

**Descriptions of Target Student Abilities: Second-Year German**  
**German Language Objectives**

**During the second year of language study, students will build on the interpersonal, interpretive, and presentational abilities developed during the first year with the goal of achieving an intermediate high to advanced low level of oral production, an advanced mid in writing skills, and an advanced high in reading.**

<b>Interpersonal Abilities</b>	<b>German 21</b>	<b>German 22</b>	<b>German 23</b>
<p>In the second year of language study, students will continue to interact with speakers of German for a variety of purposes and in a variety of contexts, using socially and culturally appropriate forms. Additionally, students will interact with increasing sociocultural appropriateness in academic and professional settings. In the second year, students build upon functions/language skills acquired in the first-year. They develop further functional skills to be able to initiate conversations and engage with others on academic topics.</p>	<p>During the first quarter of second-year language study, students will begin to access information about their content/major area of focus and to discuss this information with peers. Students will exhibit growing confidence in carrying out face-to-face interactions and academic discussions with same age, younger and older people in culturally appropriate ways.</p> <p>At the end of the quarter, students will be able to:</p>	<p>During the second quarter of second-year language study, students will continue to access information about their content area of focus and to elaborate on this information with peers. Students will exhibit growing confidence in carrying out face-to-face interactions and academic discussions with same age, younger and older people in culturally appropriate ways.</p> <p>At the end of the quarter, students will be able to:</p>	<p>During the third quarter of second-year language study, students will use and articulate information about their content area of focus and will discuss this information with peers. Students will exhibit growing confidence in carrying out face-to-face interactions in academic and professional discussions., with same age, younger and older people in culturally appropriate ways.</p> <p>At the end of the quarter, students will be able to:</p>
<b>oral/written language</b>	<ul style="list-style-type: none"> <li>• carry out all communicative tasks of the previous quarter with some sophistication, confidence and ease, by beginning to vary sentence structures (more clauses, conjunctions, etc) and exhibiting variety in vocabulary use</li> <li>• present personal information with some nuance (self, place of origin, studies/job, current residence, interests/leisure activities), moving beyond strings of sentences</li> <li>• briefly compare and describe most predictable or rehearsed topics</li> </ul>	<ul style="list-style-type: none"> <li>• carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease</li> <li>• use a wider array of content specific vocabulary</li> <li>• show greater accuracy with verbal collocations</li> <li>• present biographical information in a structured, narrative fashion</li> <li>• begin to employ cohesive devices to structure language output</li> <li>• begin to narrate with confidence in most</li> </ul>	<ul style="list-style-type: none"> <li>• carry out all communicative tasks of the previous quarter with sophistication, confidence and ease</li> <li>• employ nuanced and specific vocabulary related to topics of personal interest and of general interest</li> <li>• demonstrate control of verbal collocations across many contexts</li> <li>• accurately employ cohesive devices to structure narratives</li> <li>• command all time frames</li> </ul>

		<ul style="list-style-type: none"> <li>time frames</li> <li>use an array of text structures such as compare and contrast in descriptions</li> </ul>	
<b>oral language</b>	<ul style="list-style-type: none"> <li>express simple opinions (outlooks, views of events, hopes, fears, doubts)</li> <li>exchange information about a content area of focus (culture, international relations, etc.)</li> <li>respond to opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>elaborate on opinions with a growing and precise vocabulary</li> <li>begin to engage with others in discussion of an academic nature</li> <li>occasionally use the passive</li> <li>begin to speculate, demonstrating some control of the subjunctive II</li> </ul>	<ul style="list-style-type: none"> <li>begin to support their opinions, using examples and linguistic devices to signal structure</li> <li>discuss academic and professional topics and engage in interactive argumentation</li> <li>anticipate and contrast arguments</li> <li>use the passive as well as alternatives to vary expression</li> <li>occasionally use indirect discourse</li> <li>control subjunctive II in most time frames</li> </ul>
	<ul style="list-style-type: none"> <li>vary language according to the relative formality or informality of their interlocutor with some appropriateness</li> <li>address other speakers appropriately according to broad sociolinguistic categories</li> <li>occasionally insert particles</li> </ul>	<ul style="list-style-type: none"> <li>vary language according to the relative formality or informality of their interlocutor with growing appropriateness and greater confidence</li> <li>address other speakers with growing appropriateness and greater confidence according to their age, social status, position, title</li> <li>increase the use of particles</li> </ul>	<ul style="list-style-type: none"> <li>address other speakers in the appropriate register</li> <li>use particles for emphasis</li> </ul>
	<ul style="list-style-type: none"> <li>communicate respect, politeness, gratitude, friendliness, distance with growing appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>communicate respect, politeness, gratitude, friendliness, distance with appropriateness and greater confidence</li> </ul>	<ul style="list-style-type: none"> <li>communicate respect, gratitude, politeness, friendliness, distance with appropriate sociolinguistic awareness and nuance</li> </ul>
	<ul style="list-style-type: none"> <li>clarify information</li> <li>give simple advice</li> </ul>	<ul style="list-style-type: none"> <li>clarify and restate information</li> <li>offer advice with some elaboration</li> </ul>	<ul style="list-style-type: none"> <li>clarify and restate information using an array of vocabulary</li> <li>provide advice using details and argument for justification</li> </ul>
	<ul style="list-style-type: none"> <li>seek support and feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>seek support by clarifying needs and requesting feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>seek support through the appropriate use of specific detail and signal the desire for feedback and input from others</li> </ul>
	<ul style="list-style-type: none"> <li>self-monitor language development (i.e. self-correct, reflect on own understanding, areas to be improved upon and progress to-be-made, be able to delineate plan to improve, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>continue to self monitor and begin to evaluate language development</li> </ul>	<ul style="list-style-type: none"> <li>set personal linguistic goals for the development of paragraph-level oral speech</li> </ul>
<b>written language</b>	<ul style="list-style-type: none"> <li>correspond with same-age pen pals</li> <li>chat online, interact in blogs, social networking sites/settings, respond and post (within areas of interest)</li> </ul>	<ul style="list-style-type: none"> <li>correspond with a greater array of individuals of different social status</li> <li>continue to use social networking sites for the development of culturally authentic</li> </ul>	<ul style="list-style-type: none"> <li>achieve a comfort level of written interpersonal language across any array of topics and receivers</li> <li>achieve a comfort level in blogging and</li> </ul>

	<ul style="list-style-type: none"> <li>acquire email German conventions</li> </ul>	<ul style="list-style-type: none"> <li>interpersonal language</li> <li>occasionally use the passive</li> </ul>	<ul style="list-style-type: none"> <li>other interactions in electronic formats</li> <li>use the passive and indirect discourse</li> </ul>
	<ul style="list-style-type: none"> <li>formally request information from an individual or agency</li> </ul>	<ul style="list-style-type: none"> <li>begin professional correspondence with a known receiver</li> </ul>	<ul style="list-style-type: none"> <li>continue professional correspondence with known receivers and some unknown</li> </ul>
	<ul style="list-style-type: none"> <li>use a dictionary to acquire a greater choice of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>use a dictionary to validate their lexical choices</li> </ul>	<ul style="list-style-type: none"> <li>use a dictionary to elaborate their lexical choices</li> </ul>
	<ul style="list-style-type: none"> <li>provide information to peers about their content area of focus via the Internet</li> </ul>	<ul style="list-style-type: none"> <li>exchange information with peers about their content area of focus via the Internet</li> </ul>	<ul style="list-style-type: none"> <li>evaluate information about their content area of focus via the Internet</li> </ul>
	<ul style="list-style-type: none"> <li>self-edit with frequency</li> </ul>	<ul style="list-style-type: none"> <li>self-edit with increasing frequency</li> </ul>	<ul style="list-style-type: none"> <li>self-edit purposefully and with accuracy</li> </ul>
	<ul style="list-style-type: none"> <li>respond to work of peers</li> </ul>	<ul style="list-style-type: none"> <li>elaborate on the work of peers</li> </ul>	<ul style="list-style-type: none"> <li>respond to and evaluate the work of peers</li> </ul>
<p><b>Interpretive Abilities</b></p> <p>Students will understand and interpret written and oral texts on a variety of complex topics, including texts related to the individual student's academic and professional fields, demonstrating a continually growing awareness of the social and cultural influences shaping the production of oral and written texts in the German-speaking world.</p>	<p><b>German 21</b></p> <p>Students will grow in ability to interpret a variety of written and oral texts and will use German with greater frequency to manifest their understanding of both oral and written texts.</p> <p>At the end of the quarter, students will be able to:</p>	<p><b>German 22</b></p> <p>Students will extend their ability to interpret a variety of written and oral texts and will be able to use German to manifest their understanding of both oral and written texts.</p> <p>At the end of the quarter, students will be able to:</p>	<p><b>German 23</b></p> <p>Students will interpret a variety of written and oral texts and will be able to use German to manifest their understanding of both oral and written texts.</p> <p>At the end of the quarter, students will be able to:</p>
<b>oral/written texts</b>	<ul style="list-style-type: none"> <li>carry out all interpretive tasks of the previous quarter</li> </ul>	<ul style="list-style-type: none"> <li>carry out all interpretive tasks of the previous quarter with greater sophistication</li> </ul>	<ul style="list-style-type: none"> <li>carry out all interpretive tasks of the previous quarter with sophistication, depth and complexity</li> </ul>
	<ul style="list-style-type: none"> <li>summarize an argument</li> </ul>	<ul style="list-style-type: none"> <li>analyze an argument</li> </ul>	<ul style="list-style-type: none"> <li>anticipate an argument</li> <li>contrast arguments</li> </ul>
	<ul style="list-style-type: none"> <li>take limited notes on content</li> <li>get meaning from context</li> <li>detect the genre/generic differences of texts they are listening to (news report, advertisement, political/other talkshow, weather forecast, radio features, documentary, dialogues or monologue, discussion, debate, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>take more detailed notes on content</li> <li>be able to detail differences in genre</li> <li>recognize the function of indirect discourse and the passive for carrying meaning</li> </ul>	<ul style="list-style-type: none"> <li>take detailed notes on content, providing some evaluative comments</li> <li>in detailing differences in genre, evaluate and assess their effects</li> <li>recognize the effect of various grammatical forms on message interpretation</li> </ul>
	<ul style="list-style-type: none"> <li>begin to keep individual notes on language</li> </ul>	<ul style="list-style-type: none"> <li>keep individual notes on language that entail a wider vocabulary and more complex syntax</li> </ul>	<ul style="list-style-type: none"> <li>keep detailed notes on language being able to explain language choices</li> </ul>

<b>oral texts</b>	<ul style="list-style-type: none"> <li>follow and document shifting topics in a conversation</li> </ul>	<ul style="list-style-type: none"> <li>follow, restate, and anticipate shifting topics in a conversation</li> </ul>	<ul style="list-style-type: none"> <li>follow and summarize shifting topics in a conversation and explain/interpret the shifts</li> </ul>
	<ul style="list-style-type: none"> <li>list important ideas and supporting data in oral interactions between speakers</li> </ul>	<ul style="list-style-type: none"> <li>identify ideas and details in more extensive and complex oral interactions between speakers</li> </ul>	<ul style="list-style-type: none"> <li>connect and synthesize information obtained when listening to extensive and complex oral interactions between speakers</li> </ul>
	<ul style="list-style-type: none"> <li>understand the main ideas and significant details of extended texts such as news and radio broadcasts (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>analyze and reflect upon the meaning of extended texts (10-15 minutes) such as academic lectures and documentaries</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and take notes on language (register, tone, syntax) and content of extended texts such as academic lectures, professional presentations, and films (20-30 minutes)</li> </ul>
	<ul style="list-style-type: none"> <li>understand the main ideas and significant details of live oral presentations (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>comprehend academic presentations on a variety of topics by speakers from a variety of regions</li> </ul>	<ul style="list-style-type: none"> <li>comprehend academic and professional presentations on unknown topics by speakers from a variety of regions</li> </ul>
	<ul style="list-style-type: none"> <li>listen to and imitate how others speak</li> <li>pick up on linguistic differences of speakers from different regions (Germany)</li> </ul>	<ul style="list-style-type: none"> <li>listen for tone (humor, sarcasm)</li> <li>exhibit a growing understanding of native speakers whose speech is colored by local and regional speech/dialect (Deutschland, Austrian, etc.)</li> <li>identify phrases and collocations typical of formal academic language use</li> </ul>	<ul style="list-style-type: none"> <li>listen for tone and react appropriately</li> <li>modify reactions according to linguistic norms and regions</li> <li>justify and explain uses of phrases and collocations typical of formal academic language use</li> </ul>
<b>written texts</b>	<ul style="list-style-type: none"> <li>with respect to authentic written texts (of at least 5-8 pages) of a variety of genres and styles, on known and unknown topics: <ul style="list-style-type: none"> <li>summarize the main ideas and supporting data</li> <li>answer most fact-based and some analytical reading comprehension questions</li> <li>scan to locate information</li> <li>skim to gain a sense of organization and content</li> <li>exhibit an unreflected understanding of what was read</li> <li>synthesize information in charts or outline form</li> <li>begin to identify the tone and stance typical of formal, academic writing</li> </ul> </li> <li>with respect to literary texts (essays, shorter forms): <ul style="list-style-type: none"> <li>represent the sequence of events in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>with respect to authentic written texts (of at least 8-10 pages) of a variety of genres and styles, on known and unknown topics: <ul style="list-style-type: none"> <li>analyze the main ideas and supporting data</li> <li>answer all fact-based and most analytical reading comprehension questions</li> <li>connect knowledge from texts with their academic field and content area of focus when appropriate</li> <li>read to gain information</li> <li>develop a more complete understanding, beyond initial impressions</li> <li>represent the sequence of events in narratives</li> <li>identify the tone and stance typical of formal, academic writing</li> <li>recognize the tone of sociocultural, political or professional orientations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>with respect to authentic written texts (of at least 15-20 pages) of a variety of genres and styles, on known and unknown topics: <ul style="list-style-type: none"> <li>analyze and synthesize the main ideas and supporting data</li> <li>answer all fact-based and all analytical reading comprehension questions</li> <li>connect knowledge from texts with knowledge in a variety of areas</li> <li>make observations, extrapolations and hypotheses</li> <li>demonstrate increased understanding of the cultural nuances of meaning in written language</li> <li>identify more subtle nuances of tone and stance typical of formal, professional or academic writing</li> </ul> </li> <li>with respect to literary texts (novellas and book-length reading) <ul style="list-style-type: none"> <li>re-narrate texts in the context of</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>narratives</li> <li>retell plot lines sequentially</li> <li>begin to recognize the impact of language choices</li> <li>relate information across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>with respect to literary texts (short stories, novellas):</li> <li>re-narrate the content of texts</li> <li>identify stylistic choices across literary texts</li> <li>begin to relate literary and nonliterary texts</li> </ul>	<ul style="list-style-type: none"> <li>other texts</li> <li>evaluate literary texts using direct textual evidence</li> <li>hypothesize about the role of literary texts in the development of German culture</li> </ul>
	<ul style="list-style-type: none"> <li>research information (using the Internet, library materials, newspapers, etc.) on academic topics, including their field of interest or content area of focus</li> </ul>	<ul style="list-style-type: none"> <li>research information on various academic topics, including their field of interest or content area of focus</li> </ul>	<ul style="list-style-type: none"> <li>research topics related to their academic and professional fields of interest</li> <li>understand and value the role of literary and other cultural texts in interpreting German culture</li> </ul>
<p><b>Presentational Abilities</b></p> <p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of academic and professional topics.</p>	<p><b>German 21</b></p> <p>During the first quarter, students will exhibit growing confidence in presenting information to an audience, mainly on topics relating to the German-speaking world, their academic interests and content area of focus.</p> <p>At the end of the quarter, students will be able to:</p>	<p><b>German 22</b></p> <p>During the second quarter, students will increase in sophistication in presenting information about topics relating to the German-speaking world as well as to their academic interests and content area of focus.</p> <p>At the end of the quarter, students will be able to:</p>	<p><b>German 23</b></p> <p>During the third quarter, students will continue to increase in sophistication and complexity in presenting information about topics relating to the German-speaking world, their academic and professional interests, and their content area of focus.</p> <p>At the end of the quarter, students will be able to</p>
<b>oral/written presentations</b>	<ul style="list-style-type: none"> <li>carry out all presentational tasks of the previous quarter with some sophistication, confidence and ease</li> </ul>	<ul style="list-style-type: none"> <li>carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease</li> </ul>	<ul style="list-style-type: none"> <li>carry out all presentational tasks of the previous quarter with sophistication, confidence and ease</li> </ul>
	<ul style="list-style-type: none"> <li>become aware of appropriate (oral and written) presentational language</li> </ul>	<ul style="list-style-type: none"> <li>place increasing emphasis on appropriate (oral and written) presentational language</li> </ul>	<ul style="list-style-type: none"> <li>emphasize appropriate (oral and written) presentational language</li> </ul>
	<ul style="list-style-type: none"> <li>prepare oral and written presentations using authentic, everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>prepare oral and written presentations using more sophisticated authentic materials</li> </ul>	<ul style="list-style-type: none"> <li>prepare oral and written presentations using authentic academic materials</li> </ul>
<b>oral presentations</b>	<ul style="list-style-type: none"> <li>invite and interact with classroom speakers</li> </ul>	<ul style="list-style-type: none"> <li>interact with classroom speakers in the context of a given topic</li> </ul>	<ul style="list-style-type: none"> <li>discuss issues and topics with invited classroom speakers</li> <li>speculate on arguments</li> </ul>
	<ul style="list-style-type: none"> <li>give rehearsed presentations, using some notes, of 5-8 minutes in length</li> <li>answer brief questions about the presentation topic</li> </ul>	<ul style="list-style-type: none"> <li>give less rehearsed presentations, using minimal notes, of 8-10 minutes in length</li> <li>begin to answer questions about the presentation topic extemporaneously</li> </ul>	<ul style="list-style-type: none"> <li>give more extemporaneous presentations of 15 minutes in length</li> <li>give an audiovisual presentation using computer software (such as PowerPoint)</li> <li>answer questions about the presentation topic extemporaneously</li> </ul>
	<ul style="list-style-type: none"> <li>orally summarize main points of authentic texts (both oral and written)</li> </ul>	<ul style="list-style-type: none"> <li>present oral analyses of authentic texts (both oral and written) and of class</li> </ul>	<ul style="list-style-type: none"> <li>present oral analyses of authentic texts (both oral and written) and speculate</li> </ul>

	and of class discussions	discussions	about them in class discussions
	<ul style="list-style-type: none"> <li>begin to summarize extemporaneously</li> </ul>	<ul style="list-style-type: none"> <li>summarize extemporaneously</li> <li>begin to compare and analyze extemporaneously</li> </ul>	<ul style="list-style-type: none"> <li>compare and analyze extemporaneously</li> <li>begin to hypothesize and conjecture extemporaneously</li> <li>moderate class discussion for at least 15 minutes, fielding and responding spontaneously to questions and comments</li> </ul>
	<ul style="list-style-type: none"> <li>begin to monitor their speech for features not characteristic of formal academic language</li> </ul>	<ul style="list-style-type: none"> <li>increasingly recognize speech features not characteristic of formal academic language</li> </ul>	<ul style="list-style-type: none"> <li>have many features of formal academic language (passive, adjectival constructions, e.g.) extant in their presentational speech</li> </ul>
<b>Presentational Abilities (cont.)</b> written presentations	<ul style="list-style-type: none"> <li>write short essays in response to oral texts</li> </ul>	<ul style="list-style-type: none"> <li>write reports in response to oral texts</li> </ul>	<ul style="list-style-type: none"> <li>write reports in response to oral texts that provide evidence and display an argumentative structure</li> </ul>
	<ul style="list-style-type: none"> <li>write 3-page papers in expository prose</li> <li>begin to write persuasive papers stating and supporting an opinion</li> <li>begin to expand syntactic options</li> </ul>	<ul style="list-style-type: none"> <li>write 5-page papers in expository prose</li> <li>write persuasive papers stating and supporting an opinion</li> <li>in supporting an opinion, begin to use logical reasoning (e.g., cause and effect), comparison and contrast</li> <li>continue expanding syntactic repertoire</li> <li>vary adjectival constructions</li> </ul>	<ul style="list-style-type: none"> <li>complete a research paper of at least 8 pages that includes sources</li> <li>write persuasive papers stating and supporting an opinion</li> <li>in supporting an opinion, use logical reasoning (e.g., cause and effect), comparison and contrast, and appropriate rhetorical devices</li> <li>use the passive, its substitutes, elaborate adjectival constructions, and conditionals in all time frames</li> </ul>
	<ul style="list-style-type: none"> <li>self-edit for high frequency errors</li> <li>discern errors in the work of peers</li> </ul>	<ul style="list-style-type: none"> <li>self-edit with increasing frequency</li> <li>edit their work for high frequency errors</li> <li>begin to edit their work for style, register and syntax appropriate to academic language</li> <li>begin to employ appropriate rhetorical devices</li> </ul>	<ul style="list-style-type: none"> <li>edit their work for high frequency errors</li> <li>edit their work for style, register and syntax appropriate to academic language</li> <li>employ appropriate rhetorical devices</li> </ul>