.
- Reread several times to understand complex ideas.
- Summarize information gathered.
- Assess your information needs before listening, viewing or reading.
- Use skimming and scanning to locate key information in texts.

• Productive

- Mimic what the teacher says.
- Use nonverbal means to communicate.
- Copy what others say or write.
- Use words that are visible in the immediate environment.
- Use resources to increase vocabulary.
- Use familiar repetitive patterns from stories, songs, rhymes or media.
- Use illustrations to provide detail when producing your own texts.
- Use various techniques to explore ideas at the planning stage—brainstorming, a notebook to log ideas.
- Use knowledge of sentence patterns to form new sentences.
- Be aware of, and use, writing process steps:
 - prewriting—gathering ideas, planning the text, research, organizing the text
 - writing
 - revision—rereading, moving pieces of text, rewriting pieces of text
 - correction—grammar, spelling, punctuation
 - publication—printing, adding illustrations, binding
- Use a variety of resources to correct texts—personal and commercial dictionaries, checklists, grammars.
- Note-taking when reading or listening to assist in producing text.
- Revise and correct final versions of texts.
- Use circumlocution and definition to compensate for gaps in vocabulary.
- Apply grammar rules to improve accuracy at the correction stage.
- Compensate for avoiding difficult structures by rephrasing.

General Learning Strategies

Cognitive

- Classify objects and ideas according to their attributes—red objects and blue objects; animals that eat meat and animals that eat plants.
- Use models.
- Connect what is already known with what is being learned.
- Experiment with, and concentrate on, one thing at a time.
- Focus on and complete learning tasks.
- Write down keywords and concepts in abbreviated form to assist with the performance of a learning task.
- Use mental images to remember new information.
- Distinguish between fact and opinion when using a variety of sources of information.
- Formulate key questions to guide research.
- Make inferences and identify and justify the evidence on which these inferences are based.
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember.
- Seek information through a network of sources, including libraries, the Internet, individuals and agencies.
- Use previously acquired knowledge or skills to assist with a new learning task.

Metacognitive

- Reflect on learning tasks with the guidance of the teacher.
- Choose from among learning options.
- Discover how efforts can affect learning.
- Reflect upon thinking and learning processes.
- Decide in advance to attend to the learning task.
- Divide an overall learning task into subtasks.
- Make a plan in advance about how to approach a task.
- Identify your needs and interests.
- Manage your physical working environment.
- Keep a learning journal, such as a diary or log.
- Develop criteria for evaluating work.
- Discuss strategies with others to monitor learning.
- Take responsibility for planning, monitoring and evaluating learning experiences.

Social and Affective

- Watch others' actions and copy them.
- Seek help from others.
- Follow natural curiosity and intrinsic motivation to learn.
- Participate in co-operative group learning tasks.
- Choose learning activities that enhance understanding and enjoyment.
- Be encouraged to try, even though mistakes might be made.
- Take part in group decision-making processes.
- Use support strategies to help peers persevere at learning tasks—encouragement, praise, ideas.
- Take part in group problem-solving processes.
- Use self-talk to feel competent to do the task.
- Willing to take risks and try unfamiliar tasks and approaches.
- Monitor anxiety levels about learning tasks and take measures to lower it if necessary—deep breathing, laughter, listening to instrumental music.
- Use social interaction skills to enhance group learning activities.

General Outcome for Strategies

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

S-1 language learning

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|--|--|--|---|
| <i>Students will be able to:</i> | | | | |
| S-1.1 cognitive | a. use simple cognitive strategies, with guidance, to enhance language learning | a. use simple cognitive strategies, with guidance, to enhance language learning | a. use simple cognitive strategies, with guidance, to enhance language learning | a. use a variety of simple cognitive strategies, with guidance, to enhance language learning |
| S-1.2 metacognitive | a. use simple metacognitive strategies, with guidance, to enhance language learning | a. use simple metacognitive strategies, with guidance, to enhance language learning | a. use simple metacognitive strategies, with guidance, to enhance language learning | a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning |
| S-1.3 social/affective | a. use simple social and affective strategies, with guidance, to enhance language learning | a. use simple social and affective strategies, with guidance, to enhance language learning | a. use simple social and affective strategies, with guidance, to enhance language learning | a. use a variety of simple social and affective strategies, with guidance, to enhance language learning |

General Outcome for Strategies

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

S-1 language learning

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| S-1.1 cognitive | a. identify and use a variety of cognitive strategies to enhance language learning | a. identify and use a variety of cognitive strategies to enhance language learning | a. identify and use a variety of cognitive strategies to enhance language learning |
| S-1.2 metacognitive | a. identify and use a variety of metacognitive strategies to enhance language learning | a. identify and use a variety of metacognitive strategies to enhance language learning | a. identify and use a variety of metacognitive strategies to enhance language learning |
| S-1.3 social/affective | a. identify and use a variety of social and affective strategies to enhance language learning | a. identify and use a variety of social and affective strategies to enhance language learning | a. identify and use a variety of social and affective strategies to enhance language learning |

General Outcome for Strategies

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

S-1 language learning

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|---|---|---|
| <i>Students will be able to:</i> | | | |
| S-1.1 cognitive | a. select and use a variety of cognitive strategies to enhance language learning | a. select and use a variety of cognitive strategies to enhance language learning | a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations |
| S-1.2 metacognitive | a. select and use a variety of metacognitive strategies to enhance language learning | a. select and use a variety of metacognitive strategies to enhance language learning | a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations |
| S-1.3 social/affective | a. select and use a variety of social and affective strategies to enhance language learning | a. select and use a variety of social and affective strategies to enhance language learning | a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations |

General Outcome for Strategies

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

S-1 language learning

| | Grade 10 | Grade 11 | Grade 12 |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> | | | |
| S-1.1 cognitive | a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations | a. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations | a. use appropriate cognitive strategies effectively to enhance language learning in a variety of contexts |
| S-1.2 metacognitive | a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations | a. use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations | a. use appropriate metacognitive strategies effectively to enhance language learning in a variety of contexts |
| S-1.3 social/affective | a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations | a. use appropriate social and affective strategies effectively to enhance language learning in a variety of situations | a. use appropriate social and affective strategies effectively to enhance language learning in a variety of contexts |

General Outcome for Strategies

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

S-2 language use

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|---|--|
| <i>Students will be able to:</i> | | | | |
| S-2.1 interactive | a. use simple interactive strategies with guidance | a. use simple interactive strategies with guidance | a. use simple interactive strategies with guidance | a. use a variety of simple interactive strategies with guidance |
| S-2.2 interpretive | a. use simple interpretive strategies with guidance | a. use simple interpretive strategies with guidance | a. use simple interpretive strategies with guidance | a. use a variety of simple interpretive strategies with guidance |
| S-2.3 productive | a. use simple productive strategies with guidance | a. use simple productive strategies with guidance | a. use simple productive strategies with guidance | a. use a variety of simple productive strategies with guidance |

General Outcome for Strategies

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

S-2 language use

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| S-2.1 interactive | a. identify and use a variety of interactive strategies with guidance | a. identify and use a variety of interactive strategies | a. identify and use a variety of interactive strategies |
| S-2.2 interpretive | a. identify and use a variety of interpretive strategies with guidance | a. identify and use a variety of interpretive strategies | a. identify and use a variety of interpretive strategies |
| S-2.3 productive | a. identify and use a variety of productive strategies with guidance | a. identify and use a variety of productive strategies | a. identify and use a variety of productive strategies |

General Outcome for Strategies

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

S-2 language use

| | Grade 7 | Grade 8 | Grade 9 |
|-----------------------|--|--|--|
| | <i>Students will be able to:</i> | | |
| S-2.1 interactive | a. select and use a variety of interactive strategies | a. select and use a variety of interactive strategies | a. select and use appropriate interactive strategies in a variety of situations |
| S-2.2 interpretive | a. select and use a variety of interpretive strategies | a. select and use a variety of interpretive strategies | a. select and use appropriate interpretive strategies in a variety of situations |
| S-2.3 productive | a. select and use a variety of productive strategies | a. select and use a variety of productive strategies | a. select and use appropriate productive strategies in a variety of situations |

General Outcome for Strategies

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

S-2 language use

| | Grade 10 | Grade 11 | Grade 12 |
|-----------------------|--|---|---|
| | <i>Students will be able to:</i> | | |
| S-2.1 interactive | a. select and use appropriate interactive strategies in a variety of situations | a. use appropriate interactive strategies effectively in a variety of situations | a. use appropriate interactive strategies effectively in a variety of contexts |
| S-2.2 interpretive | a. select and use appropriate interpretive strategies in a variety of situations | a. use appropriate interpretive strategies effectively in a variety of situations | a. use appropriate interpretive strategies effectively in a variety of contexts |
| S-2.3 productive | a. select and use appropriate productive strategies in a variety of situations | a. use appropriate productive strategies effectively in a variety of situations | a. use appropriate productive strategies effectively in a variety of contexts |

General Outcome for Strategies

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

S-3 general learning

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|----------------------------------|---|---|---|---|
| <i>Students will be able to:</i> | | | | |
| S-3.1 cognitive | a. use simple cognitive strategies to enhance general learning | a. use simple cognitive strategies to enhance general learning | a. use simple cognitive strategies to enhance general learning | a. use simple cognitive strategies to enhance general learning |
| S-3.2 metacognitive | a. use simple metacognitive strategies to enhance general learning | a. use simple metacognitive strategies to enhance general learning | a. use simple metacognitive strategies to enhance general learning | a. use simple metacognitive strategies to enhance general learning |
| S-3.3 social/affective | a. use simple social and affective strategies to enhance general learning | a. use simple social and affective strategies to enhance general learning | a. use simple social and affective strategies to enhance general learning | a. use simple social and affective strategies to enhance general learning |

General Outcome for Strategies

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

S-3 general learning

| | Grade 4 | Grade 5 | Grade 6 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| S-3.1 cognitive | a. identify and use a variety of cognitive strategies to enhance general learning | a. identify and use a variety of cognitive strategies to enhance general learning | a. identify and use a variety of cognitive strategies to enhance general learning |
| S-3.2 metacognitive | a. identify and use a variety of metacognitive strategies to enhance general learning | a. identify and use a variety of metacognitive strategies to enhance general learning task | a. identify and use a variety of metacognitive strategies to enhance general learning |
| S-3.3 social/affective | a. identify and use a variety of social and affective strategies to enhance general learning | a. identify and use a variety of social and affective strategies to enhance general learning | a. identify and use a variety of social and affective strategies to enhance general learning |

General Outcome for Strategies

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

S-3 general learning

| | Grade 7 | Grade 8 | Grade 9 |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> | | | |
| S-3.1 cognitive | a. select and use a variety of cognitive strategies to enhance general learning | a. select and use a variety of cognitive strategies to enhance general learning | a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations |
| S-3.2 metacognitive | a. select and use a variety of metacognitive strategies to enhance general learning | a. select and use a variety of metacognitive strategies to enhance general learning | a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations |
| S-3.3 social/affective | a. select and use a variety of social and affective strategies to enhance general learning | a. select and use a variety of social and affective strategies to enhance general learning | a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations |

General Outcome for Strategies

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

S-3 general learning

| | Grade 10 | Grade 11 | Grade 12 |
|----------------------------------|--|--|---|
| <i>Students will be able to:</i> | | | |
| S-3.1 cognitive | a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations | a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations | a. use appropriate cognitive strategies effectively to enhance general learning in a variety of contexts |
| S-3.2 metacognitive | a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations | a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations | a. use appropriate metacognitive strategies effectively to enhance general learning in a variety of contexts |
| S-3.3 social/affective | a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations | a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations | a. use appropriate social and affective strategies effectively to enhance general learning in a variety of contexts |