



German

A Curriculum Guide for Grades 9-12

Pilot Edition

literature
grammar
spelling
reading
writing
vocabulary



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for Grades 9 - 12

Pilot Edition

June 1998

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1. Heritage Language Education Policy

The Heritage Language Education Policy (Saskatchewan Education, 1994) describes the role of heritage languages in the development of a multicultural society and describes Saskatchewan Education's commitment to in-school and out-of-school heritage language programming.

Vision Statement

An educational system which values the cultural diversity of its students and makes heritage language learning accessible, enhances multiculturalism in Saskatchewan and in Canada.

This educational system makes students aware of the personal and social value of heritage languages. It emphasizes to all students, educators and parents that Saskatchewan is strengthened culturally and economically by the linguistic diversity of its population.

The Role of the Educational System in a Linguistically Diverse Society

Saskatchewan is enriched by many cultures and languages.

The educational system has an important role to play in maintaining and developing Saskatchewan's heritage languages. The school, in partnership with the family and the community, transmits to children and young adults the knowledge and values which society considers important. When heritage languages are taught through the regular educational system, students receive a powerful message about the value and worth of heritage languages in Saskatchewan society.

Heritage Language Education Programs

Heritage language education should consist of formal, planned, structured programs that are intended to increase students' knowledge of heritage languages.

Heritage language programs:

- may be offered through the formal school system or through community initiatives;
- may be designed for students of any age;
- may emphasize the culture of which a heritage language is a part; and,
- may use community resources in addition to traditional educational materials.

Heritage Language Education Policy Statement

The study of a heritage language allows students to develop communication skills in the language being studied, to develop a sensitivity to the culture, and to develop skills and attitudes necessary for learning additional languages. Encouraging students to take pride in their own cultures promotes respect for members of other cultures.

This province's strength and uniqueness come in large part from its linguistic and cultural diversity. Language instruction is integral to the maintenance of culture and thus to Saskatchewan's identity.

Teaching a variety of languages facilitates individual and societal participation in the global economy. Saskatchewan's economic well-being is dependent on the rest of the world. Thus, language learning has an economic value as well as a cultural one.

Saskatchewan Education supports the provision of opportunities for students to acquire, maintain, or regain languages, through in-school or out-of-school programming.

All provincial government services for heritage languages are coordinated by Saskatchewan Education. This includes both regular in-school programs and out-of-school programs for preschool to grade 12. Universities, colleges and community language programs provide language education for adults. Saskatchewan Education's responsibilities include revision of *The Education Act* and regulations relating to issues concerning:

- administration of out-of-school heritage language classes;
- granting student credits at the 10, 20, and 30 levels for out-of-school classes;
- certification procedures for heritage language teachers;
- financial support for out-of-school classes; and,
- grants to school boards to defray equipment and facility rental costs offered beyond normal school hours.

2. German Language Education Policy

2.1 Rationale

Language learning is considered an important part of a well-rounded education, especially in this age of science and technology. Language is considered to be the major repository of culture, history and tradition. With increased contact among the peoples of the world, learning other languages and gaining an appreciation for the cultural backgrounds of other peoples is an invaluable personal resource. Learning another language provides practical linguistic skills and access to countless new ideas and experiences which broaden the learner's perspective and understanding of the surrounding world.

The German language has always had a significant place among the many languages and cultures that make up the Canadian mosaic. It is the sixth most commonly used language in the world and is spoken by approximately 117 million people: about 80 million in Germany, 7 million in Austria, 4 million in Switzerland and a substantial number throughout Europe, the Americas, Australia and South and East Africa. According to the Canadian Census of 1991, speakers of German form the third largest ethnic group in Canada and the second largest in Saskatchewan.

As a major partner in international affairs and as a trading nation, Canada stands to benefit from a multicultural society. The extensive use of German in world-wide business, trade, communication, science, technology, tourism, and cultural industries can translate into vocational opportunities for those Canadians with German-language skills. The political and economic events unfolding in the new, united Europe of the 1990's and the central role of Germany in this new structure provide a further rationale for German-language study.

In Saskatchewan the study of German also serves a heritage language function since approximately 150,000 Saskatchewanians have roots in German-speaking countries (1991 census).

Overall the rationale for teaching German is congruent with the spirit of Canada's Bill C-93 - The Canadian Multiculturalism Act (1988).

2.2 High School Credit Course

German language study may be selected as an elective credit requirement at the grade 10, grade 11 and grade 12 levels. A credit standing in any subject requires 100 hours of classroom instruction per year. Typically, high school German language classes begin at the Grade 9 level and offer 100 hours of classroom instruction.

3. Components of Core Curriculum

Core curriculum may be viewed as a framework for achievement of educational goals through classroom instruction, intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. It reinforces the teaching of basic skills and introduces an expanded range of new skills to the curriculum.

Core Curriculum is developmental in nature and based on a K to 12 continuum. The grades are grouped into the following levels:

- **Kindergarten**
- **Elementary Level (grades 1 to 5)**
- **Middle Level (grades 6 to 9)**
- **Secondary Level (grades 10 to 12)**

The two major components of Core Curriculum are the **Required Areas of Study** and the **Common Essential Learnings**.

To meet community and student needs at the local level, provision is made within Core Curriculum to offer **Locally-determined Options**. In recognition of the diverse needs of students, provision is made through the **Adaptive Dimension** for teachers to adapt instruction.

3.1 Required Areas of Study

The seven Required Areas of Study within the Core Curriculum are:

- **Language Arts**
- **Mathematics**
- **Science**
- **Social Studies**
- **Health Education**
- **Arts Education**
- **Physical Education**

Each required area has unique knowledge, skills and values that are essential for all students at the Elementary, Middle and Secondary Levels. Therefore, the Required Areas of Study are included throughout the school program from the Elementary to Secondary Levels.

3.2 Common Essential Learnings

The six Common Essential Learnings within the Core Curriculum are:

- **Communication**
- **Numeracy**
- **Critical and Creative Thinking**
- **Technological Literacy**
- **Independent Learning**
- **Personal and Social Values and Skills**

The Common Essential Learnings are six interrelated areas containing knowledge, skills, attitudes, and abilities which are considered important for learning in all school subjects.

Common Essential Learnings will be incorporated into the required areas and other courses of study in an appropriate manner. The following are suggested as preliminary descriptions of the areas on which each common essential learning focuses across the curriculum.

Communication focuses upon the language demands of each of the required areas of study. It is based on the recognition that language is central to learning in all subject areas. This common essential learning does not ask that all teachers become language arts teachers but rather that they understand the role that language plays in their subject area(s) and deal systematically and concretely with that role in their instructional methods.

Numeracy as a common essential learning is concerned with the knowledge, skills, and appreciations necessary to cope confidently and competently with most everyday situations demanding the use of mathematical ideas, techniques and applications, and with the ability to learn new ones when necessary. In relation to instruction, numeracy suggests that a better balance is required between knowing **how** to compute, measure, estimate and interpret mathematical data and knowing **when** to apply these same skills and techniques.

Critical and Creative Thinking as a common essential learning is intended to better develop students' abilities to create and to evaluate ideas, processes, experiences and objects. It requires that teachers and students learn to generate, to publicly defend, and to change when necessary, their criteria for evaluation. The creation of greater self-awareness is an important component of this area.

Technological Literacy is concerned with the understanding of technological systems as part of social systems which cannot be fully separated from the political, cultural and economic frameworks which shape them. Its intent as a common essential learning is to create citizens capable of an informed, balanced and comprehensive analysis of the technological influences upon their lives and of acting upon the basis of their analysis.

Independent Learning focuses on creation of the opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners. It will require instructional methods that incorporate, among other things, resource-based learning projects, independent research, and the explicit teaching of study skills, and that offer students opportunities to choose from a range of assignments and activities.

Personal and Social Values and Skills examines the personal, moral, social and cultural aspects of each school subject and of the total school environment. It reflects a concern with the development of responsible and compassionate individuals, ones who are both self-reliant and able to work cooperatively as part of a group and with other groups. The inclusion in school subjects of content and activities leading to increased cultural understanding is also an aspect of this common essential learning.

German language education offers many opportunities for incorporating the Common Essential Learnings (CELs) into instruction. The purpose is to help students better understand the subject matter content under study and to better prepare students for their future learning both within and outside of the K-12 educational system. The decision to focus on a particular CEL or CELs within a lesson is guided by the needs and abilities of individual students and by the particular demands of the subject area. Throughout a unit, it is intended that each Common Essential Learning will have been developed to some extent.

It is important to incorporate the CELs in an authentic manner. For example, some subject areas may offer many opportunities to develop the understandings, values, skills and processes related to a number of the CELs. The development of a particular CEL, however, may be limited by the nature of the subject matter under study.

General guidelines for incorporating the Common Essential Learnings into instruction are presented in this guide. These guidelines are not meant to be prescriptive, but rather to serve as ideas for initiating further reflection and refinement. In addition, it should be noted that many of the guidelines for developing a particular CEL may also develop other CELs. This is to be expected as the Common Essential Learnings are six interrelated sets of knowledge, values, skills and abilities.

Incorporating the Common Essential Learnings into instruction has implications for the assessment of student learning. For example, a unit which has focused on developing the CELS of Communication and Critical and Creative Thinking should also reflect this focus when assessing student learning. Exams or assignments should allow students to demonstrate their understanding of the important concepts in the unit and how these concepts are related to each other or to previous learning. Questions can be structured so that evidence or reasons must accompany student explanations. If students are encouraged to think critically and creatively through a unit, then the assessment at the end of the unit should also require students to think critically and creatively.

The incorporation of the Common Essential Learnings into instruction can best be accomplished through teachers reflecting upon the subject matter under study, their teaching practices and their students. By listening carefully to students and attempting to understand their perspectives/viewpoints, teachers can better reflect their students' interests and concerns in the classroom experiences which they provide. Giving students opportunities to learn from each others' interpretations and understanding also validates each student's personal experience. Teachers are encouraged to use the ideas suggested for the development of one Common Essential Learning to strengthen students' development in other CELs. It is anticipated that teachers will build from the suggestions in this guide and from their personal reflections in order to better incorporate the Common Essential Learnings into German language education.

- **Suggestions for Incorporating the Common Essential Learnings into German Language Education**

- **Communication (C)**

- Provide opportunities for students to use listening, speaking, reading and writing for a variety of purposes and audiences.
- Provide pre-listening, pre-speaking, pre-reading and pre-writing activities which link important understandings in a unit to previous experiences and present knowledge.
- Focus on "Lernerzentrierter Unterricht" (learner-centered instruction), introducing new vocabulary through activities that enable students to apply their previous knowledge to new learning.
- Create opportunities for students to express their ideas in a variety of ways, allowing them to learn from each others' experiences and to demonstrate their present understanding (as through discussions, interviews, art work, puppetry or book making).
- Introduce students to various strategies to help them relate and understand concepts of story parts (such as role playing, story or concept maps, outlines, story grammars, or sequencing and categorizing tasks).
- Design lessons and exercises that stress the possibility and acceptance of various answers and explanations.
- Plan learning experiences that allow students to draw upon their first language skills to further their understanding and to share their understanding with others.
- Have students use expressive language (spoken, written, and actions and gestures) to explore their ideas, opinions and feelings.
- Focus on a communicative approach, dealing with real-life situations, authentic language and materials.
- Be sensitive to cultural norms and respect cultural differences in aspects of communication such as silence, eye contact and ways of expressing emotions.
- Provide opportunities for students to reflect through questioning, discussion and writing.

Numeracy (N)

- Provide opportunities for students to interpret and produce maps, graphs, charts and sketches.
- Introduce mathematical vocabulary (numbers, dates, measurements, distances) to assist students in identifying and describing both qualitative and quantitative differences in objects in their environment.
- Encourage students to look for and create patterns or connections among ideas and information.
- Provide opportunities for students to sequence and categorize objects, ideas and information.

Critical and Creative Thinking (CCT)

- Encourage imaginative responses and personal interpretations and expression through activities such as role-playing, preparation of skits and dialogues.
- Guide students' analysis of information from a variety of resources to deepen their understanding of the topic being explored.
- Encourage students to look for alternatives and give reasons for their decisions (by asking questions such as, *If you were the author, how might you have written the story? or What do you think will happen next? Why?*).

Technological Literacy (TL)

- Increase students' awareness of technology in homes and in schools.
- Provide opportunities for students to explore, from varying perspectives, issues related to technological developments, such as communication systems and public transportation.
- Assist students in understanding how technology shapes and is shaped by society, in understanding the relationship between technological decisions and human values.

Independent Learning (IL)

- Encourage the use of a variety of German language and cultural resources such as newspaper and magazine articles, community library resources, field trips, audio-visual materials and resource people.
- Plan experiences that lead to choice, independent exploration and research.
- Encourage students to share their personal experiences to discover the relationships between their previous knowledge and their class experiences.
- Involve students in planning projects and units.
- Encourage students to reflect upon the results of their learning experiences.

Personal and Social Values and Skills (PSVS)

- Explore varied cultural content to foster greater understanding and appreciation of various cultures, to acknowledge their language and history as important aspects of personal identity and to develop an awareness of discrimination or bias when present.
- Model and encourage sensitive responses to the ideas, comments and creative expressions of others.
- Provide opportunities for students to respond to and build upon the ideas of others.
- Provide frequent opportunities for students to learn in co-operative groups.

3.3 Locally-determined Options

The Core Curriculum makes provision in the K to 12 school program for Locally-determined Options to gain time for local or community program priorities. Approved policy guidelines are as follows:

- At the Elementary and Middle Levels, school divisions may gain time for Locally-determined Options by reducing the time to be spent in one or more of the required areas up to a maximum of 20%.
- At the Secondary Level, time for Locally-determined Options is available through the use of courses in the elective categories.
- Locally-determined Options can be provided through the selection of provincially-developed courses or through courses developed at the local level. Saskatchewan Education will continue to require that all locally-developed courses be reviewed for approval by the department.

Decisions about the priorities of locally-determined program offerings, such as religious education or second language instruction, are best made by boards of education in consideration of local community needs.

German language education is considered a locally-determined program within Core Curriculum.

3.4 Adaptive Dimension

The Adaptive Dimension is an essential part of all educational programs. Like the Common Essential Learnings, the Adaptive Dimension is a component of Core Curriculum and permeates all curriculum and instruction. The Adaptive Dimension is defined as:

the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction and the learning environment meaningful and appropriate for each student. (*The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992)

The Adaptive Dimension addresses the importance of providing students alternative access to, and expression of, knowledge in order to promote optimum success for each student. Learning environments can be made more accessible through a modification of setting, method or material.

The Adaptive Dimension is used to:

- provide program enrichment and/or extension when it is needed;
- enhance student success and reduce the possibility of failure;
- address students' cultural needs;
- accommodate community needs;
- increase curriculum relevance for students;
- lessen discrepancies between student ability and achievement;
- provide variety in learning materials, including community resources;
- maximize the students' potential for learning.

Teachers should consider a number of general guidelines when adapting instruction in German language education:

- Create a classroom environment in which students' unique cultures, backgrounds, interests, language abilities and learning styles are accepted and respected by teachers and peers.
- Use a variety of instructional and evaluation strategies and procedures to accommodate individual differences in abilities and learning styles.
- Alter the manner in which students are required to respond to information and literary selections.
- Alter the pace of activities or lessons to ensure that all students are challenged to develop skills and concepts to their potentials.
- Alter the setting so that students may benefit more fully from instruction. Learning centres, co-operative learning, resource-based learning and various kinds of peer tutoring require flexible arrangements of desks, tables, chairs and equipment.

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- Use co-operative learning groups and peer tutoring to increase student opportunities for interactive language experiences.
 - Provide a variety of resources to accommodate for varying cognitive and language abilities, interests and experiences.
 - Provide students with sufficient time to explore, create, question and experience as they learn.
 - Ensure availability of a variety of multicultural resources.
 - Monitor students' ongoing development and progress through continuous assessment techniques.
 - Encourage student participation in planning, instruction and evaluation.
 - Provide a variety of options when planning language activities.

The Adaptive Dimension includes all practices the teacher employs to make learning meaningful and appropriate for each student. Because the Adaptive Dimension permeates all teaching practice, sound professional judgement becomes the critical factor in decision-making. This curriculum allows for such flexibility and decision-making.

4. Supporting Initiatives within Core Curriculum

In addition to the components previously described in Required Areas of Study (3.1), Common Essential Learnings (3.2), Locally-determined Options (3.3) and Adaptive Dimension (3.4), Core Curriculum includes various initiatives which guide the development of teaching materials as well as instruction in the classroom.

- **Resource-Based Learning and the Resource Centre**

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning. Resource-based instruction involves teacher and teacher-librarian cooperation in planning units which integrate resources with classroom assignments and in teaching students the processes needed to find, analyze and present information.

Resource-based learning is student-centred. It offers students opportunities to choose, to explore and to discover. Students who are encouraged to make choices in an environment which is rich in resources and in which their thoughts and feelings are respected are well on their way to becoming autonomous learners.

The following points will be of help to the teacher in using resource-based teaching and learning:

- Discuss the objectives for the unit with students. Work with the teacher-librarian to correlate needed research skills with the activities in the unit so that skills are always taught in the context of application.
- Plan well in advance with the teacher-librarian so that adequate resources are available and decisions are made about shared teaching responsibilities in the unit.
- Ask the teacher-librarian to provide resource lists and bibliographies when needed. Ask him/her to offer personal guidance to students during the course of the assignment.
- Use a variety of resources in classroom teaching, showing students that you are a researcher who constantly seeks out sources of knowledge. Discuss with them the use of other resource centres, government departments, museums and various outside agencies in their research.
- Participate in and help plan inservice programs on using resources effectively.

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- Continually request good curriculum materials for addition to the resource centre collection.
 - Support the essential role of the resource centre and the teacher-librarian in your talks with colleagues, principals and directors.
- **Indian and Métis Content**

The Curriculum and Aboriginal Peoples

In 1995 Saskatchewan Education accepted the report of the Indian and Métis Education Advisory Committee: *Indian and Métis Education Plan, March, 1995*, as the primary source document and guide for the inclusion of Indian and Métis content in all Core Curricula.

General objectives of incorporating Indian and Métis content within the curriculum include:

- All students and teachers in provincial schools should develop an appreciation of both the current political, cultural and socio-economic situation as well as the long, varied and unique history of the Aboriginal Peoples on this continent.
- The school curriculum and educational institutions should transmit positive and accurate information to aid Aboriginal students in developing a positive self-image and cultural identity so that they may better learn to deal with their own reality.

It is the official policy of Saskatchewan Education to include appropriate and sufficient Indian and Métis content within all Core Curricula. Further information on the *Indian and Métis Education Plan, March, 1995*, is available upon request from Saskatchewan Education.

- **Gender Equity**

Saskatchewan Education is committed to providing quality education for all students in the K-12 system. It is recognized that expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Where schools have endeavoured to provide equal opportunity continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of schools to decrease sex-role expectations and attitudes in an effort to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and strategies and further efforts to analyze current practice. Every student needs encouragement to explore non-traditional as well as traditional options.

In order to meet the goal of gender equity in the K-12 system, Saskatchewan Education is committed to efforts to bring about the reduction of gender bias which restricts the participation and choices for all our students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviours and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of bias and enable every student to share in all experiences and opportunities which develop his/her abilities and talents to the fullest.

- **Multicultural Education**

The Multicultural Education Policy (Saskatchewan Education, Training and Employment, 1994) describes the role of education in a multicultural society and outlines Saskatchewan Education's, commitment to programs and activities which contribute to the enhancement of multiculturalism in Saskatchewan and Canada.

Multiculturalism

Definition/Meaning

Multiculturalism is a recognition of the diversity of cultural differences which exist in a pluralistic society and an endorsement of a society in which individuals of all cultures are accepted and accorded respect.¹ Thus, it encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy.²

Principles

Saskatchewan Education adopts the following statement of principles inherent in multiculturalism:

- respect for the right of self-determination for individuals and groups within the context of national unity;
- equality of status of all cultural and ethnic groups within the framework of our officially multicultural and bilingual country;
- equality of access by all individuals and groups to employment and promotion, services and support;
- the freedom of all individuals and groups to the retention and development of their cultures as a part of the Canadian identity;
- a commitment to sharing our cultures within the mainstream of Canadian society;
- an undertaking to participate in Canadian citizenship and the democratic process in terms of both rights and responsibilities;

1. From Saskatchewan Association for Multicultural Education. (1989). *Multicultural Education in Saskatchewan: A Vision for the Future*. Regina: Author.

2. Adapted from: Manitoba Education. (1986). *Multicultural Education Policy Discussion Paper*. Winnipeg: Author

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- a belief that individuals have the freedom to choose the particular cultural attributes they prefer within the framework of democratic principles; and
 - respect for and observance of human rights and civil liberties as exemplified in the *Canadian Charter of Rights and Freedoms*, the common law, and human rights codes.³

Vision Statement

Saskatchewan Education envisions a society that takes pride in its heritage and one that encourages a collaboration among home, school, and community in realizing equality of access and opportunity for all.

It is a society that recognizes the richness inherent in pluralism and one that benefits from cultural, religious and linguistic diversity.

It is a society that enables its children to develop self-confidence and self-esteem, a sense of individual worth, a respect for others, compassion and a desire for social justice.

It is a society that encourages all of its members to be sensitive to the social, spiritual and economic needs of other individuals and groups.

Finally, it is a society that recognizes human resources as its most valuable asset and strives to guarantee equality of experience, opportunity and outcome for everyone.

3. Principles originally developed by Canadian Council for Multicultural and Intercultural Education and reprinted in: McLeod, K.A. (Ed.).(1987). *Multicultural Education: A Partnership*. Toronto: OISE Press.

5. German Language Education

5.1 Aims

The aims of the German program are:

- to enable students to communicate in German
- to foster an awareness of one's own culture and that of others

5.2 Goals

Flowing from the first aim:

- to develop the ability to understand, speak, read and write the German language;
- to provide an understanding of how language works;
- to open up social, economic, educational and career opportunities

Flowing from the second aim:

- to develop intercultural awareness and understanding;
- to enhance personal identification and strengthen personal cultural identity;
- to increase students' ability to adjust to a different environment, to different modes of behaviour and thought;
- to create interest in and awareness of current global issues;
- to create interest in literature, the Arts, and travel.

5.3 Course Overview

- **Foundational and Learning Objectives**

Foundational objectives describe the understandings and the abilities to be acquired by students. They guide teachers in planning instruction and are considered to be achievable by the majority of students.

Learning objectives describe specific knowledge, skills and abilities to be developed by students in order to meet the foundational objectives. They should be measurable and achievable.

Typically, curriculum development moves from the broadest element (Aims) to the most specific (Learning Objectives). The following display of Foundational and Learning Objectives was developed with this progression in mind.

Foundational and Learning Objectives

GRADE 9

Foundational Objectives

Students will demonstrate an emerging:

- desire to use listening to understand the meaning and intent of others
- desire to express their ideas to teachers and peers through speech
- ability to gather meaning from reading
- awareness that meaning is determined by situation and context
- ability to interpret and respond to ideas conveyed through various media
- recognition that what is said can be written and read
- ability to use writing for a variety of purposes in German
- understanding of how language learning works
- recognition that oral and written communication both have practical purposes
- awareness that grammatical considerations affect meaning
- respect for their own culture and the cultures, lifestyles and experiences of others
- development of self-confidence

Foundational and Learning Objectives

GRADE 9

Learning Objectives

Students will demonstrate an ability to:

- distinguish similarities and differences in letters, words and sounds
- follow oral instructions
- understand the relationship between the letters and sounds in German
- use the rhythms, rhymes and patterns of the German language
- infer meaning
- become aware that language may be used to question, seek permission, information and clarification
- use spoken German for simple, everyday interactions
- respond to simple oral and written directions and questions in writing
- ask questions and provide responses for various purposes, such as directions, information and clarification
- draw meaning from the printed word
- recognize that meaning can be determined by word order in sentences, in word endings, by idiomatic expressions

Foundational and Learning Objectives

GRADE 9

Learning Objectives (continued)

- use correct forms of language at appropriate times and places
- understand that language has elements that can be combined to form new experiences
- recognize that information can be organized and conveyed in many ways
- understand that previous knowledge can contribute to learning and that language acquisition requires daily practice
- generate self-motivation
- recognize and understand German cultural identity

Foundational and Learning Objectives

GRADE 10

Foundational Objectives

Students will demonstrate an increasing:

- ability to use listening to understand the meaning and the intent of others
- ability to express their ideas to leaders and peers through speech
- interest in reading as a means of understanding themselves, others and their world
- ability to convey meaning and intent through writing
- understanding that language may be manipulated to convey meaning and intent
- respect for the ideas, language and communication styles of others
- awareness of, and respect for, the similarities and differences of various cultures, lifestyles and experiences as portrayed in literature
- development of the level of self-confidence

Foundational and Learning Objectives

GRADE 10

Learning Objectives

Students will demonstrate an increasing ability to:

- understand words and phrases
- recognize that accents and graphonomics (diacritics) affect meaning; that context and syntax affect meaning
- respond to the moods and emotions of the speaker
- use spoken German for more complex interactions
- ask questions and provide responses for various purposes: directions, information, permission, clarification, expression of thoughts and feelings
- receive, organize and convey information in various ways
- use writing for personal expression
- respond, in writing, to more complex oral and written directions
- draw conclusions
- understand and respect the German culture and lifestyle

Foundational and Learning Objectives

GRADE 11

Foundational Objectives

Students will demonstrate an increasing:

- ability to listen to the ideas of others in small and large group situations
- ability to read, listen and observe critically
- ability to express personal views and ideas
- use of speech to generate, clarify and extend ideas
- confidence in the use of oral and written language for re-phrasing, interpreting and expressing information
- interest in enjoyment in reading a variety of literature
- awareness of and respect for similarities and differences of cultures, lifestyles and experiences as portrayed in literature
- respect for the ideas, language and communication styles of others and awareness of the need for sensitive and thoughtful response
- development of self-esteem

Foundational and Learning Objectives

GRADE 11

Learning Objectives

Students will demonstrate an increasing ability to:

- participate in German language listening, speaking, writing and reading activities
- rephrase and explain what is read and heard
- initiate communication for purposes of providing and obtaining information
- understand that one reads for various purposes (information, enjoyment)
- understand that the reader must interpret what is read
- recognize and appreciate visual details, such as various symbols, colors, sizes, signs, displays and illustrations
- interpret and evaluate ideas, issues and choices in relation to personal experiences and knowledge
- use personal communication styles to convey meaning to others in group setting
- develop their own cultural identity by recognizing cultural similarities and differences in language, literature and history
- use role play and simulation to express their own cultural identity

Foundational and Learning Objectives

GRADE 12

Foundational Objectives

Students will demonstrate an increasing:

- competent and confident use of language in various modes and situations to communicate, explore and refine thoughts and ideas
- recognition that listening involves interpretation, analysis, assessment
- confidence and competence in using oral language
- interest in writing for a variety of purposes
- ability to analyze and evaluate resources and justify their responses and opinions
- ability to take risks in thinking and expressing themselves
- respect for similarities and differences among cultures and an appreciation for various human behaviours and for ambiguity
- development of a positive self-concept

Foundational and Learning Objectives

GRADE 12

Learning Objectives

Students will demonstrate an increasing ability to:

- listen to and gain meaning from various speakers on a variety of topics
- respond critically, analytically and sensitively to what is heard, read and observed
- use oral language to generate clarity and extend their understandings of what they observe, feel, hear and read through personal reflection and interaction with others
- express and support ideas and opinions in increasingly formal situations, such as interviews, reports, meetings, social situations
- use reading and writing as a means of discovering new ideas and enriching personal life
- understand that literature represents the variations among people and their experiences and provides insight into cultural and historical diversities
- recognize that cultural similarities and differences are reflected in all forms of communication
- be open to challenges and opportunities

- **Scope and Sequence**

This document attempts to provide for German language learning opportunities through a communicatively-oriented curriculum. It strives to **suggest** goals and directions rather than imposing a strict sequence of learning activities.

The major organizing principles for the display of grades 9 - 12 thematic and linguistic content are *Topics*, *Functions* and *Situations*.

Topics present the major theme for communication. There are 12 major topics, each with a varying number of sub-topics.

Functions refer to the reasons for a communication activity. The purpose of the communication may be to provide, acquire or exchange messages and/or information.

Situations provide the physical, emotional and/or cultural context within which the communication occurs.

The schematic Scope and Sequence display does not intend to imply a specific order in the presentation of topics. Indeed, topics should arise from the students' needs, interests and motivation. However, even in a communicatively-oriented curriculum, linguistic content needs to be organized in order to provide a guide for the language teaching component. This is the intent of the suggested "Linguistic Content by Grade" columns.

The draft nature of this curriculum guide encourages teacher to add, delete, modify and/or amend the specific linguistic elements presented. Teachers are requested to assist in refining this section so that it will reflect realistic expectations in its final version.

TOPIC ONE - PERSONAL INFORMATION

FUNCTION(S) - Social conventions - Providing personal information

LINGUISTIC CONTENT BY GRADE

SUB-TOPIC SITUATION 9 10 11 12

a) name	Exchange of Information Social conventions Greetings Courtesy - Young people's concerns - Letter writing	- heissen - Ich heisse - Mein Name ist... - Ich bin... - Vorname - Guten Morgen Guten Tag - Familienname - buchstabieren - Danke - Wie schreibt man.. - Unterschrift - Ausweis/Pass			
b) address	Expressing Location - give location - ask for and provide locations in relation to other persons or things - ask and tell where one lives - tell where one comes from - indicate proximity - express distance as compared to another location - express geographic locations in reference to cities, countries, continents	wohnen Strasse, Platz	- Nummer - Land		
c) telephone number	- telephone protocol	- cardinal numbers	- anrufen/ telefonieren - telephone etiquette		
d) place/ date of birth	- filling out forms - birthday - family trees - (heritage/ ancestry)	- Wann hast du Geburtstag?	- geboren am/in		

LINGUISTIC CONTENT BY GRADE

SUB-TOPIC	SITUATION	9	10	11	12
e) age	- providing data	- Wie alt bist du? - Jahre	- Kind - Jugendliche - Die jungen Leute	- Erwachsene	
f) sex/ gender	- questionnaires - washroom signs - salutation in letters	- Mädchen/ Junge/ Mann/Frau - der/die/das - Liebe/Lieber - Schülerin/ Schüler - Herr/Frau/ Fräulein - Feminine noun forms		- Dame	- Sehr geehrte Damen u. Herren
g) origin	- filling in forms - introduction	- Woher kommst du? - Nationality Kanadier/ Kanadierin	- der Deutsche/ ein Deutscher/ eine Deutsche	- ich komme aus...	
h) family	- conversations - identification - introductions	- family members	- verheiratet/ nicht verheiratet/ ledig/ geschieden/ alleinstehend	- Ehemann/ Ehefrau	
i) likes/ dislikes	- interviews - guest in a family - introductions - comparing situations/ persons	- gern - mögen - gefallen - sich interessieren für - lieber/besser			
j) character, temperament disposition of others	- describing friends - character reference	- beschreiben nett/fleissig schön	- comparison of adjectives (als, wie)	- adjective endings	superlative (am...sten irregulars viel/mehr/ am meisten)
k) appearance (physical)	- identification (passport) - creative writing	- colors - aussehen - Grösse - Haarfarbe - Augen		- adjective endings	superlative (gut/besser/am besten) hoch/höher/am höchsten)

TOPIC TWO - HOUSE AND HOME

FUNCTION(S) - Exchanging personal information

SUB-TOPIC	SITUATION	LINGUISTIC CONTENT BY GRADE			
		9	10	11	12
a) types of dwelling	- describing your home environment - letter writing	- vocabulary (Wohnung) - zu Hause/ nach Hause			- Quadrat-meter
b) rooms		- vocabulary (Schlafzimmer)	prepositions ins Schlafzimmer/ im Schlafzimmer		
c) furniture		- schoolroom vocabulary	- house furniture vocabulary	- position beim Tisch	- adjective endings
d) characteristics and location		- adjectives modern - Gemütlich - liegen (sein) Das Haus liegt...			

TOPIC THREE - LIFE AT HOME

FUNCTION(S) - Exchanging personal information

a) occupation	- young people's concern - designating your own occupation and that of other's - job interviews	- Was bist du? - Ich bin Schülerin. - Ich bin Lehrer. - Was macht dein Vater? Mein Vater arbeitet bei Ipsco. Mein Vater ist Arbeiter.	- Was machst du von Beruf? - Hast du einen Job?	- verdienen/sparen - Lohn - zu mir nach Hause - bei mir zu Hause - explanation of omission of articles with professionals	
b) daily routine	- describing your daily activities	- expressions - Ich wasche mich - Ich stehe auf. - Ich wohne bei meinen Eltern	- use of reflexive mir-mich		
c) chores and allowance	- describing your home environment - letter writing		- Taschengeld	- Was musst du zu Hause machen? - Ich trage das Müll raus	
d) pets		- vocabulary Hund/Katze			

TOPIC FOUR - SCHOOL

FUNCTION(S) - Exchanging information

LINGUISTIC CONTENT BY GRADE

SUB-TOPIC	SITUATION	9	10	11	12
a) name and location	- describing your home environment - young people's concerns	- Wie heisst deine Schule?		- Welche Schule besuchst du?	
b) daily routines		- Ich gehe in die Schule. - Ich bin in der neunten Klasse. - Ich habe zwei Stunden Deutsch			
c) school year and months		- Monate	- differences in school day and system		
d) subjects		- Was ist dein Lieblingsfach? - Wie findest du Sport? - Gefällt dir Geschichte?			
e) future career					Subjunctive Wenn ich mit der Schule fertig bin...
f) days of the week		- Montag/Dienstag - am Montag			
g) time		- expressions of time	- um sieben - mittags - jetzt/morgen - montags	- gestern (perfect) Ich habe getanzt.	- imperfect Ich tanzte.
h) holidays		-Ferien/Urlaub	- Wann sind die Sommerferien? - von...bis		

TOPIC FIVE - FREE TIME

FUNCTION(S) - Exchanging personal information

LINGUISTIC CONTENT BY GRADE

SUB-TOPIC	SITUATION	9	10	11	12
a) hobbies and interests		<ul style="list-style-type: none"> - Was ist dein Hobby? - Hast du ein Hobby? - Was machst du gern? - Ich habe Fussball gern./ Ich spiele gern Fussball. - Ich mag ... 	<ul style="list-style-type: none"> - Ich interessiere mich für... 		
b) friends		<ul style="list-style-type: none"> - Freund/Freundin 	<ul style="list-style-type: none"> - sich treffen - besuchen * Saskatchewan regionalism uses "spaziergehen" for besuchen. 	<ul style="list-style-type: none"> - Clique 	
c) radio and T.V.			<ul style="list-style-type: none"> - Program/Sendung - Was gibt es heute abend im Fernsehen? 		
d) movie, theatres, concerts, disco		<ul style="list-style-type: none"> - ins Kino/ins Theatre 	<ul style="list-style-type: none"> - Welche Musik hörst du gern? - Spielst du ein Instrument? 	<ul style="list-style-type: none"> -beschreiben und Kommentar. 	
e) sports		<ul style="list-style-type: none"> - spielen - Sportarten 	<ul style="list-style-type: none"> - treiben/machen/spielen - trainieren gewinnen/ verlieren - Tor 		
f) family outing		<ul style="list-style-type: none"> - Camping/Zelten - Pikknik machen - grillen 	<ul style="list-style-type: none"> - wandern - spaziergehen 		
g) holidays and travel	planning a holiday		<ul style="list-style-type: none"> - Was machen wir in den Ferien? - Sehenswürdigkeiten - Besichtigung 	<ul style="list-style-type: none"> - Reisebüro - Wir machen eine Reise 	

TOPIC SIX - WEATHER/SEASONS

FUNCTION(S) - Exchanging information

LINGUISTIC CONTENT BY GRADE

SUB-TOPIC	SITUATION	9	10	11	12
a) climate and weather conditions	- describe and state weather conditions	- Wie ist das Wetter? - Die Sonne scheint.	- neblig - Glatteis	- Klima - Feuchtigkeit - angenehm	
b) seasons		- der Sommer - der Winter - der Herbst - der Frühling			

TOPIC SEVEN - RELATIONS WITH OTHER PEOPLE

FUNCTION(S) - Social conventions - Expressing feelings/attitudes

LINGUISTIC CONTENT BY GRADE

SUB-TOPIC	SITUATION	9	10	11	12
a) friendship aversion		- Duzen/Siezen - gern haben	- kennenlernen - Bekanntschaft ein Freund/eine Freundin von mir	- streiten - Freundschaft Liebe/Hass	
b) invitations		- Duzen/Siezen	- besuchen - einladen & dürfen (modals) - Verabredungen diskutieren	- anbieten - spendieren - sprechen (mit, über) - reden (mit, über) - sich unterhalten (mit, über)	- Haben Sie Lust ...

TOPIC EIGHT - HEALTH AND WELFARE

FUNCTION(S) - Exchanging information - Expressing feelings

LINGUISTIC CONTENT BY GRADE

SUB-TOPIC	SITUATION	9	10	11	12
a) parts of body physical needs and personal comfort	reporting illness	- Hunger/Durst haben - Mir ist kalt. - Ich bin müde. - schlafen - aufstehen	- Es geht mir/ihm gut.		
b) ailments/accident	reporting illness	- gesund/krank	- Fieber/Grippe - Erkältung - weh tun		
c) hygiene	personal hygiene routines	- Seife/Handtuch/ Kamm/Haarbürste	- reflexives - sich waschen - sich putzen (dative and accusative cases)		
d) emergency services	reporting illness personal condition		zum Arzt gehen - Krankenhaus - Apotheke - Drogerie - etwas dafür/dagegen		

TOPIC NINE - SHOPPING

FUNCTION(S) - Expressing preferences

LINGUISTIC CONTENT BY GRADE

SUB-TOPIC	SITUATION	9	10	11	12
a) shopping facilities b) food	- shopping		<ul style="list-style-type: none"> - Markt - Supermarkt - Geschäft (Mode u.s.w.) - Kaufhaus - Automat - einkaufen gehen - verkaufen - Verkäufer/Kunde - Ich hätte gern/ möchte gern - Ich brauche - Ich nehme - so etwas - 	<ul style="list-style-type: none"> - so ein Ding um zu (beschreiben) Ich weiss nicht, wie man... sagt. 	
c) clothes and fashion			<ul style="list-style-type: none"> - articles of clothing - hübsch/nett - preiswert/billig - anhaben, anziehen, anprobieren, ausziehen - Welche Grösse... - es passt... 	adjustive endings	
d) household articles	shopping	<ul style="list-style-type: none"> - Teller/Tasse/ Messer - Ich brauche... 	<ul style="list-style-type: none"> - kaputt/reparieren 		
e) prices and money		<ul style="list-style-type: none"> - teuer/billig/ preiswert 	Wieviel ist das...? Ich bezahle Was kostet?	<ul style="list-style-type: none"> - geldwechseln (sich) - Ich habe ihm zehn Mark geliehen. - leihen 	<ul style="list-style-type: none"> - Rechnung/ Quittung
f) weights/ measures				Wie schwer? Pfund/Gramm/ Kilo <ul style="list-style-type: none"> - Grösse - Länge - Breite - comparatives 	<ul style="list-style-type: none"> - Quadratmeter

TOPIC TEN - FOOD AND DRINK

FUNCTION(S) - Social conventions - Expressing preferences

SUB-TOPIC	SITUATION	LINGUISTIC CONTENT BY GRADE			
		9	10	11	12
a) types of food and drink	<ul style="list-style-type: none"> - being hungry/thirsty - eating out - complementing your host - cooking 	<ul style="list-style-type: none"> - food and drink - categories of interest to students - Das schmeckt... gut/schlecht 	<ul style="list-style-type: none"> - scharf/fett/frisch/gewürzt 		
b) meals		<ul style="list-style-type: none"> - Frühstück/ Mittagessen/ Abendbrot essen - Guten Appetit! - Mahlzeit! - Können Sie mir bitte... 			
c) restaurants		<ul style="list-style-type: none"> - Speisekarte - Tisch frei/besetzt - bestellen - Herr Ober/ Fräulein - Trinkgeld 			

TOPIC ELEVEN - COMMUNITY AND COMMUNITY PLACES
FUNCTION(S) - Exchanging information

SUB-TOPIC	SITUATION	LINGUISTIC CONTENT BY GRADE			
		9	10	11	12
a) buildings and places of interest	- identification	- Vocabulary die Schule/das Rathaus		- Sehenswürdigkeiten das Museum	
b) directions	- indicate proximity and ask for and provide locations in relation to other persons and things - express distances - ask and tell simple directions	- Wo ist...? - dort drüben/da/dort	Nähe/weit weg/um die Eckel/ gegenüber von/ bei/neben/ zwischen (dat.) mitten bis zum/zur... dann - nicht weit, nur 5 Minuten - 200 Meter (von hier) - Wie komme ich am besten zum/zur...? - Du gehst/Du fährst... - geradeaus/links/rechts - weiterfahren	- Wo liegt...? - nördlich/südlich (von) - entlang/vorbei - durch/über	
c) means of transportation	- indicate means of transportation	- das Rad - der Zug/die Bahn - das Auto - der Bus - das Taxi - die Strassenbahn - das Flugzeug	- mit dem/der... - zu Fuss	- ankommen abfahren - Wann fährt der Zug nach...? - Wann kommt er an? - Fahrplan - Fahrkarte	

TOPIC TWELVE - CULTURE

FUNCTION(S) - Social conventions/Expressions: Provide information

SUB-TOPIC	SITUATION	LINGUISTIC CONTENT BY GRADE			
		9	10	11	12
a) festivals and celebrations	- extending seasonal greetings	- Fröhliche Weihnachten - Frohe Ostern - zu Weihnachten - Nikolaustag - Geburtstag - Herzlichen Glückwunsch - zum Geburtstag		- das Weihnachtsfest	
b) history					
c) Landeskunde					
d) geography	- Germany and neighboring countries				
e) cognates	- Common root words in German and English				

- **Cultural Component**

Culture is the sum total of the learned behaviors of a group of people that has been developed as a response to a particular physical and human environment and is transmitted from one generation to the next. Culture is the deposit of knowledge, experiences, beliefs, values, attitudes, aesthetic standards, linguistic expression, patterns of cognition, behavioral norms, styles of communication, institutions, technology, material objects and possessions acquired by a group through individual or group striving. Culture manifests itself in forms of activity and behavior and patterns of language that act as models for both the common adaptive acts and the styles of communication that enable people to live together.⁴

Such a definition of culture implies that in teaching the German language, one also teaches the German culture and values. The development of linguistic competency in German both requires and provides insight into the German culture. Knowing what language is appropriate in any given situation is one example of this relationship between linguistic competency and cultural understanding. Thus, cultural content can assist in clarifying linguistic ambiguity.

Exposing students to accurate cultural information can also serve to develop a sensitivity to German culture. By integrating various activities, projects and special events into the language program, opportunities are provided for students to learn about and experience aspects of German culture and to develop a better understanding of it through these experiences.

Once again, teachers are requested to assist in refining this section of the Scope and Sequence display. Topics and events relevant to the lives and interests of students' should be included.

Some additional cultural topics for consideration are:

- Geo-political information on Germany and German-speaking countries
- German-speaking communities in Canada
- German contributions to world civilization (Arts, Literature, Philosophy, Science, Technology)

4. From Manitoba Education. (1986). *Multicultural Education Policy Discussion Paper*. Winnipeg: Author.

6. Instructional Guidelines

Communicatively-Oriented Curriculum

Over the years, various methods and approaches have been recommended for second language teaching. They may be put into four major categories:

- Monistic** - refers to the use of one method exclusively
- Selective** - allows for a combination of 2-3 approaches/methods
(example: Natural Method and Total Physical Response Theory)
- Eclectic** - allows for use of many approaches, but excludes some
 - does not recommend use of the student's first language
- Inclusive** - allows for the use of all approaches and a limited use of the student's first language

More recently, second language researchers and theorists have begun to view language teaching from the perspective of its ultimate goals, and have suggested that a variety of teaching strategies, techniques and methods be employed to achieve these goals. This new direction in second language teaching is more commonly referred to as the Communicative Approach.

Essentially, a communicatively-oriented curriculum, often referred to as the communicative approach, advocates a shift away from the study of language as a system of rules towards the study and use of language for purposes of communication.

As a result, a communicatively-oriented curriculum does not dictate any particular prearranged sequence of learning steps leading to proficiency in another language; rather, it suggests **goals and guidelines** which can be implemented in a variety of ways, depending on the needs, interests, and abilities of the teacher and students. A communicatively-oriented curriculum is characterized in a variety of styles and language needs, advocates a sequence of clearly stated levels of proficiency in language use and recognizes the diversity of learning styles and language needs of students.

The goal of a communicatively-oriented curriculum, namely the development of "communicative competence", is often misunderstood as being "conversational proficiency". Instead, it should be viewed as the capability of the student to exchange ideas, thoughts, and feelings effectively in both oral and written form and to function acceptably in a different linguistic and cultural environment.

To reach this goal of communication competence, the communicative approach focuses on the development and use of functional language skills. Functional language skills are those skills which enable students to "do something" in the second language: to request and process information, state opinions, offer suggestions, and make predictions. Students must know, however, not only **what** to say, but also **how** to say it correctly and sometimes **when not** to say it. These different aspects of functional skills are the objectives of a communicative language program.

In summary, the communicative approach to language teaching provides a framework of goals and objectives through which communicative competence can be developed. A person who has achieved communicative competence in a language will demonstrate the ability to:

- use the language for specific purposes ("functional" knowledge and skills);
- use the language appropriately in different situations (socio-linguistic competence); and
- use the language correctly (entailing an understanding of grammatical features).

The overall goal of the communicative approach is the development of functional language skills in order to understand, and be understood, in a second language. This goal can be realized through a number of different strategies.

6.1 Teaching Strategies

- **Strategies for Communicative Teaching**

Some educators have suggested that by duplicating the "natural" language learning process in the classroom, students will be able to "acquire" language intuitively, at least to a degree, without consciously learning it. Other educators have suggested that by role playing or by associating a physical action with a particular language item such as TPR (Total Physical Response activity), students will internalize the meaning and structures of the new language. Still others have suggested that "content-based language instruction", whereby students learn a language while being taught about something else (such as Social Studies, Art), provides another means of developing communicative competence. All of these strategies may be incorporated into lessons in order to help students achieve communicative competence.

Three strategies, frequently cited as examples of strategies for applying a communicative approach to second language instruction in a classroom, are presented for consideration:

1. **Student-Centered Teaching**

In all subject areas, educators have witnessed a move towards more holistic, activity-based, and student-oriented teaching. This move recognizes that children learn a great deal from interactions with others, as well as learning intuitively from involvement in concrete experiences. It also takes into consideration the premise that young students learn best when they enjoy their task and when they see its relationship to their needs and to the "real world" outside the classroom.

While the teacher plays an essential part as role model and in guidance, students should be led to feel comfortable taking control of the language situation and making contributions according to their abilities to address communication needs.

Student-centered teaching also means that the students' perception of a particular task is considered. With this approach there is often a noticeable difference between the teacher's goal in assigning a certain task and the students' motivation in completing the task. For example, the students may do a crossword puzzle or write a letter to a pen pal, without realizing that the teacher intended to reinforce vocabulary or provide practice in letter writing.

2. Functional Language Teaching

In order to be functional, the language structures and skills to be learned should reflect how language is used in the "real world" as well as in the classroom and should enable students to do something in the second language.

There are different purposes for wanting to speak to someone, and each uses a slightly different tone and structure. Writing is also done for many different reasons: to leave quick messages, to jot down notes, or to write a letter. Similarly, there is a great variety of things to read each day such as labels, comics, street signs, advertisements, and invitations. A communicative language program attempts to represent this diversity of language forms in the day-to-day teaching.

The learner's language needs must also be considered

Example: - With whom is the learner most likely to speak?

- What are the topics of conversation most likely to be?
- What does the speaker hope to achieve? (ask; clarify; suggest)

Finally, functional language teaching stresses the importance of language experiences and language use in the classroom. Not only should the language be practical and reflect the students' communication needs, but there should also be many opportunities for students to experience language in various situations and then to try out their newly acquired skills.

3. Experience-Based Learning

Activities which allow students to use and experience language directly play an important role in communicative language teaching. Through experiential language activities, such as projects, team-writing, crafts, and experiments, students are exposed to a language within the larger context of a theme, topic area, or activity.

These elements not only provide a valuable support system for introducing new words and structures, but they also ensure that the language presented is inherently useful. In the experience-based learning approach, language is seen as being student-centred. New language items and skills are internalized because they are important to the theme or activity.

In language experience activities, students must apply and evaluate their own skills by attempting to complete the task or project. The focus is on the development of strategies and skills to comprehend and express **meaning** rather than on the structural aspects of the language.

Language experience activities can be used to introduce the vocabulary and functional skills required for a particular task. They can act as the focus of the lesson. They can serve as a review and reinforcement by giving students an opportunity to try out their skills. They can also act as a valuable evaluation tool.

Basing a communicative language program on only one of the above strategies is not sufficient. **In order to achieve success, it is important to integrate many strategies that are, in principle, congruent with the communicative approach to language teaching and that create the highest level of motivation in students.**

- **Stages of Communicative Development**

(Adapted from *Basic German Language Program, Grades 1-12*; Manitoba Education and Training, 1990)

Researchers suggest there are four stages in communicative development, representing a logical, graded progression in instruction which moves on a continuum from teacher guided to student initiated communication.

- 1. Development of Understanding**

Occurs through activities such as:

- answering questions
- identifying correct/incorrect responses
- selecting correct answers
- connecting utterances

- 2. Laying the Foundation for Communication**

Guided exercises in grammar and syntax facilitate an active use of linguistic functions:

- fill-in-the-blanks, language games
(exercises are reproductive, not creative)

3. Development of Communications

Main characteristics is less guidance and more creative production.

Types of exercises would include:

- producing text from visual stimuli
- writing notes for an anticipated utterance
- asking open-ended questions and questions with more than one correct answer

4. Free Expression of Opinions/Application in Simulated Situations

Students apply their language skills and social knowledge freely and creatively.

Models of structures and functions may be provided to facilitate communication.

These four stages represent possible steps to follow when instructing. Not all stages need to be used with every new concept and no specific amount of time is recommended for each stage.

6.2 Teaching the Skills

Learning a language requires the acquisition and utilization of four language skills in a sequence which moves from listening to speaking to reading to writing.

"Of all the time spent in communicative activities, adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9 % to writing". (Wilga Rivers, *A Practical Guide to the Teaching of French*.)

In the early stages of their second language study, students spend most of their time listening and speaking, with reading and writing serving primarily to reinforce listening and speaking skills. As they progress in studying German, the skills of reading and writing are gradually developed.

The normal progression begins with listening comprehension. As the teacher presents a new concept, structure or vocabulary item, comprehension should be ensured before proceeding to the next phase.

Although imitation and repetition are a necessary part of language learning, "rote-without-reason" is of very little value in developing communicative competence. Exercises must be meaningful and mentally challenging and should be designed to bridge the gap between the acquisition of linguistic skills and the use of these skills to meaningful communication.

Each student must have an opportunity to attempt to use the new structure orally, and to have this performance evaluated. He/she must then have an opportunity to use the structure again in a meaningful way, incorporating the feedback from the first attempt. This process must continue with each student until most of the students demonstrate a reasonable mastery of the structure. Although the process is very time consuming, it is the heart of true second language learning in the modern context. This need for intense pupil-teacher interaction is also the reason why the pupil-teacher ratios in German classes should be kept as low as possible.

Although the study and practice of structures and vocabulary in meaningful contexts is essential, students must be given an opportunity to use the newly acquired skills in genuine communication.

This last step may be difficult, but it is absolutely critical to communicative proficiency. Learning to speak a new language is a demanding and time consuming task. While it is unrealistic to expect that a basic German program will enable students to speak German fluently without considerable follow-up study, teachers of German must constantly bear in mind that linguistic competence and communicative competence are equally important at every level. The aim of the German program is not to develop grammarians, but to develop competent language users.

Listening Comprehension

Oral comprehension must be recognized, evaluated, and valued as an important first step in the language acquisition process. There needs to be a period of exposure, an incubation period. As Krashen states, "the silent period may be a time during which acquirers build up a competence by active listening via input". (Krashen, S. and Terrell, T. *The Natural Approach: Language Acquisition in the Classroom*, (1983), p.36). During this incubation period, learners listen to sounds, rhythm and the structure of the language. "In accordance with the hypothesis, speaking ability emerges after enough competence has been developed by listening and understanding". (Ibid p.36)

In the beginning, global comprehension is the main goal. The more German the students hear, the better their comprehension skills will become. Thus the language of communication in the classroom must normally be German. This provides an important listening activity for the students, and they will develop their comprehension strategies as required.

Many different resources are used to help teachers to get the meaning across: visuals, concrete objects, gestures, tone of voice and many others. Listening exercises should relate to the field of experience and should be presented in context. This will help the students to predict the message.

Speaking

- **Oral Production**

"Speaking fluency is not "taught" directly. Speaking ability "emerges" after the acquirer has built up competence through comprehension input".⁵

5. Krashen, S. and Terrell, T. *The Natural Approach: Language Acquisition in the Classroom*, (1988), p.32.

Krashen points out that acquisition is made easier for the children if instructors restrict their talk to the "here and now", and to what is in the child's domain at the moment.

To promote ultimate motivation in a second language classroom, the teacher is responsible for creating a happy, relaxed, and positive environment. The aim is to develop and maintain, in the students, the necessary desire and confidence for comfortable communication.

In keeping with this accepting, non-threatening atmosphere, teachers are reminded that not all students will be ready for oral production at the same time. As in most other areas of education, students develop at varying intervals. Students will speak only when they are ready. **Do not force** a learner to respond until he or she feels confident. Children who are forced to speak before being ready, may become frustrated, and this frustration could influence their whole attitude toward the language and its speakers. Students who are not ready to answer still continue to listen and absorb the sound of the target language. Very often those students who feel intimidated or maybe lack the confidence to speak on their own, may feel less inhibited in participating with the whole group or perhaps even small groups. Make sure opportunities are provided for participation in this manner as well.

By the same token, those who feel comfortable in expressing themselves in the target language are encouraged to do so. These students can act as "teacher's helpers". As leaders in the classroom they can help lower the "affective filter" (Krashen) and encourage their peers to join them in the new world of second language (L2) learning!

In situations where the instructor and the child share the same first language (L1), the child may respond using that L1. The instructor can reinforce the correctness of the response by providing the right word(s) in the L2. As confidence builds, the learner will eventually begin to use words in the L2, or perhaps a mixture of the L1 and L2, which eventually will lead to responses which are completely in the L2.

The student's passive vocabulary is always going to be greater than the active vocabulary. What the student may be able to say (active vocabulary) will likely be much less than what he/she understands (passive vocabulary). It is important to remember that students learn to speak by speaking and they need the opportunity to express themselves freely in real life situations, whenever possible.

- **Pronunciation**

Requiring native-like pronunciation from students should not be the first priority. It is of greater importance for students to be able to communicate with and be understood by speakers of the L2 than simply to sound exactly like them. Pronunciation will improve with experience. Teachers provide good language models in the classroom. As well, many commercial materials contain tapes which teachers may use to ensure that students hear good German language models.

Reading and Writing

Reading is an important skill in second language study. It can expand cultural awareness, broaden comprehension of the language, give a feel for correct German structures and eventually improve the student's written production in the language. It is also an important reinforcement for visual and concrete learners.

Reading provides an important source of input and enables the students to better complete a particular task.

Some ways to stimulate reading include:

- Display written words around the classroom
 - use labels, experience charts with songs, poems or stories on them.
 - these can be great props for the teacher
 - by displaying words to a song while singing, some students will start to recognize the words.
- Display low-vocabulary, high visual content German books
 - this serves to encourage reading outside of the classroom
- Display student-made books.

Writing activities follow when reading skills are acquired. They begin with direct and controlled activities and gradually become more creative.

6.3 Role of Grammar in Communicative Language Teaching

Grammar plays an important part in the acquisition of German. The degree to which a conscious understanding of the grammar system is helpful depends on the age of the learner. In the early years, simple signals and aids should be employed to guide students. In more senior years, the students' increased cognitive abilities make it possible to speed up the learning process with the help of some conscious language study.

An understanding of the grammar system is not usually acquired through the study of abstract rules. However, it can be facilitated through visualizing, setting signals, markers and through examples. In some cases, providing a simple rule can speed up the understanding and acquisition of a particular feature. Structural features should be presented in context and in functional language, rather than in isolation.

This view of grammar is consistent with an eclectic approach to language learning, which favours using any means that facilitate the acquisition of communicative competence in the target language.

6.4 Role of English in Communicative Language Teaching

It is understood that German is the main mode of communication in the German classroom. In a learner-centered communicative approach, however, the learners' experiences and needs are taken into consideration. Moreover, the main purpose of the communicative approach is that of conveying meaning, of "making sense." English, therefore, will have to play a certain role, because it is the language in which emotional and intellectual experiences have been acquired and in which the learners can express more complicated thoughts and relationships.

Examples of where English might be used during German class are:

- at the beginning of a lesson in which the learners' experiences in a particular area are discussed before new material is introduced;
- when continuing discussion of a topic which may be too complicated for the actual level of the students' abilities in the German language;
- when giving necessary explanations about certain features of German and making comparisons with the mother tongue.

These are all legitimate uses of English in the German language classroom. Its use must be restricted to such specific cases and should occupy only a small part of the instructional time. As students' German skills improve, less and less English will need to be used.

6.5 The Optimum Learning Environment

All partners in education influence the nature of the learning environment.

An optimum learning environment requires commitment and cooperation on the part of the Department of Education, the administrators, the principals, the language teachers, the school staffs, parents and students.

- **Role of Administrators**

Public and visible support can create a positive learning environment. Specifically, administrators can encourage quality German programming by:

- ensuring that the school and the community are aware that the German program is available
- acquiring the services of qualified, enthusiastic German language teachers
- demonstrating that the German language program is an integral component of the total school program through actions such as:
 - allocation of appropriate facilities, equipment, required instructional and resource materials
 - offering German a competitive place in the school timetable, respecting recommended time allotments and frequency of instruction
 - planning to maintain a continuity of instruction from one grade level to the next once a German program has begun

- **Role of the Teacher**

Teachers can foster a positive attitude towards the German program among the parents by:

- ensuring that parental expectations of the German program are realistic
- informing parents of any extra-curricular opportunities which may exist for additional linguistic and cultural contact
- encouraging parental involvement in activities outside of the school for students of German

Instruction

In instruction, the teacher assumes the role of a facilitator or coach in supporting an environment in which language acquisition can occur. Traditional second language instruction had the teacher at the centre, explaining grammar, vocabulary, asking questions and correcting exercises. The communicatively-oriented curriculum requires that the teacher be more of a guide and a language model. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on roles such as observer, facilitator, catalyst, challenger, encourager.

Errors

Allowance must be made for structural errors, especially at the early stages of language learning.

Errors are a natural, inevitable, and useful part of language learning. A general climate of friendship and encouragement in the classroom will help the students accept corrections not as a personal criticism, but as means to improving the accuracy of communication. In uncontrolled activities students have a choice of what they will say. Therefore, it is necessary only to correct those errors that hinder comprehension. The aim of these activities is to develop fluency and the ability to cope with real language. It is less important in those situations to be grammatically perfect than to try to get the meaning across.

Corrections should be offered in a positive manner, by suggesting the correct form without such negative comments as:

“No, not that way.” - “No, you're wrong.”

Students must understand that errors are a normal part of second language learning. Language use involves learning by trial and error with the help and guidance of the teacher. How the teacher reacts to errors will influence whether the students learn and are encouraged to keep experimenting, or whether they become discouraged, negative and afraid to try. It is important to provide many opportunities to hear and repeat the linguistic elements in songs, games, activities and stories. All efforts put forth by the student should be encouraged and positively reinforced in order to develop self-confidence.

Classroom Atmosphere

Classroom atmosphere is an important factor in second language learning. Students learn a language more quickly and more easily if they are comfortable and secure. It is the teacher's responsibility to create a warm, supportive learning environment, one where it is safe to talk, thus encouraging students to use the language. As a result they become more willing to experiment, to become risk-takers. Only through rewarding and successful experiences can students learn effectively and retain a positive attitude toward the language and the culture.

The teacher is the key in creating and maintaining a warm, positive and supportive learning environment. He/she needs to:

- exhibit patience, enthusiasm and offer genuine praise
- be flexible, accepting and equitable in treating students
- employ a variety of instructional strategies, keeping in mind the previous knowledge, background and interest of students

All this requires a high level of teacher self-confidence which comes from being well prepared. The teacher should be comfortably fluent in German, understand the culture and be acquainted with various second language teaching techniques.

The Classroom - A Community of Learners (Figure 1) ⁶

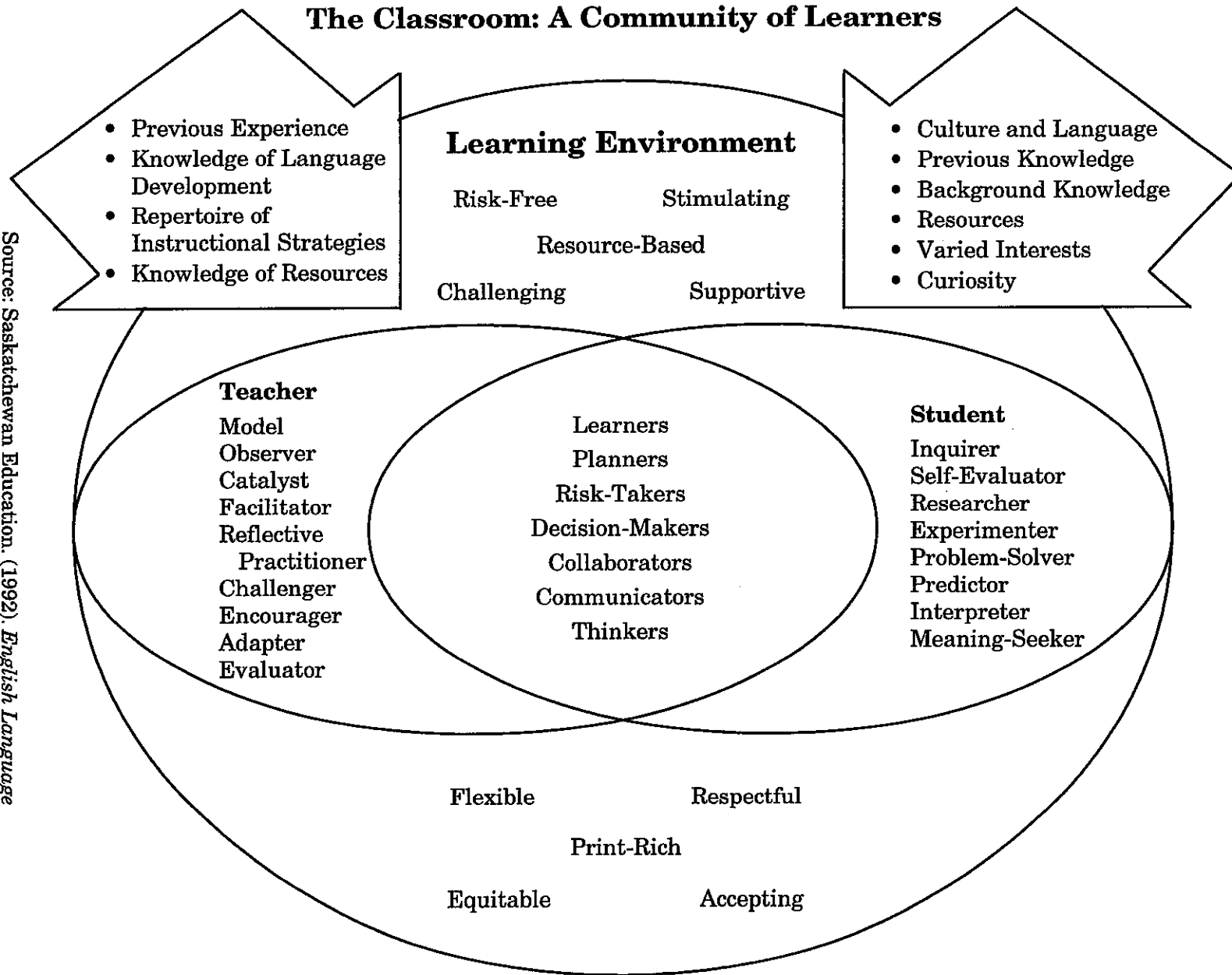
This curriculum encourages risk-taking and exploration with oral and written German. A warm, supportive and non-threatening classroom environment promotes such exploration. Students will demonstrate interest and achievement in German language development when they are comfortable and confident in the company of peers and teachers.

The classroom environment should give consideration to:

- providing and displaying German resources in order to establish a rich learning environment
 - i) displaying meaningful print reinforces the importance and relevance of print to our lives
 - ii) examples of using German in meaningful contexts could include displaying students' names, classroom labels, instructions, rhymes, calendars, work prepared by students, daily schedules
 - iii) German language environmental print could include topics such as foods, household product labels, recipes, coupons, maps, newspaper articles, announcements
- creating a reading centre containing fiction and non-fiction resources, including materials on German themes in English
 - i) possibilities include journals, magazines, newspapers, poetry anthologies, pamphlets, maps, charts, posters
- providing a listening centre and an area for computer-assisted language learning
 - i) cassette players and earphones can allow students to develop listening and understanding skills independently
 - ii) computer software is available for independent review and practice
- setting up a writing centre for students to explore written German
 - i) could be developed in conjunction with the computer area
 - ii) should include word and picture files, dictionaries, thesaurus, word banks

6. Source: Saskatchewan Education. (1992). *English Language Arts. A Curriculum Guide for the Elementary Level*. (pp. 76-77). Regina: Author.

FIGURE 1
The Classroom: A Community of Learners



Source: Saskatchewan Education. (1992). *English Language Arts for the Elementary Level*. Regina: Author.

Group Work ⁷

This curriculum recognizes that students' needs, interests and strengths vary within each classroom, as do their styles of learning and degrees of German language development. Students will benefit from varied learning experiences including opportunities to work independently, in small groups and together as a class.

Collaborative and group learning encourages interaction and communication. It represents a useful teaching strategy for accommodating individual students' needs and abilities.

Students should have opportunities to interact with peers in interest, task or research groups. Such groups allow students with similar goals or interests but possibly diverse backgrounds, experiences and abilities to work together to solve problems or complete projects. Group size will vary with the purpose for grouping. In small groups, students benefit from the security of peer support and assistance. They frequently ask more questions and participate with greater confidence in small group discussions and problem-solving than in a large group setting. It is also important for students to have frequent opportunities to work together in pairs. Partnerships should vary so students experience working with a variety of partners.

Preparation is essential for group work. The classroom should be arranged to facilitate interaction; all materials should be readily available. Materials should be durable.

- everyone must participate;
- students must know the purpose of the activity and how to proceed;
- all group members must know what they are to do and how to function in a group;
- students must be aware of the acceptable noise level;
- students must know how much time is available for each activity and how to make the best use of it;
- guidelines should be agreed upon at the beginning of the year.

7. Source: Saskatchewan Education. (1992). *English Language Arts. A Curriculum Guide for the Elementary Level*. (pp. 76-77). Regina: Author.

Students of similar abilities can be grouped for instruction designed to meet specific needs. They can also be grouped heterogeneously according to interest, how they motivate one another and how well they work together. Once these decisions are made, teachers can plan instruction and groupings appropriately. Groups vary in size and longevity. As assessment determines that instruction has addressed students' needs and assisted language development, students will move on. Groups may remain together for one class period or for several days.

6.6 Realistic Expectations and Proficiency Levels

Student achievement is affected by factors such as:

- linguistic background and ability upon entering the German program
- frequency and continuity of exposure to the German language
- size of German class

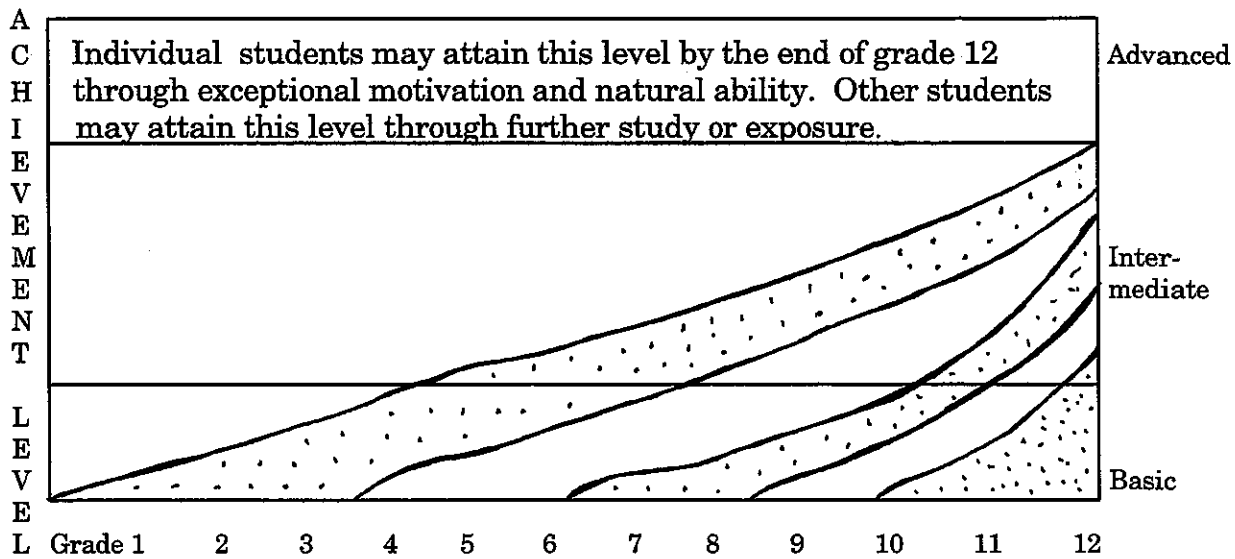
In Saskatchewan high schools, students are expected to receive 100 hours of German language instruction per year or semester from grades 9 to 12.

It is important that students, parents and school administrators all are aware of what is realistically achievable in a four-year high school German language program.

As a realistic expectation, students beginning German study in grade 9 and continuing until grade 12 should progress beyond a Basic Level of Proficiency as this is defined in the following section - "Anticipated Proficiency Levels Relative to Time". (Adapted from *Basic German Program*, Grades 1 - 12, Manitoba Education and Training, 1990).

Proficiency is defined as the degree of control over language use. The proficiency levels/objectives/developed reflect a belief that language learning is a gradual, continuing process and presuppose that lexicon and grammatical structures introduced at earlier levels will be further developed at higher levels. Generally speaking, students entering the grade 9 German program with no previous knowledge of German are expected to achieve a level of proficiency higher than the basic level upon completion of grade 12. Those with exceptional ability and motivation for learning German may reach a higher level of proficiency.

ANTICIPATED PROFICIENCY LEVELS RELATIVE TO TIME



GRADE LEVEL AT ENTRY

This chart represents three levels of proficiency in German language study and suggests what is achievable in relation to time spent studying German.

A BASIC LEVEL OF PROFICIENCY can be described as follows:

Listening

Students should be able to comprehend simple statements and questions, as well as understand the meaning of longer and somewhat more complicated messages and conversations presented in context. Although students may require some repetition for comprehension, they should generally be able to understand conversations between native speakers without too much difficulty.

Speaking

Students should be able to initiate and respond to simple statements or questions, and engage in fact-to-face conversations (with some repetitions and circumlocutions) within the scope and level of topics covered in class. They should have developed the skills to interact with their classmates in work and play. Their pronunciation, while not expected to be native-like, should be readily understood by a native speaker.

Reading

Students should be able to understand various forms of simple reading materials. They should be able to understand the essential content of various types of text, e.g., short general public statement, recipes, tickets, directions, songs, poems, and stories. Students should also be able to use visual and other clues to decipher or guess the meaning of unfamiliar vocabulary used in context. They may, however, need to read a longer text several times before understanding it completely.

Writing

Students should be able to express basic needs and compose short messages based on personal experiences and familiar topics. They should be able to write simple letters and creative pieces, e.g., a two-line poem. Although errors in grammar and spelling may occur frequently, the writing should be understood by a native speaker.

An **INTERMEDIATE LEVEL OF PROFICIENCY** can be described as follows:

Listening

Students should be able to comprehend conversations on topics related to everyday experiences or content covered in class lessons. Although there may be gaps in vocabulary, students should be able to sustain comprehension through inferences when the input is experience-related. Moreover, students should have sufficient knowledge of vocabulary and command of grammar to progress rapidly in language acquisition/learning when placed in a German-speaking environment.

Speaking

Students should be able to initiate and engage in an extended conversation on a topic of interest; however, limited vocabulary may make speech laboured and English words may be inserted. Students should be able to use accurate word-order in simple sentences, although gender and case forms may show evidence of invention. Pronunciation should not interfere with the listener's comprehension.

Reading

Students should be able to read, with comprehension, material within a familiar context. Most sound/symbol reading skills should have developed naturally through reading activities. Students should be able to find detail and sequences in experience-related reading passages and read for enjoyment.

Writing

Students should be able to write such items as personal diaries, letters, or short reports on experiences using appropriate vocabulary and commonly used structures. Their writing should be comprehensible to native speakers. Writing, like speaking, may show considerable evidence of invention.

It is anticipated that there will be gradual growth in proficiency as students are increasingly exposed to German through listening and reading activities. An intermediate level of proficiency should provide a sound foundation on which to build higher levels of proficiency.

7. Planning For Instruction

7.1 Unit Structure

This guide advocates a unit approach as a means of organizing and providing German language instruction.

At each grade level, the year's work may be organized into 4-8 main units of study- each providing a particular thematic context for language learning activities.

Typically, a unit of study includes the following components:

- Unit Thematic Context
- Grade Level
- Time Frame
- Topics/Functions/Sub-Topics
- Foundational Objectives
- Learning Objectives (Specific)
- Common Essential Learnings
- Adaptive Dimension
- Instructional Strategies/Techniques
- Student Activities/Projects
- Instructional Resources
- Evaluation

7.2 Planning A Unit Of Study ⁸

- 1) Consider the language learning needs, abilities, interests and preferences of all the students.
 - review curriculum requirements and grade specific expectations
 - identify students' cultural and experiential backgrounds
- 2) Decide upon a broad thematic context for the unit.
 - review and select relevant Topics, Functions and Sub-topics from the suggested Scope and Sequence display, pages 30-41 of this guide.

8. Source: Saskatchewan Education. (1992). *English Language Arts. A Curriculum Guide for the Elementary Level*. (pp.72-73). Regina: Author.

3) Select appropriate foundational and learning objectives.

- identify the specific language abilities and understandings which can be developed or reinforced during the unit
- adapt objectives to meet the needs of individual students
- identify a number of language activities and the purposes for language use throughout the unit
- identify the instructional strategies, the vocabulary and specific language activities which will develop students' thinking and language abilities and their knowledge of the theme
- identify the daily assessment strategies and record-keeping procedures which are consistent with the learning objectives and the planned activities

4) Gather related resources.

- consider classroom displays and facilities
- determine necessary teacher and student materials
- gather appropriate literature for independent and shared reading
- enlist the assistance of students, teacher-librarian and other colleagues in collecting resources
- consider school and community resources - print materials, audio-visual, human resources

5) Plan an initial sequence of lessons.

- match resources with language processes, activities and instructional strategies
- identify particular concepts and vocabulary to be developed in the lessons
- incorporate appropriate record-keeping, observation and assessment techniques

6) List possible unit adaptations and modifications to accommodate individuals' language needs and abilities, student interests and community events.

7) Plan a tentative unit time frame. Sequence lessons, learning experiences and culminating activities into this time frame.

8) Determine appropriate culminating activities.

9) Identify and prepare evaluation instruments which will determine the degree to which the foundational objectives were achieved. Record students' language growth and development over the course of that unit.

10) Consider ways students might apply and extend the listening, speaking, reading, writing and thinking skills developed during the unit and the understandings and knowledge of the theme attained during the unit.

7.3 Sample Unit

In order to develop a sample unit of study, the Grade Nine German course was first organized into 5 broad thematic units:

- **Ich und die anderen**
- **Meine Familie**
- **Leute - Verwandte, Freunde, Lander, Nationalitäten, Sprachen**
- **Schule**
- **Freizeit - Hobby, Sports**

The following sample unit of study focuses on the first of these thematic units - "*Ich und die anderen*". As will be the case in most units of study, this sample unit draws upon more than one of the 12 major topics presented in the Scope and Sequence display, pages 29 to 40.

GRADE NINE SAMPLE UNIT

UNIT THEMATIC CONTEXT: "*Ich und die anderen*"

LEVEL: Grade Nine

TIME FRAME: 4 weeks of approximately 20 hours of classroom instruction
in a semester. (8 weeks in a non-semestered schedule)

TOPICS/FUNCTIONS/SUB-TOPICS:

- Personal information
 - Social conventions/Providing personal information
 - . name, greetings, polite expressions, phone, place of birth, age, origin, family, likes/dislikes, character/disposition
- Relations with Other People
 - Social conventions/Expressing feelings/attitudes
 - . friendship
- Culture
 - Social conventions
 - . geography, cognate words

FOUNDATIONAL OBJECTIVES

- Students will demonstrate an emerging:
 - . desire to use listening to understand the meaning and intent of others
 - . desire to express their ideas through speech
 - . ability to use written German
 - . awareness that meaning is determined by situation and context
 - . respect for cultures and lifestyles of others

LEARNING OBJECTIVES (SPECIFIC)

- Students will demonstrate an ability to:
 - . distinguish similarities and differences in letters, words and sounds
 - . follow oral instructions
 - . use the rhythms and patterns of the German language in asking and responding to simple questions
 - . respond to simple oral and written directions/questions
 - . use correct forms of language at appropriate times and places
 - . draw meaning from the printed word
 - . recognize German cultural identity

Specific linguistic Learning Objectives appear in the Scope and Sequence display in the appropriate "Linguistic Content by Grade" column.

UNIT FOCUS

This sample unit focuses attention on:

Greetings/Introductions (C; PSVS)

Example: Guten Morgen, Guten Tag, Hallo; Auf Wiedersehen

Personal information (C; CCT; PSVS)

Example:

Wie heisst du/er/? - Ich/er/heisse ...

Wie alt bist du/er/? - Ich/er/bin ...

Wo wohnst du/wohnt er/? - Ich wohne/er wohnt/in ...

Woher kommst du/kommt er/? - Ich komme/er kommt/aus ...

Courtesy expressions (C; PSVS)

Example: Please, Thank you, You're welcome, Excuse me

Describing feelings/personalities (C; CCT; PSVS)

Example: Wie geht es dir?; Er ist immer fleissig/sehr faul/.

Proper usage (C; N; CCT)

Example: Definite articles - der, die , das

Pronouns - ich, du, er, sie, Sie

Verbs - 1st, 2nd and 3rd person conjugation of heissen, sein, haben, wohnen, kommen, sprechen, spielen

Negation - nicht

German alphabet

Landeskunde (C; N; TL; PSVS)

Example: German names/surnames

Geography - Germany and its neighbours

English-German word cognates

COMMON ESSENTIAL LEARNINGS

The Common Essential Learnings highlighted in this sample unit appear in the "Unit Focus" section above. They are identified by means of the appropriate abbreviation for the Common Essential Learning.* More information on incorporating Common Essential Learnings into German language education is found on pages 8-10 of this guide.

ADAPTIVE DIMENSION

The Grade Nine German class may include students who already possess oral/written German language skills. These students could serve as "peer tutors" in group activities.

INSTRUCTIONAL STRATEGIES/TECHNIQUES

- Explicit teaching -review, presenting new material, guided practice, feedback, correcting
- Interviewing
- Role-playing/ skits
- Peer practice
- Research projects
- Language games - matching: letters/sounds; nouns-verbs-pronouns
- word searches; crossword puzzles

STUDENT ACTIVITIES/PROJECTS

- Develop an alter-ego
 - students create a fictional character for themselves
 - continue to add personal characteristics during the year
- Work in pairs - practice alphabet, lexicon, numbers
- Prepare and act out group skits - greeting, introducing and interviewing people
- Research projects (group)
 - geography of Germany and neighbouring countries, capital cities, populations, languages, famous people
 - variation (2 groups) - develop lists of famous people; members of other group guess where the famous person is from.
 - origin of German surnames; Saskatchewan towns/cities with German names

* C = Communication; N = Numeracy; CCT = Critical and Creative Thinking
T = Technological Literacy; PSVS = Personal and Social Values and Skills;
TL = Technological Literacy

INSTRUCTIONAL RESOURCES

Deutsch konkret (Langenscheidt)
Lernexpress (video)
Alles Gute (video)
Wechselspiel (Langenscheidt)
Kommunikative Spiele für Deutsch als Fremdsprache
(Max Hueber Verlag)
Abgemacht - Book A and B (EJ Arnold)
44 Sprech Spiele (Hueber)
Maps of Germany, German-speaking countries, Europe

EVALUATION

Student assessment and evaluation involves information gathering and decision making. It is a continuous process which serves to guide instruction and to determine the knowledge, skills, attitudes and abilities acquired by students.

At this early stage of the German program, the communication skills of Listening and Speaking are emphasized.

SUGGESTIONS FOR EVALUATING:

1. Listening comprehension and oral expression:

- question-answer activities
- interviews, role-playing, skits
- Pictionary
 - Students are divided into teams
 - Team members take turns drawing a word (noun, verb, etc.)
 - The other team members must guess what word the drawing represents.

2. Reading and writing

- matching, retention and cloze exercises
- word searches
- crossword puzzles

7.4 Sample Lesson Plan

Suggested Lesson Plan Components:

- Grade • Time • Thematic Unit • Lesson Objectives • Warm-up
- Review • New Material, Instructional Strategies, Resources
- Summary • Assignment • Evaluation

SAMPLE LESSON

GRADE - 9 **TIME - 60 minutes**

THEMATIC UNIT - *Ich und die anderen*

LESSON OBJECTIVES

1. Reinforce previously-acquired language skills
2. Develop personal "alter-egos"
3. Introduce adverbs of degree

WARM-UP (5 minutes)

- Greet students as they enter class
 - Guten Morgen/Guten Tag/Hallo
 - Wie geht's?/Wie heisst du?

REVIEW (10 minutes)

- Once class is seated, review previously-learned words and phrases by asking students and directing students to ask each other

Example: - Wie heisst du? Ich ...; Wie heisst er/sie?
- Wie alt bist du? Ich ...; Wie alt ist er/sie?
- Woher kommt er/sie? ...; Woher kommst du?... Ich komme aus...

- Display a picture of a famous person and ask:

Example: - Wie heisst er/sie?
- Wo wohnt er/sie?
- Woher kommt er/sie?
- Spricht er/sie Spanisch?
- Ist er/sie freundlich/höflich/intelligent/faul/attraktiv ?

(Could introduce "über" - example: "Sie ist über zwanzig Jahre alt", and then bring in numbers above twenty)

1) Introduction to “alter-ego” (15 minutes)

- Encourage students to create a fictitious character that they will pretend to be at various times throughout the year. The purpose is to provide further opportunities for students to build language skills by assuming an entirely new identity. As the year progresses the alter-ego can be expanded to include, for example, family members, school subjects, hobbies, sports and so on.
- Direct students to write the following into their notebooks
 - Name; Alter; Wohnort; Geburtsort; Muttersprache; Fremdsprache; Charakter
- Role-play the part of your own “alter-ego” (prepare beforehand)
 - You may use props (hat, coat) to enhance the part
 - Introduce yourself to the class, referring to all of the items in the list above (ie. Name, Wohnort, etc.)
 - Direct students to ask questions so that they may write into their notebooks information on each of the items listed above (ie. Name, Wohnort, etc.) (Students to use the formal "Sie".)
- Variation
 - This exercise may be repeated many times during the year, incorporating more information each time.
 - As language skills improve, students can create “alter-egos” for famous people and have other students ask questions for discover who they are – “Wer bin ich?”

2) Introduce adverbs of degree (10 minutes)

- Using this sign < (means greater than), as a prop, explain the concepts:
 - nie; selten; manchmal; oft; meistens; immer; sehr <
- Describe your “alter-ego” using words such as:
 - freundlich; höflich; intelligent; faul, attraktiv; schwach; sportlich; musikalisch; fleissig
 - (*Example: Ich bin manchmal faul aber meistens bin ich fleissig..*)

Note: Draw attention to cognates such as:

- freundlich – friendly
- intelligent – intelligent
- attraktiv - attractive
- sportlich - athletic
- musikalisch - musical

-
- Practice using adverbs of degree by:
 - i) asking questions about students
 - Ist _____ immer fleissig oder ist er/sie faul?
 - ii) asking questions about famous people/well known fictional characters
 - Ist Arnold Schwarzenegger schwach / immer sportlich?
 - Bart Simpson ist nie pfiffig, oder?

3) Students create their own "alter-egos" (10 minutes)

- Direct students to create their own "alter-egos"
 - "Alter-ego" must be from a German-speaking country and must have a German name

SUMMARY (8 minutes)

- Randomly ask students various questions about their "alter-egos"
 - focus on the names selected
 - ask students to spell their chosen name
- OR
- distribute the attached sheet (Figure 2) and ask students to interview each other

ASSIGNMENT

- Request students to come to the next class as their "alter-ego"
 - encourage students to wear appropriate clothes (or bring props) to enhance the illusion

Note: Ideas for subsequent lessons:

- For Warm-up and Review, have students ask each other questions about their "alter-egos" (1 sheet)
- Distribute an interview form to students
 - students must formulate questions, interview two other students, complete the sheet (in sentences) and return sheet to teacher
- Prepare and distribute a sheet of individual profile headings to students (ie: Name, Wohnort, Geburtsort, etc.)
 - direct students to take turns at the front of the class
 - other students ask questions in order to complete the individual profiles
 - variation: - students go to the front in groups

FIGURE 2

Name _____

Wer ist das???

You have been asked to interview an individual from class. Choose a partner and find out all about him/her. Record the information below in full sentences please!

Name:

Alter:

Wohnort:

Geburtsort:

Muttersprache:

Fremdsprachen:

Now your partner will be asking for information about yourself. Answer the questions in full sentences.

Name _____

Wer ist das???

You are now your alter-ego. Answer your partner's questions so that he/she can find out more about you.

Now it is your turn. Interview your partner and record the information below. Use full sentences please!

Name:

Alter:

Wohnort:

Geburtsort:

Muttersprache:

Fremdsprachen:

EVALUATION

- Develop observation checklists to record:
 - proper usage of greetings, personal information, adverbs of degree
 - ability to ask and answer questions about the “alter-egos”
 - fluency, pronunciation and correct usage in interviews
- Structure short quizzes (matching items, short answer) to check on vocabulary retention and grammatical agreement.
- Prepare and distribute point form information about an “alter-ego”
 - ask oral questions based on the information provided
 - students write their answers on the sheet and hand it in for marking
- Prepare and distribute “situation cards” describing situations under which two “alter-egos” meet
 - direct students to create skits (in pairs) using information they know
 - record student fluency, pronunciation and correct usage while students take turns performing the skits

8. Evaluation and Assessment

Evaluation is a broad term that has many meanings for educators. It could be applied to students (student evaluation), to programs (program evaluation), to curricula (curriculum evaluation) or to teachers (teacher evaluation).

Evaluation is considered to be an integral part of the teaching-learning process and may be viewed as that series of actions undertaken to determine the extent to which the instructional objectives of the program are achieved.

This section focuses on student evaluation - on those activities that enable teachers to formulate a professionally-developed judgment concerning their students' performance.

8.1 Relevant Terminology⁹

MEASUREMENT is collecting information on the frequency or extent of something.

ASSESSMENT is the process of collecting information to measure the progress of students' learning.

Some of the most commonly-used student assessment techniques are assignments, presentations, homework and various quizzes and tests where the focus may be on oral, short-answer, matching, multiple-choice or true/false items. They should be related to the objectives of the program and to the teaching/learning strategies used.

The instructional objectives for the German program flow from its two major aims, which are "effective communication" and "cultural awareness". Thus, the weight given to the receptive skills of listening and reading and to the productive skills of speaking and writing in assessment should have a direct relationship to the emphasis given to each of these skill in instruction.

EVALUATION is the process of making a judgment about the degree of merit or worth of students' performance. It is a decision made on the basis of results obtained through assessment, which are judged with respect to norm-, criterion-, or self-referenced standards.

- norm-referenced standards
 - the assessment data is compared with typical data collected from other comparable students (etc.)
- criterion-referenced standards
 - measurement is compared to some absolute standard (criterion)
- self-referenced standards
 - comparisons is made between a student's present and prior performances

9. Source: Saskatchewan Education. (1991). *Student Evaluation: A Teacher Handbook*. Regina: Author.

Information obtained through evaluation assists teachers in determining the quality of students' performance and the appropriateness of the teaching techniques and instructional strategies used, and can suggest modifications to planning and instruction so that student needs and course objectives can be better met.

8.2 Types of Student Evaluation

The following three main types of student evaluations occur regularly throughout the school year. Various assessment techniques may be used with each type.

FORMATIVE EVALUATION refers to evaluative techniques used during instruction to stimulate and monitor learning. The information compiled may be used to improve instruction, modify classroom procedures and identify students' strengths and weaknesses.

In a predominantly oral program, informal but systematic evaluation techniques can be built into normal classroom procedures. A frequent recording and rating of students' comprehension and production of oral material is possible even in large classrooms.

Teachers pre-select certain students for daily evaluation on a rotational basis. Individual student performance is recorded in a daily record book under headings such as "comprehension", "pronunciation", "fluency", "stress" and "intonation". Disruption to regular classroom procedures is minimized and students continue to participate normally in class activities.

Guidelines:

- All students should be made aware that informal evaluation occurs during regular classes.
- The system of daily evaluation should be explained to students at the beginning of the course.
- Throughout the year, private discussions regarding individual student progress should be conducted.
- In evaluating oral production, where possible, students should be encouraged to respond to questions in complete sentences.
- Questions that elicit a repetition of the question in the response should be avoided.

SUMMATIVE EVALUATION refers to evaluative techniques designed for use at the end of instruction (unit of study, year) to measure or grade students' achievement of the course objectives.

The ability to communicate in any language consists of a number of subsidiary skills such as enunciation, accentuation, fluency and intonational patterns. Objectivity in testing increases with the number of variables or skills being tested at the same time. While a comprehensive evaluation program should include a range of tests, objective tests are preferable because they require one to be certain about the precise purpose of the test and the number of elements being tested.

Guidelines:

- At the beginning of the course, all students should be made aware of the evaluation procedures that will be used.
- Every attempt should be made to give the test instruction in German only.
- Test validity is important. Care should be taken that a test indeed measures what it is intended to measure.
- In sound discrimination tests, items should be read only once and in a natural, conversational style.
- Tests which expose students to incorrect pronunciation or unacceptable structures should be avoided.

DIAGNOSTIC EVALUATION refers to evaluative techniques used at the beginning of a course, unit or lesson when teachers assess students' readiness and background for what is about to be taught. It is good teaching practice to find out the level of knowledge and skill of students prior to instruction. This type of evaluation may assist in structuring appropriate learning groups and in designing effective learning experiences.

8.3 Evaluation: A Cyclical Process

Although not rigidly sequential, evaluation may be viewed as a continuous and cyclical process involving four distinct but interrelated phases, requiring decision-making by teachers at each phase. (See Figure 3)

PREPARATION

- Refer to curriculum aims, goals and objectives and identify what it is that will be evaluated.
- Select the type of evaluation to be used (formative, summative,diagnostic)
- Identify the criteria to be used to define progress and the techniques for gathering information.

ASSESSMENT

- Select appropriate assessment techniques
- Collect and organize information

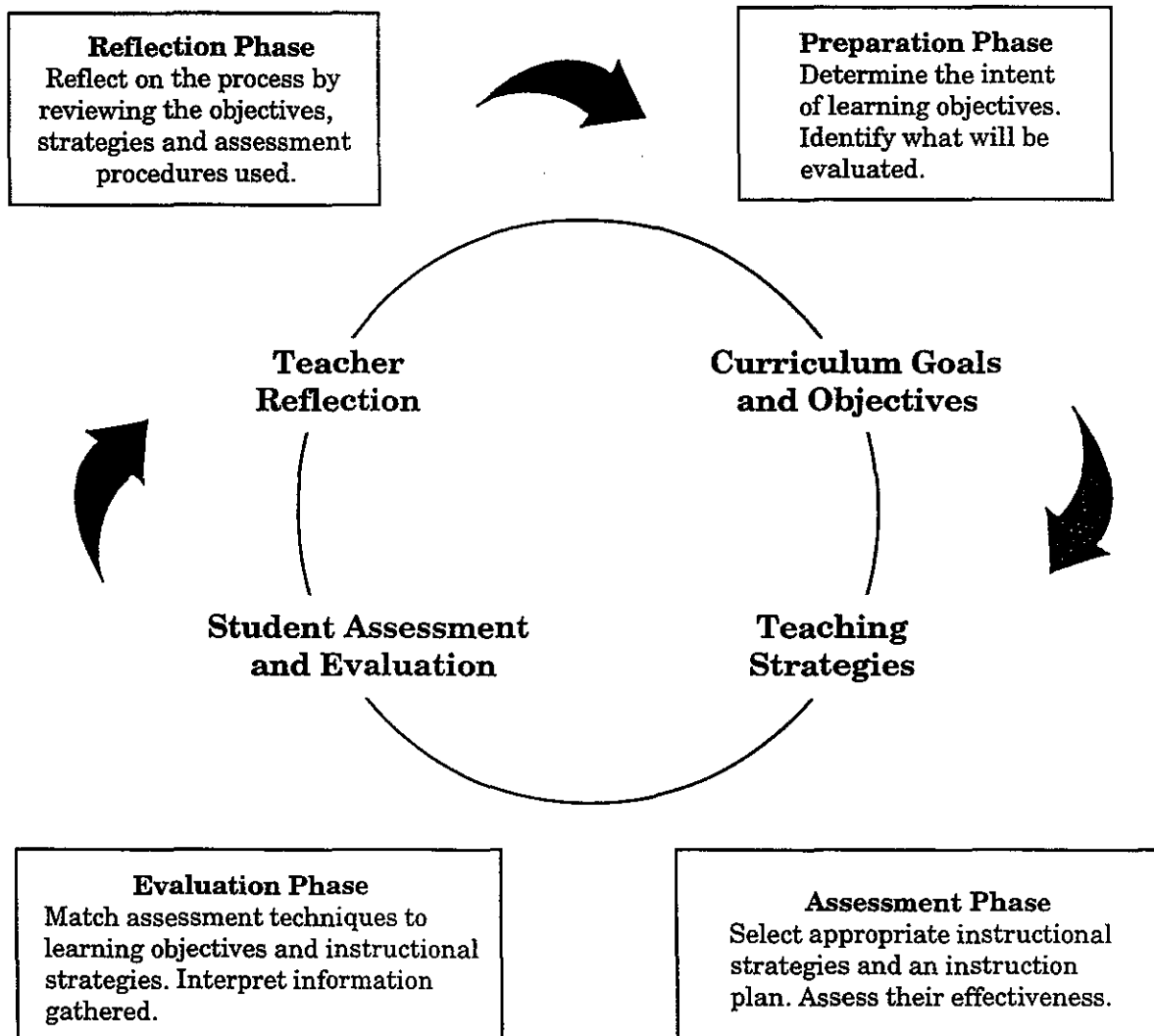
EVALUATION

- Interpret and make judgments about the assessment information gathered

REFLECTION

- Consider the success of the evaluation process used
- Review the appropriateness of assessment techniques used

FIGURE 3
Evaluation: A Cyclical Process



8.4 Evaluation Of Student Progress

- **Basic Principles**

Learning a language requires the acquisition and use of language elements(sounds, words and structures) and communication skills (listening, speaking, reading and writing).

Sounds incorporate the individual sounds of letters, phonemes, rhythm and intonation. Words refer to vocabulary-lexicon. Structures include grammar, syntax and word-order in sentences.

One of the main goals of a language program is to enable students to use the new language for communication. Since communication involves four skills, tests should be employed to evaluate these skills. In language testing teachers must first determine whether the students hear and understand the sounds, words and structures, whether they can produce them correctly and whether they can use them appropriately.

- **Language Tests**

In order to evaluate the four major language skills, the following general types of tests may be used: **Aural Comprehension; Oral Expression; Reading Comprehension/Expression and Written Expression.**

SKILL being tested	General test TYPE
Listening	Aural Comprehension
Speaking	Oral Expression
Reading	Reading Comprehension Reading Expression
Writing	Written Expression

SAMPLE LANGUAGE TESTS

The following are only suggestions for testing each of the skills.

Listening (Aural Comprehension)

i) Sound discrimination

- students' ability to differentiate between final or consonant or vowel sounds can be tested by using appropriate word pairs or groups such as:
 - bitte - bitter
 - machen - Maschen
 - tuten - töten - Tüten

ii) Listening comprehension

- **Comparison**

- teacher reads sample word, pauses and then reads three more words
- students must identify which of the three words is exactly like the sample word

Example: Teacher reads "Dach"

Pause

Teacher reads: "a) Dock b) Dock c) Dach"

- **Word-picture association**

- teacher prepares a sheet of line-drawings
- students are directed to select the appropriate drawing as the teacher reads the sentences

Example: Teacher reads - "Das ist die Kirche"

Students see these drawings and must select either a or b.



a) _____



b) _____

- **Computation**

- teacher presents a simple arithmetic problem and students must write down the correct numeral.

Example: Teacher: "Wieviel ist fünf und acht?"

Students: Write the numeral "13"

- **Logical Response**

- teacher asks a question and then provides three possible responses
- students select the most appropriate response

Example: "Wann essen Sie?"

- a) Um sechs.
- b) Auf der Strasse.
- c) Mit meiner Familie.

- **Thought completion**

- teacher reads a phrase, and then three possible responses to complete the sentence
- students select the appropriate response

Example: "Der Briefträger bringt uns"

- a) die Post.
- b) die Haare.
- c) kleine Kinder.

Speaking (Oral Expression)

Some Listening tests can be slightly modified and used as Speaking tests:

Example: ii) Listening comprehension

- computation
 - students must provide an oral response
- logical response and thought-completion
 - students give appropriate answer orally

i) Retention

- students are given visual clues and they respond with the appropriate word or phrase

ii) Role playing/skits

- students are given a situation they must 'act-out'
- student pronunciation, intonation and stress can be evaluated

iii) Grammatical agreement

- teacher reads a sentence with the article missing, then provides four possible articles
- students select the correct one and repeat the whole sentence

Example: Ich gebe _____ Mann das Buch.

- | | |
|--------|--------|
| a) der | b) des |
| c) dem | d) den |

iv) Reverse-sentence completion

- the teacher gives a short answer for which the student must create a suitable question

Example: Teacher: Ich will das blaue Buch

Student: Welches Buch wollen Sie
(willst du) kaufen?

v) Student prepared talks

- students select a topic from a list and prepare a talk on that topic
- duration of talk depends upon the students' level of fluency

Reading (Reading Comprehension/Reading Expression)

A number of the preceding Listening and Speaking tests can be made into Reading tests. The questions can be given in written form and students asked to respond by circling or underlining the correct response from a list of possible responses. Some of the Speaking tests that can be converted to Reading tests include:

- comparison · computation · logical response
- thought-completion · retention · grammatical agreement
- reverse-sentence completion

i) Grammatical Agreement (Personal pronouns)

- students circle the correct response

Example: Geben Sie _____ zwei Paar Strümpfe!

- a) ich b) mir
- c) mich d) zu mir

ii) In-depth understanding (Logical response)

- students circle correct response

Example 1:

Statement: Er bekommt immer schlechte Noten.

Possible responses: a) Ich habe auch eine reiche Tante.
b) Ja, aber er studiert wenig.
c) Ich habe immer schrecklich viel zu tun.

Example 2:

Statement: Ich studiere Geschichte.

Possible responses: a) Das möchte ich auch.
b) Ich kenne sie nicht.
c) Ich wasche mich auch.

iii) Oral reading

- students read aloud from teacher-selected reading material and are evaluated on pronunciation, intonation, expression and fluency
- teacher can prepare a text omitting obvious articles, conjunctions or prepositions
 - students read aloud, inserting the appropriate missing elements
 - note that this also tests grammatical agreement

Writing (Written Expression)

Many of the previously-described Listening, Speaking and Reading tests can also be made into Writing tests. Some of these include:

- comparison
- word-picture association
- computation
- logical response
- thought completion
- retention
- grammatical agreement
- reverse-sentence completion
- student prepared talks
- in-depth understanding

The close relationship between the two skills of reading and writing sometimes makes it difficult to test for one without relying on students' knowledge of the other. Simply stated, it is difficult to test writing if students cannot read. Consequently, many of the writing tests assume students have a reading capability.

i) Retention

- teacher supplies visual clues and the student identifies (in writing) the object or the action

ii) Dictation

- should involve only the material with which students are familiar, but the order could be rearranged

iii) Multiple-choice (Grammatical agreement)

Example 1: Question: Welche Sprache spricht man in Österreich?
Select and write correct answer:

- a) Österreichisch b) Deutsch
- c) Französisch d) Holländisch

Example 2: Teacher provides sentence and asks students to use the word in brackets in the same sentence.

Teacher: Wo ist der Hund? (Katze)

Student: Wo ist ____ Katze?

OR

Teacher: Seine Mutter kam schnell. (Vater)

Student: ____ Vater kam schnell.

iv) Grammatical agreement

Example 1: Students complete the following sentences with correct indefinite article

Select from: ein eines einem einen

- Questions:
1. Da steht ____ Stuhl.
 2. Ich kaufe meiner Mutter ____ Stuhl.
 3. Legen Sie Ihren Hut auf ____ Stuhl!

Example 2: Students use the word in brackets with the correct definite article

Teacher: Ich nehme das Buch. (Bleistift)

Students: Ich nehme den Bleistift.

v) Picture captions

- students write suitable captions for pictures provided by the teacher.

vi) Letters

- students are given an imaginary letter written to them and required to write a response.

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