

German III

Foreign Language
Curriculum Framework

Revised 2007

Course Title: German III
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Secondary German
 Grades: 9-12

German III

German III is an elective course that emphasizes oral and written expression to promote more proficient German communication skills. German III includes the review and expansion of essential German grammar and vocabulary necessary for advanced communication. Culturally *authentic* materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for German III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. German II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall process oral, written, and/or visual messages in the German language (interpretive).
	2. Students shall interact with others in the German language (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in the German language (presentational).
Culture	
	4. Students shall demonstrate an understanding of the <i>practices</i> of German-speaking cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of German-speaking cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of German-speaking cultures (<i>perspectives</i>).
Connections	
	7. Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the German language and its cultures (global <i>perspectives</i>).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between German and English (languages).
	10. Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).
Communities	
	11. Students shall use the German language in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in the German language (interpretive).

CMC.1.GIII.1	Interpret the principal message of tone, pitch, and emotion in oral communication
CMC.1.GIII.2	Follow multi-step directions in unfamiliar concepts and situations
CMC.1.GIII.3	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.GIII.4	Use reading and listening strategies to enhance comprehension
CMC.1.GIII.5	Examine main ideas and supporting details from a variety of <i>authentic</i> or <i>adapted</i> literary texts and conceptualized visuals (e.g., drawing of marketplace scenario)
CMC.1.GIII.6	Identify main ideas and supporting details from a variety of <i>authentic</i> auditory sources
CMC.1.GIII.7	Identify <i>proverbs</i> , <i>colloquialisms</i> , and <i>complex idiomatic expressions</i> (e.g., <u>Morgenstund hat Gold im Mund</u> , <u>Glückschwein</u> vs. <u>Schweinhund</u> , <u>Etwas in die Luft jagen</u> = To blow something away)

Strand: Communication

Standard 2: Students shall interact with others in the German language (interpersonal).

CMC.2.GIII.1	Interact in multiple moods and tenses
CMC.2.GIII.2	Support opinions, viewpoints, and personal preferences in spontaneous discourse
CMC.2.GIII.3	Sustain original conversation using learned vocabulary and grammatical concepts
CMC.2.GIII.4	Employ <i>circumlocution</i> skills to exchange information about familiar topics
CMC.2.GIII.5	Discuss reactions to literary and multimedia input

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in the German language (presentational).

CMC.3.GIII.1	Share original or prepared summaries of <i>authentic</i> or <i>adapted</i> texts (e.g., articles, short stories)
CMC.3.GIII.2	Write lists, notes, correspondence, and clear, well-structured compositions on a variety of topics
CMC.3.GIII.3	Employ the writing process, including peer editing
CMC.3.GIII.4	Give rehearsed and impromptu presentations on a variety of topics
CMC.3.GIII.5	Produce visual or multimedia projects (e.g., video, poster, brochure, PowerPoint)
CMC.3.GIII.6	Use <i>syntax</i> , spelling, and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of German-speaking cultures (*practices*).

CLT.4.GIII.1	Interact in a culturally appropriate manner (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.GIII.2	Analyze various aspects of universal cultural <i>practices</i> (e.g., customs, norms, holidays, traditions)
CLT.4.GIII.3	Analyze differences in <i>practices</i> among German-speaking cultures
CLT.4.GIII.4	Participate in activities practiced by members of German-speaking cultures (e.g., cooking, music, games, sports)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of German-speaking cultures (*products*).

CLT.5.GIII.1	Analyze the effect of tangible <i>products</i> of German-speaking cultures (e.g., architecture, art, food, fashion)
CLT.5.GIII.2	Evaluate the effect of intangible <i>products</i> of German-speaking cultures (e.g., law, philosophy, entertainment, educational systems)
CLT.5.GIII.3	Compare and contrast <i>products</i> among German-speaking cultures
CLT.5.GIII.4	Assess the effect of <i>environment</i> on the <i>products</i> of German-speaking cultures
CLT.5.GIII.5	Appraise the influence of the <i>products</i> of German-speaking cultures on other cultures (e.g., printing press, automobile, music)
CLT.5.GIII.6	Dramatize the arts of German-speaking cultures (e.g., art, music, movies, plays)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of German-speaking cultures (*perspectives*).

CLT.6.GIII.1	Analyze the unique cultural <i>perspectives</i> reflected in the <i>products</i> of German-speaking cultures
CLT.6.GIII.2	Analyze the unique cultural <i>perspectives</i> reflected in the <i>practices</i> of German-speaking cultures
CLT.6.GIII.3	Compare and contrast <i>perspectives</i> among German-speaking cultures (e.g., East vs. West, North vs. South)
CLT.6.GIII.4	Depict historical events and figures which shaped the <i>perspectives</i> of German-speaking cultures (e.g., leaders, artists, wars, fall of regimes)

Strand: Connections

Standard 7: Students shall apply the German language to reinforce and expand knowledge of other subject areas (cross-curricular).

CNN.7.GIII.1	Discuss topics from other disciplines, including how they relate to German-speaking cultures (e.g., historical facts, geographical concepts, mathematical terms and concepts, scientific information)
CNN.7.GIII.2	Compare and contrast vocabulary on familiar topics from other disciplines

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the German language and its cultures (global *perspectives*).

CNN.8.GIII.1	Analyze other worldviews (e.g., religion, politics, social customs, stereotyping)
CNN.8.GIII.2	Analyze <i>authentic</i> or <i>adapted</i> materials of the German language (e.g., songs, folk tales, short stories)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between German and English (languages).

CMP.9.GIII.1	Use <i>cognates/derivatives</i> and <i>word families</i> to expand vocabulary and to guess meaning
CMP.9.GIII.2	Compare and use <i>idiomatic</i> and <i>proverbial expressions</i> (<u>Morgenstund</u> <u>hat</u> <u>Gold</u> <u>im</u> <u>Mund</u> , <u>Alle</u> <u>Gute</u> <u>Dinge</u> <u>sind</u> <u>drei</u>)
CMP.9.GIII.3	Analyze the relationship between word order and meaning and the way cultures organize information
CMP.9.GIII.4	Use <i>authentic</i> forms of address in a variety of familiar and unfamiliar social situations
CMP.9.GIII.5	Compare the writing system of the German language and their own

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between German-speaking cultures and their own (cultures).

CMP.10.GIII.1	Compare the social patterns of the German-speaking cultures and those of the learners' own cultures (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.GIII.2	Explain the origins and significance of important symbols and monuments in German-speaking cultures
CMP.10.GIII.3	Compare important symbols and monuments from German-speaking cultures with those of the learners' own cultures

Strand: Communities

Standard 11: Students shall use the German language in the classroom, school, and beyond (involvement).

CMN.11.GIII.1	Investigate the influences of the German language and culture on the community
CMN.11.GIII.2	Establish contact with individuals who require proficiency in another language for personal or professional reasons
CMN.11.GIII.3	Demonstrate to others culturally <i>authentic</i> activities or the product of the activities (e.g., sports, games, travel, media, music, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using the German language for personal enjoyment and enrichment (ownership).

CMN.12.GIII.1	Communicate on a personal level with other speakers of the German language (e.g., letters, audio tapes, video tapes, Internet)
CMN.12.GIII.2	Research and present information about a local and/or global need or concern that is identified as <i>authentic</i> by German-speaking cultures

Glossary for German Courses

Adapted	Materials having been modified, created, or simplified to meet a specific educational purpose
Authentic	Original to, without modification, having an undisputed genuine origin
Basic	Consisting of few words; simple concepts and structure
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	To speak in a round about way; to arrive at meaning by talking around a subject
Cognate	A word that is similar in sound, spelling, and meaning in two or more languages; typically evolved from a common source (often Latin)
Colloquial expression	See <i>colloquialism</i>
Colloquialism	A word or phrase specific to the spoken language of a particular region
Complex	Consisting of numerous words; more difficult concepts and structure
Environment	Geography, climate, natural resources, political influences, and social <i>practices</i>
Etymology	The origin and historical development of a word; study of its <i>basic</i> elements, earliest known use and evolutionary changes in form and meaning
Idiomatic expression	Words or phrases that cannot be directly translated from one language into another
Intonation	The use of vocal inflection or pitch to contribute to meaning
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverbial expression	See <i>proverbs</i>
Proverbs	A short pithy saying in widespread, frequent use expressing a well known idea or truth
Register	The difference between formal and informal social address
Syntax	The way in which words are put together to form phrases and sentences
Word Families	Groups of words that share a common root word