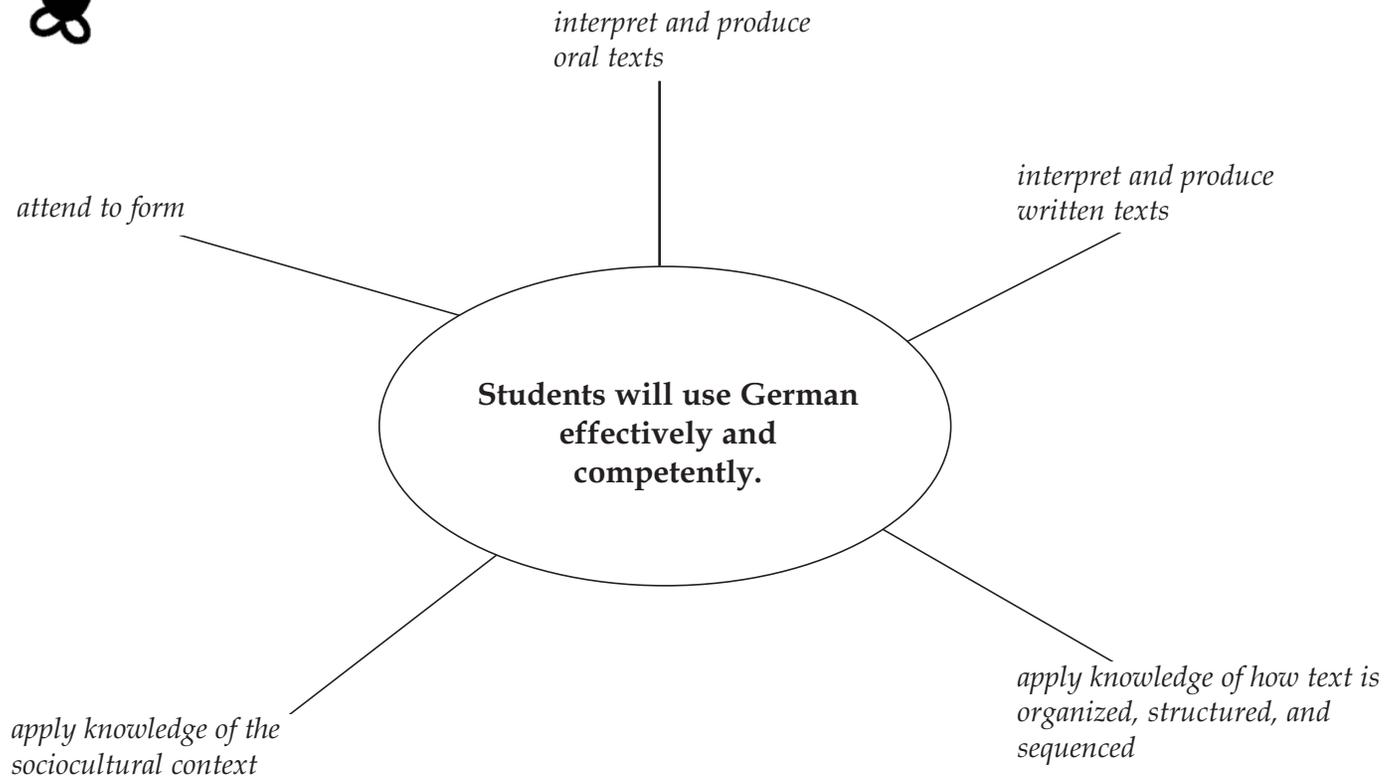




Language Competence



Introduction

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific learning outcomes under Language Competence deal with gaining knowledge of the German language and using that knowledge to interpret and produce meaningful texts appropriate to a situation. Language competence is best developed in **practical applications**, that is, in the context of activities or tasks in which the language is used for real purposes.

The various components of language competence are grouped under four cluster headings – see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade level to grade level. Each strand deals with a single aspect of language competence. For example, under the cluster heading **attend to form**, there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases), and grammatical elements (syntax and morphology).

Although the learning outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the German language and on language in context. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task will be taught, practised, and assessed as students are involved in various aspects of the task itself, not in isolation.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 7	Grade 8	Grade 9
2.1 interpret and produce oral texts		
<p><i>Aural Interpretation (2.1.1)</i></p> <ul style="list-style-type: none">understand the main points of short oral texts on familiar topics, in guided situations	<p><i>Aural Interpretation (2.1.1)</i></p> <ul style="list-style-type: none">understand the main points of a variety of oral texts on familiar topics, in guided situations	<p><i>Aural Interpretation (2.1.1)</i></p> <ul style="list-style-type: none">understand the main points and some supporting details of a variety of oral texts on familiar topics, in guided situations
<p><i>Oral Production (2.1.2)</i></p> <ul style="list-style-type: none">produce short, simple oral texts, using familiar structures, in guided situations	<p><i>Oral Production (2.1.2)</i></p> <ul style="list-style-type: none">produce short, simple oral texts, using familiar structures, in a variety of guided situations	<p><i>Oral Production (2.1.2)</i></p> <ul style="list-style-type: none">produce simple oral texts, using familiar structures, in guided and unguided situations
<p><i>Interactive Fluency (2.1.3)</i></p> <ul style="list-style-type: none">interact, using a combination of words and phrases, in guided situations	<p><i>Interactive Fluency (2.1.3)</i></p> <ul style="list-style-type: none">interact, using a combination of phrases and simple sentences, in guided sentences	<p><i>Interactive Fluency (2.1.3)</i></p> <ul style="list-style-type: none">interact, using a combination of phrases and simple sentences, in guided and unguided situations
2.2 interpret and produce written texts, graphics, and images		
<p><i>Written Interpretation (2.2.1)</i></p> <ul style="list-style-type: none">understand the main points of short written texts on familiar topics, in guided situations	<p><i>Written Interpretation (2.2.1)</i></p> <ul style="list-style-type: none">understand the main points of a variety of written texts on familiar topics, in guided situations	<p><i>Written Interpretation (2.2.1)</i></p> <ul style="list-style-type: none">understand the main points and some supporting details of a variety of written texts on familiar topics, in guided situations
<p><i>Written Production (2.2.2)</i></p> <ul style="list-style-type: none">produce short, simple written texts, using familiar structures, in guided situations	<p><i>Written Production (2.2.2)</i></p> <ul style="list-style-type: none">produce short, simple written texts, using familiar structures, in a variety of guided situations	<p><i>Written Production (2.2.2)</i></p> <ul style="list-style-type: none">produce simple written texts, using familiar structures, in guided and unguided situations



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 10	Grade 11	Grade 12
2.1 interpret and produce oral texts		
<p><i>Aural Interpretation (2.1.1)</i></p> <ul style="list-style-type: none">understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations	<p><i>Aural Interpretation (2.1.1)</i></p> <ul style="list-style-type: none">understand short oral texts on a variety of topics	<p><i>Aural Interpretation (2.1.1)</i></p> <ul style="list-style-type: none">understand oral texts on a broad variety of topics
<p><i>Oral Production (2.1.2)</i></p> <ul style="list-style-type: none">understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations	<p><i>Oral Production (2.1.2)</i></p> <ul style="list-style-type: none">understand short written texts on a variety of topics	<p><i>Oral Production (2.1.2)</i></p> <ul style="list-style-type: none">understand written texts on a broad variety of topics
<p><i>Interactive Fluency (2.1.3)</i></p> <ul style="list-style-type: none">derive meaning from a variety of visuals and other forms of nonverbal communications, in guided situations	<p><i>Interactive Fluency (2.1.3)</i></p> <ul style="list-style-type: none">derive meaning from the visual elements of a variety of media, in guided and unguided situations	<p><i>Interactive Fluency (2.1.3)</i></p> <ul style="list-style-type: none">identify the purposes, intended audiences, messages, and points of view in a variety of visual media, in guided and unguided situations
2.2 produce oral and written texts		
<p><i>Noninteractive Spoken Production (2.2.1)</i></p> <ul style="list-style-type: none">produce simple oral texts on familiar topics, in guided and unguided situations	<p><i>Noninteractive Spoken Production (2.2.1)</i></p> <ul style="list-style-type: none">produce oral texts on familiar topics, in guided and unguided situations	<p><i>Noninteractive Spoken Production (2.2.1)</i></p> <ul style="list-style-type: none">produce a variety of oral texts, with guidance
<p><i>Interactive Spoken Production (2.2.2)</i></p> <ul style="list-style-type: none">initiate and manage short interactions, with pauses for planning and repair	<p><i>Interactive Spoken Production (2.2.2)</i></p> <ul style="list-style-type: none">initiate and manage simple interactions without undue difficulty, asking for repetition or clarification when necessary	<p><i>Interactive Spoken Production (2.2.2)</i></p> <ul style="list-style-type: none">engage, spontaneously, in routine and nonroutine interactions



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 7

Grade 8

Grade 9

2.2 interpret and produce written texts, graphics, and images (continued)

Viewing (2.2.3)

- derive meaning from selected visuals, in guided situations

Viewing (2.2.3)

- derive meaning from a variety of visuals, in guided situations

Viewing (2.2.3)

- derive meaning from a variety of visuals, in guided and unguided situations

Representing (2.2.4)

- express meaning, using selected visual forms, in guided situations

Representing (2.2.4)

- express meaning, using a variety of visual forms, in guided situations

Representing (2.2.4)

- express meaning, using a variety of visual forms, in guided and unguided situations

2.3 attend to form

Phonology (2.3.1)

- relate all letters to the sounds they represent including *ä, ö, ü, ß*)
- pronounce learned words and phrases comprehensibly

Phonology (2.3.1)

- use comprehensible pronunciation, stress, and intonation when producing familiar words or phrases

Phonology (2.3.1)

- recognize and imitate intonation patterns that affect meaning
- approximate the pronunciation of unfamiliar words

Orthography (2.3.2)

- recognize and use capitalization
- spell learned words correctly

Orthography (2.3.2)

- apply common spelling rules to write familiar words

Orthography (2.3.2)

- apply common spelling rules to write unfamiliar words



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 10	Grade 11	Grade 12
2.2 produce oral and written texts (continued)		
<i>Written Production (2.2.3)</i> <ul style="list-style-type: none">produce simple, written texts on familiar topics, in guided and unguided situations	<i>Written Production (2.2.3)</i> <ul style="list-style-type: none">produce written texts on familiar topics, in guided and unguided situations	<i>Written Production (2.2.3)</i> <ul style="list-style-type: none">produce a variety of written texts, with guidance
<i>Representing (2.2.4)</i> <ul style="list-style-type: none">express meaning using a variety of visuals and other forms of nonverbal communication, in guided situations	<i>Representing (2.2.4)</i> <ul style="list-style-type: none">express meaning using visual elements in a variety of media, in guided and unguided situations	<i>Representing (2.2.4)</i> <ul style="list-style-type: none">communicate thoughts, ideas, and feelings for specific purposes and audiences through a variety of visual media, in guided and unguided situations
2.3 attend to form		
<i>Phonology (2.3.1)</i> <ul style="list-style-type: none">pronounce unfamiliar words correctly, and identify and reproduce some critical sound distinctions that are important for meaning (e.g., <i>Wien</i> vs. <i>Wein</i>)	<i>Phonology (2.3.1)</i> <ul style="list-style-type: none">use intonation, stress, and rhythm appropriately in familiar situations	<i>Phonology (2.3.1)</i> <ul style="list-style-type: none">use intonation, stress, and rhythm appropriately in a variety of situations
<i>Orthography (2.3.2)</i> <ul style="list-style-type: none">apply basic spelling rules consistently, and use mechanical conventions (e.g., <i>Kommasetzung</i>, <i>Anführungszeichen</i>)	<i>Orthography (2.3.2)</i> <ul style="list-style-type: none">apply spelling rules and mechanical conventions consistently and accurately, and use a dictionary to verify the spelling of unfamiliar words	<i>Orthography (2.3.2)</i> <ul style="list-style-type: none">apply spelling rules and mechanical conventions consistently and accurately, and use a dictionary consistently to verify spelling



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 7

Grade 8

Grade 9

2.3 attend to form (continued)

Lexicon (2.3.3)

- associate German words with the corresponding object, action, or notion
- recognize and use a repertoire of selected words and phrases in concrete situations
- understand and use vocabulary and phrases related to the following topics/areas of experience:

Lexicon (2.3.3)

- combine learned words and phrases to fulfill simple purposes
- recognize and use a repertoire of words and phrases in familiar contexts
- understand and use vocabulary and phrases related to the following topics/areas of experience:

Lexicon (2.3.3)

- experiment with and use a variety of words and expressions in familiar contexts
- recognize that one word may have multiple meanings, depending on the context (e.g., *Klasse, Stunde, fahren*)
- understand and use vocabulary and phrases related to the following topics/areas of experience:

Personal Identity

- name, age
- friends and relatives
- physical description

Family and Home Life

- family members, relatives, occupations
- pets, animals
- the home

School

- subjects
- timetables
- classroom routines
- school facility

Leisure and Recreation

- hobbies, interests
- sports and exercises
- entertainment
- music
- vacation
- transportation

Food

- meals
- restaurants
- grocery shopping

Landeskunde

- money, currencies
- celebrations
- geography
- climate, weather, seasons
- famous people

Health and Body

- body parts
- illness
- clothing

Other Areas

- topics of special interest to students

Note: The groupings of subtopics are offered by way of suggestion only. Teachers may arrange alternative groupings and vary the emphasis on topics to meet the needs of the students.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 10

Grade 11

Grade 12

2.3 attend to form (continued)

Lexicon (2.3.3)

- use a variety of words and expressions in familiar contexts, and use familiar vocabulary to derive meaning from a variety of texts
- understand and use vocabulary and phrases related to the following topics/areas of experience:

Lexicon (2.3.3)

- recognize that various words and expressions may convey the same idea, and recognize and use words and expressions that convey shades of meaning
- understand and use vocabulary and phrases related to the following topics/areas of experience:

Lexicon (2.3.3)

- use suitable words and phrases to enhance the effectiveness of communication in oral and written texts, within a variety of contexts
- understand and use vocabulary and phrases related to the following topics/areas of experience:

Personal Identity

- peers
- friends
- relatives

German Civilization

- history
- famous people
- inventions
- literature
- architecture
- myths/legends

Leisure and Recreation

- sports and exercise
- health and lifestyle

Contemporary Life Issues

- current events
- science and technology
- institutions and systems (schools)
- environment
- housing

Popular Culture

- mass media
- advertising
- music
- literature

European Context

- geography/topography
- travel
- the European Union

Personal Image

- fashion
- careers
- future plans

Other Areas

- topics of special interest to students

Note: The groupings of subtopics are offered by way of suggestion only. Teachers may arrange alternative groupings and vary the emphasis on topics to meet the needs of the students.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 7

Grade 8

Grade 9

2.3 attend to form (continued)

Grammatical Elements (2.3.4)

- recognize and use, in **modelled*** situations, the following grammatical elements:
 - articles of familiar nouns in nominative and accusative
 - plural of familiar nouns
 - selected modal verbs in present tense (e.g., *kann, darf*) and placement of infinitive (e.g., *ich möchte Wasser trinken*)
 - imperative mood (singular)
 - simple past of *sein* (*ich war*)
 - possessive pronouns in nominative and accusative (third personal singular)
 - sentence structure: inversion following expressions of place and time (e.g., *Heute gehe ich ...*)
 - negation (*nicht/kein*)
 - selected prepositions with accusative and dative (e.g., *mit*)
 - position of adverbs of preference (e.g., *gern*)
 - structure of compound sentences using coordinating conjunctions

Grammatical Elements (2.3.4)

- recognize and use, in **modelled*** situations, the following grammatical elements:
 - formal address (*Sie* vs. *du, ihr*)
 - modal verbs in present tense
 - imperative mood (all forms)
 - simple past (*hatte, war*)
 - perfect tense (limited selection of verbs)
 - personal pronouns (singular) in accusative
 - possessive pronouns in nominative and accusative (plural forms)
 - subordinate clauses beginning with *weil, dass*
 - prepositions with accusative and dative
 - comparison of adjectives (comparative forms only)
 - position of adverbs of preference and/or frequency (e.g., *gern, oft*)

Grammatical Elements (2.3.4)

- recognize and use, in **modelled*** situations, the following grammatical elements:
 - plural nouns
 - separable verbs
 - perfect tense
 - selected reflexive verbs (first personal singular)
 - future tense
 - personal pronouns in accusative
 - subordinate clauses beginning with *weil, dass*
 - prepositions with accusative and dative
 - comparison of adjectives (all forms)
 - adjectival endings (case, number, gender)

* **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 10	Grade 11	Grade 12
2.3 attend to form (continued)		
<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• recognize and use, in modelled* situations, the following grammatical elements:<ul style="list-style-type: none">– simple past– reflexive verbs (all forms)– nominative, accusative, and dative case as a concept– sentence structure: time/manner/place– personal pronouns in dative– possessive pronouns preceding dative objects– infinitive phrases and clauses (e.g., <i>Ich plane nach Deutschland zu reisen. Oma geht in die Stadt, um das Museum zu besuchen.</i>)– relative clauses in nominative and accusative	<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• recognize and use, in modelled* situations, the following grammatical elements:<ul style="list-style-type: none">– sentence structure: position of subject and objects– genitive case as a concept– possessive pronouns in genitive– prepositions with genitive– relative clauses in dative and genitive	<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• recognize and use, in modelled* situations, the following grammatical elements:<ul style="list-style-type: none">– sentence structure: subject-object inversion– da and wo compounds (e.g., <i>wofür, worauf</i>)

* **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 7

Grade 8

Grade 9

2.3 attend to form (continued)

Grammatical Elements (2.3.4)

- use, in **structured*** situations, the following grammatical elements:
 - compound nouns
 - personal pronouns in nominative
 - present tense
 - noun and verb agreement
 - possessive pronouns in nominative (first and second personal singular)

Grammatical Elements (2.3.4)

- use, in **structured*** situations, the following grammatical elements:
 - plural of familiar nouns
 - compound nouns
 - possessive pronouns in nominative and accusative (singular)
 - negation
 - sentence structure: inversion following expressions of place and time (e.g., *Heute gehe ich ...*)

Grammatical Elements (2.3.4)

- use, in **structured*** situations, the following grammatical elements:
 - formal address
 - modal verbs in present tense
 - imperative mood (all forms)
 - simple past (*hatte, war*)
 - possessive pronouns in nominative and accusative (plural forms)
 - comparison of adjectives (comparative forms only)

* **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 10	Grade 11	Grade 12
2.3 attend to form (continued)		
<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• use, in structured* situations, the following grammatical elements:<ul style="list-style-type: none">– separable verbs– perfect tense– modal verbs in simple past– future tense– personal pronouns in accusative– subordinate clauses– prepositions with accusative and dative– comparison of adjectives (all forms)– plural of nouns	<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• use, in structured* situations, the following grammatical elements:<ul style="list-style-type: none">– simple past– reflexive verbs– nominative, accusative, and dative case as a concept– sentence structure: time/ manner/ place– personal pronouns in dative– possessive pronouns preceding dative objects– prepositions with accusative and dative– adjectival endings– infinitive phrases and clauses– relative clauses in nominative and accusative	<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• use, in structured* situations, the following grammatical elements:<ul style="list-style-type: none">– reflexive verbs– sentence structure: position of subject and objects– genitive case as a concept– possessive pronouns in genitive– prepositions with genitive– adjectival endings– relative clauses in all cases

* **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 7

Grade 8

Grade 9

2.3 attend to form (continued)

Grammatical Elements (2.3.4)

- use, **independently and consistently*** situations, the following grammatical elements:
 - gender of familiar nouns
 - structure of simple declarative sentences (e.g., *Karl kauft einen Hut. Gabi wohnt hier.*)
 - yes/no questions (e.g., *Hast du eine Katze?*)
 - simple questions using *wer, wie, was, wo*
 - coordinating conjunctions (*und*)

Grammatical Elements (2.3.4)

- use, **independently and consistently*** situations, the following grammatical elements:
 - subject pronouns (e.g., *ich, du, er, sie, Sie, wir, ihr*)
 - affirmative/negative using *nicht, kein/* interrogative sentences using inversion in the present tense
 - simple questions using *wer, wie, was, wo, wann*
 - gender of commonly used nouns
 - commonly used verbs (e.g., *haben, sein*)

Grammatical Elements (2.3.4)

- use, **independently and consistently*** situations, the following grammatical elements:
 - plural of familiar nouns
 - compound nouns
 - possessive pronouns in nominative and accusative (similar)
 - negation
 - sentence structure: inversion following expressions of place and time (e.g., *Heute gehe ich ...*)

* **Independently and consistently:** This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 10	Grade 11	Grade 12
2.3 attend to form (continued)		
<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• use, independently and consistently* situations, the following grammatical elements:<ul style="list-style-type: none">– formal address– modal verbs in present tense– imperative mood (all forms)– possessive pronouns in nominative and accusative, plural forms– comparison of adjectives (comparative forms only)	<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• use, independently and consistently* situations, the following grammatical elements:<ul style="list-style-type: none">– plural of nouns– separable verbs– perfect tense– modal verbs in simple past– future tense– personal pronouns in accusative– subordinate clauses– comparison of adjectives (all forms)	<p><i>Grammatical Elements (2.3.4)</i></p> <ul style="list-style-type: none">• use, independently and consistently* situations, the following grammatical elements:<ul style="list-style-type: none">– simple past– nominative, accusative, and dative case as a concept– sentence structure: time/manner/place– personal pronouns in dative– possessive pronouns preceding dative objects– prepositions with accusative and dative– infinitive phrases and clauses

* **Independently and consistently:** This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 7	Grade 8	Grade 9
2.4 apply knowledge of the sociocultural context		
<p>Register (2.4.1)</p> <ul style="list-style-type: none"> recognize that formal and informal situations exist 	<p>Register (2.4.1)</p> <ul style="list-style-type: none"> distinguish between formal and informal situations 	<p>Register (2.4.1)</p> <ul style="list-style-type: none"> experiment with and use formal and informal language in familiar situations
<p>Idiomatic Expressions (2.4.2)</p> <ul style="list-style-type: none"> understand selected idiomatic expressions 	<p>Idiomatic Expressions (2.4.2)</p> <ul style="list-style-type: none"> understand and use selected idiomatic expressions 	<p>Idiomatic Expressions (2.4.2)</p> <ul style="list-style-type: none"> use learned idiomatic expressions in new contexts
<p>Variations in Language (2.4.3)</p> <ul style="list-style-type: none"> experience a variety of voices 	<p>Variations in Language (2.4.3)</p> <ul style="list-style-type: none"> acknowledge and accept individual differences in speech 	<p>Variations in Language (2.4.3)</p> <ul style="list-style-type: none"> acknowledge and accept a variety of accents, variations in speech, and regional variations in language
<p>Social Conventions (2.4.4)</p> <ul style="list-style-type: none"> use basic forms and conventions of politeness in guided situations (e.g., <i>danken, bitten</i>) 	<p>Social Conventions (2.4.4)</p> <ul style="list-style-type: none"> use appropriate oral forms of address in guided situations (e.g., <i>du/Sie, Herr/Frau</i>) 	<p>Social Conventions (2.4.4)</p> <ul style="list-style-type: none"> use basic forms and conventions of politeness in guided and unguided situations use appropriate oral forms of address in guided and unguided situations
<p>Nonverbal Communication (2.4.5)</p> <ul style="list-style-type: none"> understand some common nonverbal behaviours in familiar contexts (e.g., <i>die Hand geben</i>) 	<p>Nonverbal Communication (2.4.5)</p> <ul style="list-style-type: none"> understand and imitate some common nonverbal behaviours in familiar contexts (e.g., <i>etiquette, table manners</i>) 	<p>Nonverbal Communication (2.4.5)</p> <ul style="list-style-type: none"> recognize that some nonverbal behaviours may be used differently in German cultures * recognize nonverbal behaviours that are considered impolite



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 10	Grade 11	Grade 12
2.4 apply knowledge of the sociocultural context		
<p>Register (2.4.1)</p> <ul style="list-style-type: none"> recognize and use formal and informal language appropriately in familiar situations 	<p>Register (2.4.1)</p> <ul style="list-style-type: none"> recognize and use formal and informal language in a variety of contexts 	<p>Register (2.4.1)</p> <ul style="list-style-type: none"> use the appropriate level of formality with a variety of people in a variety of contexts
<p>Idiomatic Expressions (2.4.2)</p> <ul style="list-style-type: none"> use idiomatic expressions in a variety of contexts 	<p>Idiomatic Expressions (2.4.2)</p> <ul style="list-style-type: none"> use selected proverbs and sayings to enhance communication 	<p>Idiomatic Expressions (2.4.2)</p> <ul style="list-style-type: none"> identify unfamiliar idiomatic expressions in a variety of contexts; and explore and interpret idiomatic expressions in popular, contemporary culture
<p>Variations in Language (2.4.3)</p> <ul style="list-style-type: none"> recognize and adapt to individual differences in spoken German (e.g., region, age, individual speech patterns) 	<p>Variations in Language (2.4.3)</p> <ul style="list-style-type: none"> recognize and adapt to regional differences in spoken German (e.g., Germany, Austria, Switzerland) 	<p>Variations in Language (2.4.3)</p> <ul style="list-style-type: none"> recognize and adapt to differences in spoken German (e.g., region, social context)
<p>Social Conventions (2.4.4)</p> <ul style="list-style-type: none"> use basic forms and conventions of politeness, and use appropriate oral forms of address 	<p>Social Conventions (2.4.4)</p> <ul style="list-style-type: none"> understand social conventions encountered in oral and written texts and situations 	<p>Social Conventions (2.4.4)</p> <ul style="list-style-type: none"> understand and use important social conventions in interactions
<p>Nonverbal Communication (2.4.5)</p> <ul style="list-style-type: none"> understand and use some common nonverbal behaviours in familiar contexts (e.g., length of eye contact) 	<p>Nonverbal Communication (2.4.5)</p> <ul style="list-style-type: none"> understand and use some common nonverbal behaviours in a variety of contexts (e.g., norms of personal space) 	<p>Nonverbal Communication (2.4.5)</p> <ul style="list-style-type: none"> recognize nonverbal behaviours that are considered to be inappropriate in certain contexts



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 7

Grade 8

Grade 9

2.5 apply knowledge of how discourse is organized, structured, and sequenced in German

Text Forms (2.5.1)*

- recognize some simple oral and print text forms (e.g., songs, lists)

Text Forms (2.5.1)*

- identify some simple oral and print text forms (e.g., tickets, menus, radio advertisements)

Text Forms (2.5.1)*

- identify and use a limited variety of oral and print text forms

Patterns of Social Interaction (2.5.2)

- recognize simple interpersonal communication patterns (e.g., greeting-response, question-answer)

Patterns of Social Interaction (2.5.2)

- respond to simple interpersonal communication patterns

Patterns of Social Interaction (2.5.2)

- initiate interactions and respond using simple interaction patterns

Cohesion/Coherence (2.5.3)

- recognize when words, phrases, or simple sentences are linked by basic connectors (e.g., *und, oder, aber*)

Cohesion/Coherence (2.5.3)

- link words, phrases, or simple sentences, using basic connectors in guided situations

Cohesion/Coherence (2.5.3)

- link several sentences coherently on a single theme
- sequence a series of events, using basic expressions of time (e.g., *zuerst, heute, dann, morgen*)

* For a sample list of text forms, see Appendix A.



General Learning Outcome 2: Students will use German **effectively** and **competently**.

Grade 10	Grade 11	Grade 12
2.5 apply knowledge of how discourse is organized, structured, and sequenced in German		
<p><i>Text Forms*</i> (2.5.1)</p> <ul style="list-style-type: none">• identify and use a variety of oral and print text forms	<p><i>Text Forms*</i> (2.5.1)</p> <ul style="list-style-type: none">• use knowledge of text forms to enhance comprehension and production of texts	<p><i>Text Forms*</i> (2.5.1)</p> <ul style="list-style-type: none">• use a variety of familiar text forms and media in their own productions
<p><i>Patterns of Social Interaction</i> (2.5.2)</p> <ul style="list-style-type: none">• initiate and respond to interpersonal communication, in guided and unguided situations, using routines of social interaction	<p><i>Patterns of Social Interaction</i> (2.5.2)</p> <ul style="list-style-type: none">• use a range of social interaction patterns to deal with routine interactions (e.g., <i>telefonieren</i>)	<p><i>Patterns of Social Interaction</i> (2.5.2)</p> <ul style="list-style-type: none">• use a range of social interaction patterns to deal with routine and some nonroutine interactions
<p><i>Cohesion/Coherence</i> (2.5.3)</p> <ul style="list-style-type: none">• link words, phrases, or simple sentences, using basic connectors, in guided and unguided situations; and link several sentences coherently on a single theme	<p><i>Cohesion/Coherence</i> (2.5.3)</p> <ul style="list-style-type: none">• understand and use referents within texts (e.g., <i>Opa liegt im Bett; er ist müde.</i>)	<p><i>Cohesion/Coherence</i> (2.5.3)</p> <ul style="list-style-type: none">• organize texts to indicate logical progression – time sequencing, cause and effect, instructions – and use common conventions (e.g., <i>Überschriften, Absätze</i>)

* For a sample list of text forms, see Appendix A.