Applications

express emotions and
personal perspectives

impart and receive
information

get things done

**Students will use German in
a variety of situations and for
a variety of purposes.**

form, maintain, and change
interpersonal relationships

use the language for
imaginative purposes
and personal enjoyment

extend their knowledge
of the world

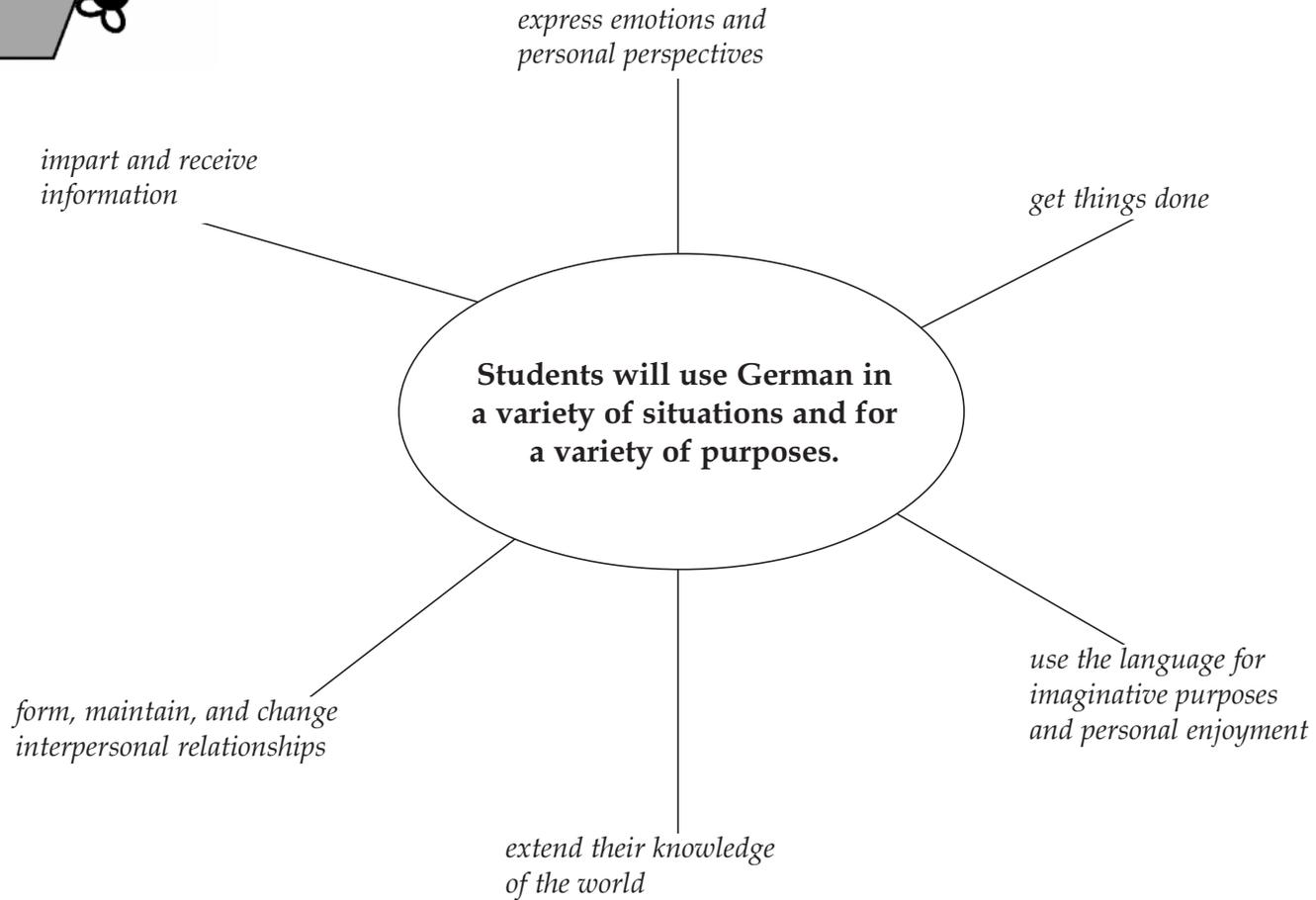## Introduction

The specific learning outcomes under the heading Applications deal with **what** the students will be able to do with the German language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence, also called actional competence[1], is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade level to grade level. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function, such as sharing factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., "This is my dog."). As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "Manage Group Actions" has been included to ensure that students acquire the German language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading **to extend their knowledge of the world** will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the German language.

The level of linguistic, sociolinguistic, and discourse competence that students will exhibit when carrying out the functions is defined in the specific learning outcomes for Language Competence for each grade level. To know how well students will be able to perform the specific function, the Applications learning outcomes must be read in conjunction with the Language Competence learning learning outcomes.

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[1] Marianne Celce-Murcia, Zoltán Dörnyei, and Sarah Thurrell. "Communicative Competence: A Pedagogically Motivated Model with Content Specifications." *Issues in Applied Linguistics* 6.2 (1995): 5–35.

General Learning Outcome 1: Students will use German in a variety of **situations** and for a variety of **purposes**.

Grade 7	Grade 8	Grade 9
1.1 receive and impart information		
Share Factual Information (1.1.1) • understand and respond to simple, predictable questions • identify people, places, and specific things • ask for and share information about people, places, and time (e.g., *wer, wo, woher, wie, wann, was*)	*Share Factual Information (1.1.1)* • understand and respond to simple questions • identify activities and events • describe people, places, and things	*Share Factual Information (1.1.1)* • ask for and provide information on a range of familiar topics • describe several aspects of people, places, and things • describe series or sequences of events or actions
1.2 express emotions and personal perspectives		
Share Ideas, Thoughts, Opinions, Preferences (1.2.1) • express simple personal thoughts, likes, dislikes, and reactions (e.g., *Ich mag/Ich mag nicht*)	*Share Ideas, Thoughts, Opinions, Preferences (1.2.1)* • ask for and identify favourite people, places, or things • express a personal reaction to a variety of situations	*Share Ideas, Thoughts, Opinions, Preferences (1.2.1)* • inquire about and express preferences, and give simple reasons for preferences
Share Emotions, Feelings (1.2.2) • ask and respond to questions about well-being (e.g., *Wie geht's?*)	*Share Emotions, Feelings (1.2.2)* • identify and use expressions for a variety of emotions	*Share Emotions, Feelings (1.2.2)* • inquire about, express, and respond to emotions and feelings (e.g., *Ich fühle mich gut.*)

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Grade 10	Grade 11	Grade 12
1.1 receive and impart information		
Share Factual Information (1.1.1) • seek out and provide information on several aspects of a topic (e.g., give a simple report, understand and use definitions, comparisons, and examples	*Share Factual Information (1.1.1)* • comprehend and recount events that took place in the past (e.g., historical, cultural)	*Share Factual Information (1.1.1)* • present detailed information on a specific topic (e.g., report, biography)
1.2 express emotions and personal perspectives		
Share Ideas, Thoughts, Opinions, Preferences (1.2.1) • inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest	*Share Ideas, Thoughts, Opinions, Preferences (1.2.1)* • inquire about, express and support opinions; and express probability and certainty (e.g., *vielleicht*, *wahrscheinlich*, *bestimmt*)	*Share Ideas, Thoughts, Opinions, Preferences (1.2.1)* • react to the opinions of others; and express, support, and discuss own opinions
Share Emotions, Feelings (1.2.2) • inquire about, express, and respond to emotions and feelings in a variety of contexts	*Share Emotions, Feelings (1.2.2)* • discuss emotions and feelings in a variety of situations	*Share Emotions, Feelings (1.2.2)* • compare the expression of emotions and feelings in a variety of situations

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Grade 7	Grade 8	Grade 9
1.3 get things done		
Guide Actions of Others (1.3.1) • ask for permission	*Guide Actions of Others (1.3.1)* • make a variety of simple requests	*Guide Actions of Others (1.3.1)* • give a simple set of instructions
State Personal Actions (1.3.2) • respond to simple oral instructions or commands	*State Personal Actions (1.3.2)* • express ability or inability to do something	*State Personal Actions (1.3.2)* • express a wish or a desire to do something
Manage Group Actions (1.3.3) • express turn taking	*Manage Group Actions (1.3.3)* • manage turn taking • ask for help	*Manage Group Actions (1.3.3)* • assume a variety of roles and responsibilities as group members • encourage other group members to act appropriately
1.4 form, maintain, and change interpersonal relationships		
Manage Personal Relationships (1.4.1) • exchange greetings and farewells • address a new acquaintance, and introduce themselves • exchange some basic personal information	*Manage Personal Relationships (1.4.1)* • make and respond to requests for personal information • apologize and refuse politely	*Manage Personal Relationships (1.4.1)* • initiate relationships • extend and respond to invitations in simple ways

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Grade 10	Grade 11	Grade 12
1.3 get things done		
Guide Actions of Others (1.3.1) • suggest a course of action in a variety of situations	*Guide Actions of Others (1.3.1)* • give advice and warning	*Guide Actions of Others (1.3.1)* • make a complaint
State Personal Actions (1.3.2) • state personal actions in the past, present, or future	*State Personal Actions (1.3.2)* • express intention, and make a promise in a variety of situations	*State Personal Actions (1.3.2)* • accept or decline an offer or invitation, with explanation
Manage Group Actions (1.3.3) • express disagreement in an appropriate way	*Manage Group Actions (1.3.3)* • negotiate in a simple way with peers in small-group tasks	*Manage Group Actions (1.3.3)* • express appreciation, support, and respect for contributions of others
1.4 form, maintain, and change interpersonal relationships		
Manage Personal Relationships (1.4.1) • give and respond to compliments, and justify and explain own actions	*Manage Personal Relationships (1.4.1)* • offer and respond to congratulations, and express regret	*Manage Personal Relationships (1.4.1)* • initiate and participate in casual exchanges with others

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Grade 7	Grade 8	Grade 9
1.5 extend their knowledge of the world		
Discover and Explore (1.5.1) • ask simple questions	*Discover and Explore (1.5.1)* • ask basic questions to gain knowledge and clarify understanding	*Discover and Explore (1.5.1)* • ask questions to gain knowledge and clarify understanding, and seek information • investigate the immediate environment
Gather and Organize Information (1.5.2) • gather simple information	*Gather and Organize Information (1.5.2)* • organize and categorize simple information	*Gather and Organize Information (1.5.2)* • organize, categorize, and record simple information, using a variety of resources (e.g., print, audio, visual, multimedia, human)
Explore Opinions and Values (1.5.3) • respond to the preferences and opinions of others	*Explore Opinions and Values (1.5.3)* • recognize differences of opinion	*Explore Opinions and Values (1.5.3)* • compare personal views and opinions with those of others • respond to the ideas and products of others
		Solve Problems (1.5.4) • recognize a problem, and choose between given alternative solutions

General Learning Outcome 1: Students will use German in a variety of **situations** and for a variety of **purposes**.

Grade 10	Grade 11	Grade 12
1.5 extend their knowledge of the world		
Discover and Explore (1.5.1) • explore and express meaning in a variety of ways (e.g., drawing a diagram, making a model, rephrasing)	*Discover and Explore (1.5.1)* • explore connections and gain new insights into familiar topics	*Discover and Explore (1.5.1)* • compare their own insights and understandings with those of classmates
Gather and Organize Information (1.5.2) • organize and manipulate information (e.g., transfer information from texts into other forms, such as tables or diagrams)	*Gather and Organize Information (1.5.2)* • compose questions to guide research, and gather information using a prepared format (e.g., interview)	*Gather and Organize Information (1.5.2)* • identify key ideas, and summarize and paraphrase
Explore Opinions and Values (1.5.3) • examine differing perspectives on an issue	*Explore Opinions and Values (1.5.3)* • express own position on an issue, and provide supporting reasons	*Explore Opinions and Values (1.5.3)* • explore opinions and values related to specific situations (e.g., describe motivations of characters in literature)
Solve Problems (1.5.4) • identify a problem, and propose a solution	*Solve Problems (1.5.4)* • generate and evaluate alternative solutions to problems	*Solve Problems (1.5.4)* • use information collected from various sources to solve problems

General Learning Outcome 1: Students will use German in a variety of **situations** and for a variety of **purposes**.

Grade 7	Grade 8	Grade 9
1.6 for imaginative purpose and personal enjoyment		
Humour/Fun (1.6.1) • use German for fun (e.g., rhymes)	*Humour/Fun (1.6.1)* • use German for fun (e.g., songs)	*Humour/Fun (1.6.1)* • use German for fun (e.g., games, poems, riddles)
Creative/Aesthetic Purposes (1.6.2) • use German creatively (e.g., concrete poetry)	*Creative/Aesthetic Purposes (1.6.2)* • use German creatively (e.g., acrostic poetry)	*Creative/Aesthetic Purposes (1.6.2)* • use German creatively (e.g., write simple captions for a given comic strip)
Personal Enjoyment (1.6.3) • use German for personal enjoyment	*Personal Enjoyment (1.6.3)* • use German for personal enjoyment (e.g., make a collection of pictures or artifacts related to German cultures)	*Personal Enjoyment (1.6.3)* • use German for personal enjoyment (e.g., listen to favourite songs in German)

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Grade 10	Grade 11	Grade 12
1.6 for imaginative purpose and personal enjoyment		
Humour/Fun (1.6.1) • use German for fun and to interpret humour (e.g., cartoons, stories)	*Humour/Fun (1.6.1)* • use German for fun and to interpret and express humour (e.g., video clips, jokes)	*Humour/Fun (1.6.1)* • compare, contrast, and appreciate differences in the interpretation and expression of humour in the German cultures and in own culture
Creative/Aesthetic Purposes (1.6.2) • use German creatively (e.g., write poems based on simple, repetitive, and modelled language)	*Creative/Aesthetic Purposes (1.6.2)* • use German creatively (e.g., experiment with the sounds and rhythms of German, create a poem or rap)	*Creative/Aesthetic Purposes (1.6.2)* • use German creatively (e.g., write a story)
Personal Enjoyment (1.6.3) • use German for personal enjoyment (e.g., find a personal pen pal and exchange email messages)	*Personal Enjoyment (1.6.3)* • use German for personal enjoyment (e.g., use the Internet to explore German cultures)	*Personal Enjoyment (1.6.3)* • use German for personal enjoyment (e.g., watch video clips, films, or television programs)