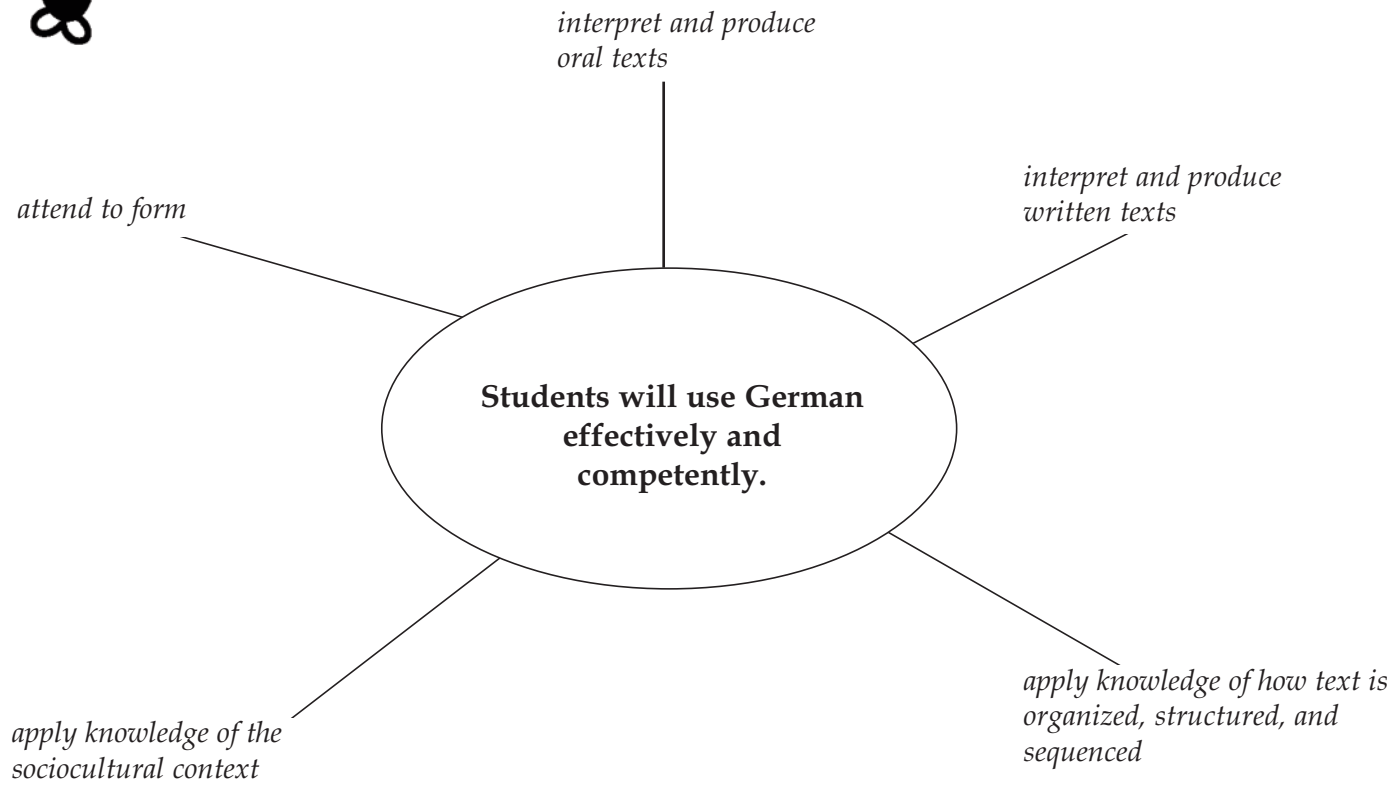




Language Competence



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 9

Grade 10

2.1 interpret and produce oral texts

Aural Interpretation (2.1.1)

- understand the main points of a variety of oral texts on familiar topics, in guided situations

Aural Interpretation (2.1.1)

- understand the main points and some supporting details of a variety of oral texts on familiar topics, in guided situations

Oral Production (2.1.2)

- produce short, simple oral texts, using familiar structures, in a variety of guided situations

Oral Production (2.1.2)

- produce simple oral texts, using familiar structures, in guided and unguided situations

Interactive Fluency (2.1.3)

- interact, using a combination of phrases and simple sentences, in guided situations

Interactive Fluency (2.1.3)

- interact, using a combination of phrases and simple sentences, in guided and unguided situations

2.2 interpret and produce written texts, graphics, and images

Written Interpretation (2.2.1)

- understand the main points of a variety of written texts on familiar topics, in guided situations

Written Interpretation (2.2.1)

- understand the main points and some supporting details of a variety of written texts on familiar topics, in guided situations

Written Production (2.2.2)

- produce short, simple written texts, using familiar structures, in a variety of guided situations

Written Production (2.2.2)

- produce simple written texts, using familiar structures, in guided and unguided situations



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

Grade 11

Grade 12

2.1 interpret and produce oral texts

Aural Interpretation (2.1.1)

- understand the main points and some specific details of a variety of oral texts on familiar topics, in guided and unguided situations

Aural Interpretation (2.1.1)

- understand short oral texts on a variety of topics

Oral Production (2.1.2)

- understand the main points and some specific details of a variety of written texts on familiar topics, in guided and unguided situations

Oral Production (2.1.2)

- understand short written texts on a variety of topics

Interactive Fluency (2.1.3)

- derive meaning from a variety of visuals and other forms of nonverbal communications, in guided situations

Interactive Fluency (2.1.3)

- derive meaning from the visual elements of a variety of media, in guided and unguided situations

2.2 interpret and produce written texts, graphics, and images

Noninteractive Spoken Production (2.2.1)

- produce simple oral texts on familiar topics, in guided and unguided situations

Noninteractive Spoken Production (2.2.1)

- produce oral texts on familiar topics, in guided and unguided situations

Interactive Spoken Production (2.2.2)

- initiate and manage short interactions, with pauses for planning and repair

Interactive Spoken Production (2.2.2)

- initiate and manage simple interactions without undue difficulty, asking for repetition or clarification when necessary



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

Grade 9

Grade 10

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

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 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)

- 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)

- 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 11

Grade 12

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

Written Production (2.2.3)

- produce simple, written texts on familiar topics, in guided and unguided situations

Written Production (2.2.3)

- produce written texts on familiar topics, in guided and unguided situations

Representing (2.2.4)

- express meaning using a variety of visuals and other forms of nonverbal communication, in guided situations

Representing (2.2.4)

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

2.3 attend to form

Phonology (2.3.1)

- pronounce unfamiliar words correctly, and identify and reproduce some critical sound distinctions that are important for meaning (e.g., *Wien* vs. *Wein*)

Phonology (2.3.1)

- use intonation, stress, and rhythm appropriately in familiar situations

Orthography (2.3.2)

- apply basic spelling rules consistently, and use mechanical conventions (e.g., *Kommasetzung*, *Anführungszeichen*)

Orthography (2.3.2)

- apply spelling rules and mechanical conventions consistently and accurately, and use a dictionary to verify the spelling of unfamiliar words



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

Grade 9

Grade 10

2.3 attend to form (continued)

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 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:

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 9

Grade 10

2.3 attend to form (continued)

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, sein, war*)
 - perfect tense (limited selection of verbs)
 - personal pronouns (singular) in accusative
 - possessive pronouns in nominative and accusative (singular and plural forms)
 - subordinate clauses beginning with *weil, dass*
 - prepositions with selected accusative and dative
 - comparison of adjectives (comparative forms only)
 - position of adverbs of preference and/or frequency (e.g., *gern, oft*)
 - articles of familiar nouns in nominative and accusative
 - structure of compound sentences using coordinating conjunctions

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 11

Grade 12

2.3 attend to form (continued)

Grammatical Elements (2.3.4)

- recognize and use, in **modelled*** situations, the following grammatical elements:
 - 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., *Ich plane nach Deutschland zu reisen. Oma geht in die Stadt, um das Museum zu besuchen.*)
 - relative clauses in nominative and accusative

Grammatical Elements (2.3.4)

- recognize and use, in **modelled*** situations, the following grammatical elements:
 - sentence structure: position of subject and objects and subject-object inversion
 - genitive case as a concept
 - possessive pronouns in genitive
 - prepositions with genitive
 - relative clauses in dative and genitive
 - da and wo compounds (e.g., *wofür, worauf*)

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

Grade 9

Grade 10

2.3 attend to form (continued)

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 ...*)
 - personal pronouns in nominative
 - present tense
 - noun and verb agreement

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 11

Grade 12

2.3 attend to form (continued)

Grammatical Elements (2.3.4)

- use, in **structured*** situations, the following grammatical elements:
 - 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

Grammatical Elements (2.3.4)

- use, in **structured*** situations, the following grammatical elements:
 - simple past
 - reflexive verbs
 - nominative, accusative, and dative case as a concept
 - sentence structure: time/manner/place
 - sentence structure: position of subject and objects
 - personal pronouns in dative
 - possessive pronouns preceding dative objects
 - prepositions with accusative, dative, and genitive
 - adjectival endings
 - infinitive phrases and clauses
 - relative clauses in all cases
 - genitive case as a concept
 - possessive pronouns in genitive

* **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 9

Grade 10

2.3 attend to form (continued)

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*)
 - structure of simple declarative sentences (e.g., *Karl kauft einen Hut. Gabi wohnt hier.*)
 - coordinating conjunctions (e.g., *und*)
 - yes/no questions (e.g., *Hast du eine Katze?*)
 - 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 11

Grade 12

2.3 attend to form (continued)

Grammatical Elements (2.3.4)

- use, **independently and consistently*** situations, the following grammatical elements:
 - 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)

Grammatical Elements (2.3.4)

- use, **independently and consistently*** situations, the following grammatical elements:
 - 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)

* **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 9

Grade 10

2.4 apply knowledge of the sociocultural context

Register (2.4.1)

- distinguish between formal and informal situations

Register (2.4.1)

- experiment with and use formal and informal language in familiar situations

Idiomatic Expressions (2.4.2)

- understand and use selected idiomatic expressions

Idiomatic Expressions (2.4.2)

- use learned idiomatic expressions in new contexts

Variations in Language (2.4.3)

- acknowledge and accept individual differences in speech

Variations in Language (2.4.3)

- acknowledge and accept a variety of accents, variations in speech, and regional variations in language

Social Conventions (2.4.4)

- use appropriate oral forms of address in guided situations (e.g., *du/Sie, Herr/Frau*)

Social Conventions (2.4.4)

- use basic forms and conventions of politeness in guided and unguided situations
- use appropriate oral forms of address in guided and unguided situations

Nonverbal Communication (2.4.5)

- understand and imitate some common nonverbal behaviours in familiar contexts (e.g., etiquette, table manners)

Nonverbal Communication (2.4.5)

- 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 11

Grade 12

2.4 apply knowledge of the sociocultural context

Register (2.4.1)

- recognize and use formal and informal language appropriately in familiar situations

Register (2.4.1)

- recognize and use formal and informal language in a variety of contexts

Idiomatic Expressions (2.4.2)

- use idiomatic expressions in a variety of contexts

Idiomatic Expressions (2.4.2)

- use selected proverbs and sayings to enhance communication

Variations in Language (2.4.3)

- recognize and adapt to individual differences in spoken German (e.g., region, age, individual speech patterns)

Variations in Language (2.4.3)

- recognize and adapt to regional differences in spoken German (e.g., Germany, Austria, Switzerland)

Social Conventions (2.4.4)

- use basic forms and conventions of politeness, and use appropriate oral forms of address

Social Conventions (2.4.4)

- understand social conventions encountered in oral and written texts and situations

Nonverbal Communication (2.4.5)

- understand and use some common nonverbal behaviours in familiar contexts (e.g., length of eye contact)

Nonverbal Communication (2.4.5)

- understand and use some common nonverbal behaviours in a variety of contexts (e.g., norms of personal space)



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

Grade 9

Grade 10

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

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)

- 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)

- 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 11

Grade 12

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

Text Forms (2.5.1)*

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

Text Forms (2.5.1)*

- use knowledge of text forms to enhance comprehension and production of texts

Patterns of Social Interaction (2.5.2)

- initiate and respond to interpersonal communication, in guided and unguided situations, using routines of social interaction

Patterns of Social Interaction (2.5.2)

- use a range of social interaction patterns to deal with routine interactions (e.g., *telefonieren*)

Cohesion/Coherence (2.5.3)

- link words, phrases, or simple sentences, using basic connectors, in guided and unguided situations; and link several sentences coherently on a single theme

Cohesion/Coherence (2.5.3)

- understand and use referents within texts (e.g., *Opa liegt im Bett; er ist müde.*)

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