

Descriptions of Target Student Abilities: First-Year German
German Language Objectives

<p>Interpersonal Abilities</p> <p>Students will be able to engage in interactions with speakers of German for a variety of purposes and in a variety of contexts using socially and culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing opinions. They work from the word level to the sentence level in the three quarters.</p>	<p>German 1</p> <p>During the first quarter of language study, students will be able to interact with members of their class and to talk about themselves. At the end of the quarter, students will be able to:</p>	<p>German 2</p> <p>During the second quarter, students base their communicative repertoire on tasks from the previous quarter and expand their repertoire to include new and more complex tasks. Communication becomes more other-oriented and students start to engage in occasional interactions with German speakers outside the classroom. At the end of the quarter, students will be able to:</p>	<p>German 3</p> <p>During the third quarter, students expand their interests and interactions to the German-speaking world. They base their communicative repertoire on tasks from the previous quarter and expand their repertoire to include new and more complex tasks. They become more aware of sociolinguistic appropriateness. At the end of the quarter, students will be able to:</p>
	<ul style="list-style-type: none"> • meet, greet and introduce themselves • name their immediate world, e.g., family, place of origin, activities, personal interests, classes and major, daily routines, the body, possessions, food and clothing, time, days, months, basic likes and dislikes, residence, entertainment (film, music and theater), birthday and other festivals/celebrations) using memorized phrases and utterances. 	<ul style="list-style-type: none"> • carry out all communicative tasks from the previous quarter with more confidence and consistency in expressing self in basic sentences. Semantic fields include food and restaurants, sports and leisure activities, hobbies, health and well-being, city/urban topics, travel, and weather. 	<ul style="list-style-type: none"> • carry out all communicative tasks from the previous quarter using loosely connected and longer sentences. Vocabulary expands to include education and professional/future plans, personal finance and living/residence costs, news/TV/film, the environment and surface level treatment of local/global problems/issues.
	<ul style="list-style-type: none"> • express politeness within the cultural framework of their native culture 	<ul style="list-style-type: none"> • begin to express politeness within the framework of German-speaking culture 	<ul style="list-style-type: none"> • express politeness within the framework of German-speaking culture with increasing frequency
	<ul style="list-style-type: none"> • begin to become aware of sociolinguistically appropriate ways to address and interact with German speakers. 	<ul style="list-style-type: none"> • exhibit some sociolinguistically appropriate ways to address and interact with German speakers. 	<ul style="list-style-type: none"> • initiate exchanges with strangers and acquaintances and nominate topics of conversation using appropriate social conventions.

Interpersonal Abilities (cont.)	<ul style="list-style-type: none"> participate effectively in simulated/memorized service encounters such as inquiring about and buying something (e.g. food, clothing) at a store. 	<ul style="list-style-type: none"> participate in a broader array of service encounters by using linguistic strategies with greater frequency to obtain information 	<ul style="list-style-type: none"> participate in service encounters that reflect authentic conditions in a German-speaking country
	<ul style="list-style-type: none"> simulate telephone conversations with memorized utterances for identifying self, greetings, asking basic questions. 	<ul style="list-style-type: none"> converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information) 	<ul style="list-style-type: none"> interact with strangers and acquaintances on the telephone or through web-based platforms (instant messenger/chat)
	<ul style="list-style-type: none"> use memorized phrases and sentences to: <ul style="list-style-type: none"> describe people, places, daily activities give, request information ask and answer simple questions express gratitude apologize give simple instructions and directions communicate lack of understanding and ask for help in managing language express self with mostly sentences in areas of familiarity 	<ul style="list-style-type: none"> use sentences and some phrases to: <ul style="list-style-type: none"> communicate wishes and preferences make brief comparisons offer a basic opinion (i.e. of agreement or disagreement) talk about immediate future (i.e. later in day, week, etc...) express intentions give more complex directions (than previous quarter) talk about their own interests and also those of the community (esp. sports/leisure activities, foods and restaurants, travel) give some short responses in past on areas of familiarity express some past tense 	<ul style="list-style-type: none"> use sentences and phrases where appropriate to: <ul style="list-style-type: none"> ask for favors talk about future plans for themselves and world around them express emotions such as sympathy, admiration anger or surprise accept apologies offer assistance complain suggest/give advice express opinions (with some connected sentences in a loosely constructed paragraph) express (lack of) agreement (using some connecting thoughts and/or examples) share doubts (at basic level) clarify and restate information (with greater understanding and confidence – esp. on topics/themes of interest and/or familiarity) express past events more frequently in areas of interest and/or habitual activity/occurrence in life/surroundings exhibit greater control and structural variety in maintaining connected sentences
	<ul style="list-style-type: none"> begin to become aware of the role of self-monitoring in language development 	<ul style="list-style-type: none"> become increasingly aware of the role of self-monitoring in language development 	<ul style="list-style-type: none"> articulate awareness of the role of self-monitoring in language development

<p>Interpretive Abilities</p> <p>Students will be able to understand and interpret written and spoken language on a variety of topics, accessed or presented through a variety of forms and manifest growing awareness of the social and cultural influences shaping the production of oral materials and written texts in the German-speaking worlds.</p>	<p>German 1</p> <p>During the first quarter, students will listen to audio/video materials and read a variety of written texts relating to their own lives and to those in German-speaking communities. Students will manifest their understanding of both oral materials and written texts in a variety of exercises/ways in both English and German.</p> <p>At the end of the quarter, students will be able to:</p>	<p>German 2</p> <p>During the second quarter, students will listen to a variety of longer oral/audio materials and read lengthier written texts in a variety of formats and continue to expand their interests to include the surrounding community. Students will manifest their understanding of both oral materials and written texts principally in German with the occasional use of English.</p> <p>At the end of the quarter, students will be able to:</p>	<p>German 3</p> <p>During the third quarter, students will listen to and read lengthy oral/audio materials and written texts and expand their interests to include the broader German-speaking world. Students will manifest their understanding of both oral/audio-visual materials and written texts, using German to demonstrate that understanding.</p> <p>At the end of the quarter, students will be able to:</p>
<p>(cont. next page)</p>	<ul style="list-style-type: none"> • identify topic, focus, or purpose of interaction between members of their class when they: <ul style="list-style-type: none"> • participate in simulated service encounters such as making a purchase at a store • describe people, places, daily activities • give, request information • ask and answer simple questions • express gratitude • apologize • give instructions, simple directions • communicate lack of understanding and ask for help in managing language • read a simple letter, email, and/or post • navigate a university, summer-school or study-abroad website, residence and personal ads and postings, as well as shopping portals and store websites 	<ul style="list-style-type: none"> • identify, restate, and explain topic, focus, or purpose of interaction between members of their class and individuals in the surrounding community when they carry out the communicative tasks from the first quarter, as well as when they: <ul style="list-style-type: none"> • participate in extended simulated service encounters (restaurant, hotel, airport, train station, information center booth, or online help site) • converse on the telephone or chat-site/instant message with acquaintances (e.g., make a date, refuse an invitation, ask for information) • communicate wishes and preferences • make brief comparisons • give an opinion • make plans in immediate/near future (later in day, week etc...) • express intentions • give complex directions • give reports on German-speaking acquaintances • talk about their own interests and also those of the community • describe experiences and events • navigate restaurant and club/organizational 	<ul style="list-style-type: none"> • identify, restate, and explain topic, focus, or purpose of interaction between members of their class, individuals in the surrounding community, and native-speaking Germans when they carry out the communicative tasks from the first two quarters, as well as when they: <ul style="list-style-type: none"> • initiate conversations with strangers and acquaintances and nominate topics of conversation • interact with strangers and acquaintances on the telephone or in internet/online format • ask for favors • express emotions such as sympathy, admiration, anger or surprise • accept apologies • offer assistance • complain • suggest/give advice • express opinions • express (lack of) agreement • share doubts • clarify and restate information • locate and understand job ads (openings as well as jobs sought) • work through media-websites and other materials (written, audio/video) gaining

Interpretive Abilities (cont.)		homepages, and travel websites	gist of sections, titles, and main ideas/thesis.
	<ul style="list-style-type: none"> list ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have some knowledge, identify topics in a set of excerpts (1-2 minutes) from television, web or other audio-video presentation (e.g. news program) on areas of familiarity, interest or classroom topics understand short (3 minute) interviews (i.e. in news, videopodcast, youtube clips, audio-video posts, etc...) identify genre of oral materials and written texts (movies, announcements, news broadcasts, commercials, residence/personal ads, report of holiday activities) 	<ul style="list-style-type: none"> restate key details expressed in longer (8-12 minute) oral presentations on factual topics about which they have some knowledge list topics in a set of audio-video excerpts (youtube, videopodcasts, news-website, etc...) take notes on ideas expressed in brief (3-5 minute) oral presentations on factual topics about which they have some or limited knowledge understand main themes/issues in materials such as restaurant reviews (written, audio-visual), cooking shows, fitness programs, sports reports, and city or travel videos. 	<ul style="list-style-type: none"> summarize key points and main ideas expressed in longer (10-15 minute) oral presentations on factual topics about which they have some knowledge list topics and some details in a set of audio-visual excerpts (youtube, videopodcasts, videoposts, TV-shows, news-media) using connected discourse. take notes on ideas expressed in longer (10-15 minute) oral presentations on factual topics about which they have little or no knowledge navigate through and interpret web sources in German with confidence and efficiency gain a more in-depth sense of interview scenes, professional self-help videos, technology reviews (i.e. video posts, news clips), student and personal finance videos
	<ul style="list-style-type: none"> understand connected discourse in straightforward expository texts (of approximately 250 words) on known topics involving familiar vocabulary glean biographical information from written materials understand information in the types of materials found in service encounters in person or online (e.g. online purchasing sites, movie, concert, theatre and listings or webportals, signs in public places or pop-ups in public sites) 	<ul style="list-style-type: none"> understand connected discourse in straightforward expository texts (from 250 to 500 words) about the immediate German-speaking world, such as short articles from German-speaking newspapers or websites 	<ul style="list-style-type: none"> understand connected discourse and identify point of view in less straightforward, editorial expository texts (from 500 to 750 words) dealing with student interests or with contemporary issues in which the students have some background use the Internet and newspapers/other written media efficiently to seek and read articles or access other oral/written formats that correspond to their interests compare the treatment of current events in the target language with the treatment of the same events (in English)

<p>Presentational Abilities</p> <p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics of class-personal interest and relevance (e.g. academic).</p>	<p>German 1</p> <p>During the first quarter, students present information about themselves and their classroom community orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p>	<p>German 2</p> <p>During the second quarter, students increase in confidence and breadth in presenting information about themselves and their classroom community orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p>	<p>German 3</p> <p>During the third quarter, students continue to increase in sophistication in presenting information about themselves and their classroom community orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p>
<p>(cont. next page)</p>	<ul style="list-style-type: none"> • give rehearsed reports (5 minutes) on such topics (of interest) as: own autobiography, family, personal and academic interests, mostly in present-tense using memorized utterances with some limited ability to improvise. • ask and answer most basic and predictable questions about the prepared presentation topic 	<ul style="list-style-type: none"> • present rehearsed reports (10 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the German-speaking world, using the past tense more frequently and appropriate connectors between parts. Some variety in structures, some variance/depth in vocabulary is employed. • ask and answer predictable and some less-predictable questions about the prepared presentation topic showing an awareness of language appropriate for formal presentations • present a video or group of videos, such as youtube, audio-videoposts, including a short introduction, an activity to include audience, brief and basic comments and/or critiques, and a conclusion • field most predictable and perhaps some unanticipated questions on their presentations. 	<ul style="list-style-type: none"> • present rehearsed reports (15 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the German-speaking world as well as reflecting knowledge of academic topics of special interest to students such as: their major, current events, international relations, the sciences, the arts and further areas of interest, relevance and/or importance • better incorporate past as well as some prepared hypothesis/conditional statements and limited quotes/references with growing fluidity. • present information on research carried out, beginning to utilize increasingly academic, critical and/or professional sources. • place greater emphasis on socioculturally appropriate presentational language • ask and answer questions about the prepared presentation topic using language appropriate for academic presentations with growing awareness and ability to adjust for and directly engage their audience. • present a video/group of videos, such as youtube or audio-videoposts, including an introduction, an activity to include audience, some comments and critiques and conclusion • can field most questions with confidence

<p>Presentational Abilities (cont.)</p>			<p>and agility</p> <ul style="list-style-type: none"> develop linguistic ability to reference pictures, images, and other visuals and articulate their importance/role in presentation
	<ul style="list-style-type: none"> write what they can say, for example: <ul style="list-style-type: none"> describe people, places, daily activities give, request information ask and answer simple questions express gratitude apologize give instructions, directions write 1-page reports on such topics as: own autobiography, family, interests, routines, shopping edit their work for high frequency errors 	<ul style="list-style-type: none"> write what they can say displaying a wider array of language functions than the previous quarter including notions of how to: <ul style="list-style-type: none"> communicate wishes and preferences draw comparisons give an opinion talk about future plans for themselves and the world express intentions give reports on German-speaking acquaintances talk about their own interests and also those of the community describe experiences and situations summarize readings, audio/video clips and/or programs write 2-page reports on topics of broader interest reflecting knowledge of the sociogeography of the German-speaking world, including recipes, restaurant themes, sports and leisure activities, hobbies, and traveling and/or recent trips edit for errors based on the material taught 	<ul style="list-style-type: none"> write what they can say displaying a wider array of language functions than the previous quarter including the ability to: <ul style="list-style-type: none"> express emotions such as sympathy, admiration anger or surprise suggest/give advice express and briefly support opinions explain give examples express (lack of) agreement share doubts clarify and restate information write 3-4 page reports on topics reflecting knowledge of the sociogeography of the German-speaking world as well as reflecting knowledge of academic topics of special interest to them such as major, current events, international relations, the sciences, the arts, professional topics quote others in reports prepare topics more efficiently and thoroughly using increasingly appropriate academic, critical, and professional authentic materials (written, audio, visual) edit for errors based on the material taught