

Descriptions of Target Student Abilities: First-Year German

German Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	GERLANG 1 (First-Year German, 1st quarter)	GERLANG 2 (First-Year German, 2nd quarter)	GERLANG 3 (First-Year German, 3rd quarter)
<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>Students will be able to use socially and culturally appropriate forms to participate in conversations, and to imitate simple patterns of behavior in familiar settings in German-speaking cultures. They develop awareness and understanding of underlying cultural nuances expressed via practices, products and in perspectives in German-speaking.</p>	<p>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 routine, 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. • Express politeness within the cultural framework of their native culture. • Develop awareness of sociolinguistically appropriate ways to address and interact with German speakers. • Participate effectively in simulated/memorized service encounters such as inquiring about and buying something (e.g. food, clothing) at a store. • Simulate telephone conversations with memorized utterances for identifying self, greetings, and asking basic questions. 	<p>At the end of the quarter, students will be able to:</p> <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. • Begin to express politeness within the framework of German-speaking cultures. • Exhibit some sociolinguistically appropriate ways to address and interact with German speakers. • Participate in a broader array of service encounters by using linguistic strategies with greater frequency to obtain information. • Converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information). 	<p>At the end of the quarter, students will be able to:</p> <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. • Express politeness within the framework of German-speaking cultures with increasing frequency. • Initiate exchanges with strangers and acquaintances and nominate topics of conversation using appropriate social conventions. • Participate in service encounters that reflect authentic conditions in a German-speaking country. • Interact with strangers and acquaintances on the telephone or through web-based platforms such as instant messenger/chat.

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<i>continued</i>		<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 mostly at the sentence level in areas of familiarity. • Read a simple letter, email, and/or online post. • Navigate a website of a university, summer or study-abroad program, residence/personal ads, as well as online shopping portals and/or store websites. • 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. 	<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 (e.g. agreement or disagreement). ◦ Talk about the immediate future, i.e. later in the day, week, etc.). ◦ Express intentions. ◦ Give more complex directions (than previous quarter). ◦ Talk about their own interests and those of the community (esp. sports/leisure activities, foods and restaurants, travel). ◦ Give some short responses using past tense in areas of familiarity. • Become increasingly aware of the role of self-monitoring in language development. 	<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 the world around them. ◦ Express emotions such as sympathy, admiration, anger, or surprise. ◦ Accept apologies. ◦ Offer assistance. ◦ Complain. ◦ Suggest/give advice. ◦ Express opinions, using some connected sentences in a loosely constructed paragraph. ◦ Express (lack of) agreement, using some connecting thoughts and/or examples. ◦ Share doubts, at a basic level. • Articulate awareness of the role of self-monitoring in language development.

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INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	GERLANG 1 (First-Year German, 1st quarter)	GERLANG 2 (First-Year German, 2nd quarter)	GERLANG 3 (First-Year German, 3rd quarter)
<p>Students will be able to understand and interpret written and spoken German on a range of topics, accessed or presented through a variety of formats. They manifest growing awareness of the social and cultural influences shaping the production of oral materials and written texts in the German-speaking world.</p>	<p>Students learn to identify--while gaining confidence to understand and interpret--a range of cultural products, practices, and perspectives in both written and spoken German.</p>	<p>At the end of the quarter, students will be able to:</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 online post. • Navigate a website of a university, summer or study-abroad program, residence/personal ads, as well as online shopping portals and/or store websites. • 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. 	<p>At the end of the quarter, students will be able to:</p> <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 booth, or online help site). ◦ Converse on the telephone or chat / instant message with acquaintances (e.g., make a date, refuse an invitation, ask for information). ◦ Communicate wishes/preferences. ◦ Make brief comparisons. ◦ Give an opinion. ◦ Make plans in the immediate or near future (later in the day, week, etc.). ◦ Express intentions. ◦ Give more complex directions. ◦ Give reports on German-speaking acquaintances. ◦ Talk about their own interests and those of the community. ◦ Describe experiences and events. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Use sentences and phrases where appropriate to: <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 an 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 written or audio-visual materials to gain gist of sections, titles, main idea, or thesis. • Navigate and interpret online sources in German with greater confidence and efficiency.

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<i>continued</i>		<ul style="list-style-type: none"> 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, video podcasts, YouTube clips, audio-video posts, etc.). Identify genre of oral materials and written texts (movies, announcements, news broadcasts, commercials, residence/personal ads, reports of holiday activities). 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, theater listings or web portals, signs in public places, website pop-ups, etc.). 	<ul style="list-style-type: none"> Navigate restaurant and club or organization homepages, as well as travel websites. 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, video podcasts, news websites, 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 or issues in materials such as restaurant reviews (whether written or audio-visual), cooking shows, fitness programs, sports reports, and city or travel videos. 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"> Summarize key points and main ideas expressed in longer (10-15 minute) oral presentations on factual topics about which they have some knowledge. Start connecting topics with some details in a set of audio-visual excerpts (YouTube, video podcasts, video posts, TV-shows, news-media). Take notes on ideas expressed in longer (10-15 minute) oral presentations on factual topics about which they have little or no knowledge. 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. 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 efficiently the Internet and other written media 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.

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	GERLANG 1 (First-Year German, 1st quarter)	GERLANG 2 (First-Year German, 2nd quarter)	GERLANG 3 (First-Year German, 3rd quarter)
<p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics dealt with in class or of personal interest and relevance (e.g. academic).</p>	<p>Students learn to conduct oral and written presentation in a socially appropriate manner and format. At end of the sequence, they will begin to describe and compare cultural products, practices, perspectives in their oral and written presentations, using both memorized and extemporaneous language in German.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Give rehearsed reports (5 minutes) on topics of interest such as: own autobiography, family, personal and academic interests, mostly in the present tense using memorized utterances with some limited ability to improvise. • Ask and answer most basic and predictable questions about the prepared presentation topic. • 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. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed reports (10 minutes) on topics of broader interest reflecting knowledge of the social geography of the German-speaking world, using the past tense more frequently and appropriate connectors. Some variety in structures, some variance/depth in vocabulary is employed. • Ask and answer predictable and some less-predictable questions about their prepared presentation topics, showing an awareness of language appropriate for formal presentations. • Present a video or group of videos such as YouTube or audio-video posts, 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. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed reports (15 minutes) on topics of broader interest reflecting knowledge of the social geography 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 other areas of interest, relevance and/or importance. • Better incorporate past tense as well as some prepared hypothesis/conditional statements and limited quotes/references with growing fluidity. • Present information on research carried out and begin to utilize increasingly academic, critical and/or professional sources. • Place greater emphasis on socio-culturally appropriate presentational language • Ask and answer questions about their prepared presentation topics using language appropriate for academic presentations, with growing awareness and ability to adjust for and directly engage their audience.

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<i>continued</i>			<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 social geography 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"> • Present a video/group of videos, such as YouTube or audio-video posts, including an introduction, an activity to include audience, some comments and critiques and conclusion. • Field most questions on their presentations with confidence and agility. • Develop linguistic ability to reference pictures, images, and other visuals and articulate their importance/role in presentations. • 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.

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<i>continued</i>				<ul style="list-style-type: none"> • Write 3-4 page reports on topics reflecting knowledge of the social geography of the German-speaking world as well as reflecting knowledge of academic or professional topics of special interest to them such as major, current events, the sciences, the arts, international relations. • Quote others in reports. • Prepare topics more efficiently and thoroughly using increasingly appropriate academic, critical, and professional materials (written, audio, visual). • Edit for errors based on the material taught.