

Descriptions of Target Student Abilities: Second-Year German

German Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	GERLANG 21 (Second-Year German, 1st quarter)	GERLANG 22 (Second-Year German, 2nd quarter)	GERLANG 23 (Second-Year German, 3rd quarter)
<p>In the second year, students continue to interact with speakers of German for a variety of purposes and in a variety of contexts. They develop further functional skills to be able to initiate conversations, engage with others on academic topics, and participate with increasing frequency in academic and professional settings.</p>	<p>Students will be able to use socially and culturally appropriate forms with greater ease to participate in conversations, discussions, and entry-level debates, and imitate ever more complex patterns of behavior present in the German-speaking world. They develop greater awareness of cultural nuances in the products, practices and perspectives underlying interpersonal communication in German-speaking cultures.</p>	<p>During the first quarter, students begin to access information about a content/major area of focus of their choosing and to discuss this information with peers. They exhibit growing confidence in carrying out face-to-face interactions and academic discussions with interlocutors of all ages in culturally appropriate ways.</p> <p>At the end of the quarter, students will be able to:</p> <p>Oral/ Written language</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the previous quarter with some sophistication, confidence and ease, by beginning to vary sentence structure (e.g. more clauses, conjunctions, etc.) and exhibit variety in vocabulary use. • Present personal information with some nuance (self, place of origin, studies/job, current residence, interests/leisure activities), moving beyond strings of sentences. • Briefly compare and describe most predictable or rehearsed topics. 	<p>During the second quarter, students continue to access information about a content area of focus of their choosing and to elaborate on this information with peers. They exhibit growing confidence in carrying out face-to-face interactions and academic discussions with interlocutors of all ages in culturally appropriate ways.</p> <p>At the end of the quarter, students will be able to:</p> <p>Oral/ Written language</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease. • Use a wider array of content- specific vocabulary. • Show greater accuracy with verbal collocations. • Present biographical information in a structured, narrative fashion. • Begin to employ cohesive devices to structure language output. • Begin to narrate with confidence in most time frames. • Use an array of text structures such as compare and contrast in descriptions. 	<p>During the third quarter, students use and articulate information about their content area of focus and discuss this information with peers. They exhibit growing confidence in carrying out face-to-face interactions in academic and professional discussions, with interlocutors of all ages in culturally appropriate ways.</p> <p>At the end of the quarter, students will be able to:</p> <p>Oral/ Written language</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the previous quarter with sophistication, confidence and ease. • Employ nuanced and specific vocabulary related to topics of personal and general interest. • Demonstrate control of verbal collocations across many contexts • Accurately employ cohesive devices to structure narratives. • Command all time frames.

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<i>continued</i>		<p>Oral language</p> <ul style="list-style-type: none"> Express simple opinions (outlooks, views of events, hopes, fears, doubts). Exchange information about a content area of focus (culture, international relations, etc.). Respond to opinions of others. Vary language according to the relative formality or informality of their interlocutor with some appropriateness. Address other speakers appropriately according to broad sociolinguistic categories. Occasionally insert modal particles. Communicate respect, politeness, gratitude, friendliness, distance with growing appropriateness. Clarify information. Give simple advice. Seek support and feedback from others. Self-monitor language development (i.e. self-correct, reflect on own understanding, areas to be improved upon and progress to be made, delineate plan to improve, etc.). 	<p>Oral language</p> <ul style="list-style-type: none"> Elaborate on opinions with a growing and precise vocabulary. Begin to engage with others in discussion of an academic nature. Occasionally use the passive. Begin to speculate, showing some control of subjunctive II. Vary language according to the relative formality or informality of their interlocutor with growing appropriateness and greater confidence. Address other speakers with growing appropriateness and greater confidence according to their age, social status, position, title. Communicate respect, politeness, gratitude, friendliness, distance with appropriateness and greater confidence. Clarify and restate information. Offer advice with some elaboration. Seek support by clarifying needs and requesting feedback from others. Continue to self-monitor and begin to evaluate language development. 	<p>Oral language</p> <ul style="list-style-type: none"> Begin to support their opinions, using examples and linguistic devices to signal structure. Discuss academic and professional topics and engage in interactive argumentation. Anticipate and contrast arguments. Use the passive as well as alternatives to vary expression. Occasionally use indirect discourse. Control subjunctive II in most time frames. Address other speakers in the appropriate register. Use modal particles for emphasis. Communicate respect, gratitude, politeness, friendliness, distance with appropriate sociolinguistic awareness and nuance. Clarify and restate information using an array of vocabulary. Provide advice using details and argument for justification. Seek support through the appropriate use of specific detail and signal the desire for feedback. Set personal linguistic goals for the development of paragraph-level oral speech.

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<i>continued</i>		<p>Written language</p> <ul style="list-style-type: none"> • Correspond with same-aged partner (email, letter, other written format). • Chat online, interact in blogs, social networking sites/settings, respond and post (within areas of interest). • Acquire German email conventions. • Formally request information from an individual or agency. • Use a dictionary/vocabulary trainer websites to acquire a greater choice of vocabulary. • Provide information to peers about their content area of focus via the Internet. • Self-edit with frequency. • Respond to work of peers. 	<p>Written language</p> <ul style="list-style-type: none"> • Correspond with a greater array of individuals of different social status. • Continue to use social networking sites for the development of culturally authentic interpersonal language. • Begin professional correspondence with a known receiver. • Use a dictionary/vocabulary trainer websites to validate their lexical choices. • Exchange information with peers about their content area of focus via the Internet. • Self-edit with increasing frequency. • Elaborate on the work of peers. 	<p>Written language</p> <ul style="list-style-type: none"> • Achieve a comfort level of written interpersonal language across any array of topics and receivers. • Achieve a comfort level in blogging and other interactions in electronic formats. • Continue professional correspondence with known receivers and some unknown. • Use a dictionary/vocabulary trainer websites to elaborate their lexical choices. • Evaluate information about their content area of focus via the Internet. • Self-edit purposefully and with accuracy. • Respond to and evaluate the work of peers.

Descriptions of Target Student Abilities: Second-Year German

German Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	GERLANG 21 (Second-Year German, 1st quarter)	GERLANG 22 (Second-Year German, 2nd quarter)	GERLANG 23 (Second-Year German, 3rd quarter)
<p>Students learn to understand and interpret written and oral materials on a variety of complex topics, including texts related to the individual student's academic and professional fields. They demonstrate 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>Students will be able to identify, understand and interpret an ever greater range of cultural products, practices and perspectives in German-speaking cultures.</p>	<p>Students 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 materials.</p> <p>At the end of the quarter, students will be able to:</p> <p>Oral/ Written texts</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter. • Summarize an argument. • Take limited notes on content. • Get meaning from context. • Detect the genre/generic differences of texts they are listening to (news report, advertisement, political/other talk show, weather forecast, radio features, documentary, dialogues or monologue, discussion, debate, etc.). • Begin to keep individual notes on language. 	<p>Students 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 materials.</p> <p>At the end of the quarter, students will be able to:</p> <p>Oral/ Written texts</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater sophistication. • Analyze an argument. • Take more detailed notes on content. • Detail differences in genre. • Recognize the function of indirect discourse and the passive to convey meaning. • Keep individual notes on language that entail a wider vocabulary and more complex syntax. 	<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> <p>Oral/ Written texts</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with sophistication, depth, and complexity. • Anticipate an argument. • Contrast arguments. • Take detailed notes on content, providing some evaluative comments. • In detailing genre differences, evaluate and assess their effects. • Recognize the effect of various grammatical forms on message interpretation. • Keep detailed notes on language and explain language choices.

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<i>continued</i>		<p>Oral texts</p> <ul style="list-style-type: none"> • Follow and document shifting topics in a conversation. • List important ideas and supporting data in oral interactions between speakers. • Understand the main ideas and significant details of extended texts such as news and radio broadcasts (5 minutes). • Understand the main ideas and significant details of live oral presentations (10 minutes). • Listen to and imitate how others speak. • Recognize linguistic differences of German-speakers from different regions/countries. 	<p>Oral texts</p> <ul style="list-style-type: none"> • Follow, restate, and anticipate shifting topics in a conversation. • Identify ideas and details in more extensive and complex oral interactions between speakers. • Analyze and reflect upon the meaning of extended texts (10-15 minutes) such as academic lectures and documentaries. • Comprehend academic presentations on a variety of topics by speakers from a variety of regions. • Listen for tone (humor, sarcasm). • Exhibit a growing understanding of native German-speakers whose speech is colored by local and/or regional colloquial or dialectal features (Germany, Austria, Switzerland, etc.). • Identify phrases and collocations typical of formal academic language use. 	<p>Oral texts</p> <ul style="list-style-type: none"> • Follow and summarize shifting topics in a conversation and explain/interpret these shifts. • Connect and synthesize information obtained when listening to extensive and complex oral interactions between speakers. • 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). • Comprehend academic and professional presentations on unknown topics by speakers from a variety of regions. • Listen for tone and react appropriately. • Modify reactions according to linguistic norms and regions. • Justify and explain uses of phrases and collocations typical of formal academic language.

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<i>continued</i>		<p>Written texts</p> <ul style="list-style-type: none"> • 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"> ◦ Summarize the main ideas and supporting data. ◦ Answer most fact-based and some analytical reading comprehension questions. ◦ Scan to locate information. ◦ Skim to gain a sense of organization and content. ◦ Exhibit an extemporaneous understanding of what was read. ◦ Synthesize information in charts or outline form. ◦ Begin to identify the tone and stance typical of formal, academic writing. • With respect to literary texts (essays, shorter forms): <ul style="list-style-type: none"> ◦ Represent the sequence of events in narratives. ◦ Retell plot lines sequentially. ◦ Begin to recognize the impact of language choices. ◦ Relate information across paragraphs. • Research information (using the Internet, library materials, newspapers, etc.) on academic topics, including their field of interest or content area of focus. 	<p>Written texts</p> <ul style="list-style-type: none"> • 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"> ◦ Analyze the main ideas and supporting data. ◦ Answer all fact-based and most analytical reading comprehension questions. ◦ Connect knowledge from texts with their academic field and content area of focus when appropriate. ◦ Read to gain information. ◦ Develop a more complete understanding, beyond initial impressions. ◦ Represent the sequence of events in narratives. ◦ Identify the tone and stance typical of formal, academic writing. ◦ Recognize the tone of sociocultural, political or professional orientations. • With respect to literary texts (short stories, novellas): <ul style="list-style-type: none"> ◦ Re-narrate the content. ◦ Identify stylistic choices across literary texts. ◦ Begin to relate literary and nonliterary texts. • Research information on various academic topics, including their field of interest or content area of focus. 	<p>Written texts</p> <ul style="list-style-type: none"> • 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"> ◦ Synthesize the main ideas and supporting data. ◦ Answer all fact-based and all analytical reading comprehension questions. ◦ Connect knowledge from texts with knowledge in a variety of areas. ◦ Make observations, extrapolations and hypotheses. ◦ Demonstrate increased understanding of the cultural nuances of meaning in written language. ◦ Identify more subtle nuances of tone and stance typical of formal, professional, or academic writing. • With respect to literary texts (novellas and book-length reading): <ul style="list-style-type: none"> ◦ Re-narrate texts in the context of other texts.. ◦ Evaluate literary texts using direct textual evidence. ◦ Hypothesize about the role of literary texts in the development of German-speaking cultures. • Research topics related to their academic and professional fields of interest. • Understand and value the role of literary and other cultural texts in interpreting German-speaking cultures.

Descriptions of Target Student Abilities: Second-Year German

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	GERLANG 21 (Second-Year German, 1st quarter)	GERLANG 22 (Second-Year German, 2nd quarter)	GERLANG 23 (Second-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 academic and professional topics.</p>	<p>Students will learn to conduct oral and written presentations in socially and professionally appropriate formats and manner. They will be able to compare, describe and elaborate with greater confidence cultural products, practices, and perspectives in German-speaking cultures.</p>	<p>During the first quarter, students 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>Oral/ Written presentations</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with some sophistication, confidence, and ease. • Become aware of appropriate (oral and written) presentational language. • Prepare oral and written presentations using authentic, everyday materials. • <p>Oral presentations</p> <ul style="list-style-type: none"> • Invite and interact with classroom speakers. • Give rehearsed presentations, using some notes, of 10-15 minutes in length. • Answer brief questions about the presentation topic. • Orally summarize main points of authentic texts (both oral and written) and of class discussions. • Begin to summarize extemporaneously. • Begin to monitor their speech for features not characteristic of formal academic language. 	<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>Oral/ Written presentations</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease. • Place increasing emphasis on appropriate(oral and written) presentational language. • Prepare oral and written presentations using more sophisticated authentic materials. <p>Oral presentations</p> <ul style="list-style-type: none"> • Interact with classroom speakers in the context of a given topic. • Less rehearsed presentations, using minimal notes, of 12-17 minutes in length. • Begin to answer questions about the presentation topic extemporaneously. • Oral analyses of authentic texts (both oral and written) and of class discussions. • Summarize extemporaneously. • Begin to compare and analyze extemporaneously. 	<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> <p>Oral/ Written presentations</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with sophistication, confidence and ease. • Emphasize appropriate (oral and written) presentational language. • Prepare oral and written presentations using authentic academic materials. <p>Oral presentations</p> <ul style="list-style-type: none"> • Discuss issues and topics with invited classroom speakers. • Give more extemporaneous presentations of 15-20 minutes in length. • Give an audiovisual presentation using software such as PowerPoint. • Answer questions about the presentation topic. • Present oral analyses of authentic texts (both oral and written) and speculate about them in class. • Compare and analyze extemporaneously.

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<i>continued</i>		<p>Written presentations</p> <ul style="list-style-type: none"> • Write short essays in response to oral texts or posts. • Write 3-page papers in expository prose. • Begin to write persuasive papers stating and supporting an opinion. • Begin to expand syntactic options. • Self-edit for high frequency errors. • Discern errors in the work of peers. 	<p>Written presentations</p> <ul style="list-style-type: none"> • Write reports in response to oral texts or posts. • Write 5-page papers in expository prose. • Write persuasive papers stating and supporting an opinion. • In supporting an opinion, begin to use logical reasoning (e.g., cause and effect), comparison and contrast. • Continue expanding syntactic repertoire. • Vary adjectival constructions. • Self-edit with increasing frequency. • Edit their work for high frequency errors. • Begin to edit their work for style, register and syntax appropriate to academic language. • Begin to employ appropriate rhetorical devices. 	<p>Oral presentations</p> <ul style="list-style-type: none"> • Begin to hypothesize and conjecture extemporaneously. • Moderate class discussion for at least 15 minutes, fielding and responding spontaneously to questions and comments. • Have many features of formal academic language (passive, adjectival constructions, etc.) extant in their presentational speech. <p>Written presentations</p> <ul style="list-style-type: none"> • Write reports in response to oral texts or posts that provide evidence and display an argumentative structure. • Complete a research paper of at least 8 pages that includes sources. • Write persuasive papers stating and supporting an opinion. • In supporting an opinion, use logical reasoning (e.g., cause and effect), comparison and contrast, and appropriate rhetorical devices. • Use the passive, its substitutes, elaborate adjectival constructions, and conditionals in all time frames. • Edit their work for high frequency errors. • Edit their work for style, register and syntax appropriate to academic language. • Employ appropriate rhetorical devices.