

German II

Foreign Language
Curriculum Framework

Revised 2007

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

German II

German II develops and expands the fundamental skills introduced in German I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video recordings enrich instruction. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for German II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. German II may be used to partially fulfill this requirement. German I 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.GII.1	Recognize tone, pitch, and emotion in oral communication
CMC.1.GII.2	Follow multi-step directions in familiar contexts and situations
CMC.1.GII.3	Interpret the principal message of signs, gestures, and <i>intonation</i>
CMC.1.GII.4	Use reading and listening strategies to enhance comprehension
CMC.1.GII.5	Identify main ideas on familiar topics from a variety of auditory, visual, and textual sources (e.g., CD, video, Internet, live performances, written advertisements)
CMC.1.GII.6	Identify <i>cognates</i> and <i>borrowings</i> in context (e.g., <i>cognates</i> : <u>Haare</u> / hair, <u>Schuhe</u> / shoes; <i>borrowings</i> : Kindergarten, computer)
CMC.1.GII.7	Identify additional <i>idiomatic expressions</i> (e.g., <u>Sag mal!</u> , <u>Was bekommen Sie?</u>)

Strand: Communication

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

CMC.2.GII.1	Interact in present and past tenses
CMC.2.GII.2	Express opinions, viewpoints, and personal preferences <ul style="list-style-type: none">• <i>Basic</i> questions (including, but not limited to, who, what, when, where, why, how)
CMC.2.GII.3	Exchange information about familiar topics <ul style="list-style-type: none">• Daily routine• Childhood or memorable experiences
CMC.2.GII.4	Use learned phrases to practice acquiring goods, services, and information (e.g., shopping, hotel/travel reservation, cinema, concerts)
CMC.2.GII.5	Apply ordinal and cardinal numeric concepts in context (e.g., counting money, calendar dates, age, grade levels)
CMC.2.GII.6	Initiate original conversation using learned vocabulary and grammatical concepts
CMC.2.GII.7	Apply comparison phrases in context (e.g., <u>schön</u> , <u>schöner als</u> , <u>schönste</u>)

Strand: Communication

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

CMC.3.GII.1	Describe characters, events, and settings
CMC.3.GII.2	Write labels, lists, notes, correspondence, and short compositions
CMC.3.GII.3	Give prepared presentations using learned vocabulary and grammar
CMC.3.GII.4	Produce visual or multimedia demonstrations (e.g., graphic organizers, pamphlets, electronic slideshows, videos)

Strand: Culture

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

CLT.4.GII.1	Model appropriate behaviors of German-speaking cultures (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.GII.2	Discuss various aspects of universal cultural <i>practices</i> (e.g., customs, norms, holidays, traditions)
CLT.4.GII.3	Discuss differences in <i>practices</i> among 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.GII.1	Present tangible <i>products</i> of German-speaking cultures (e.g., architecture, art, food, fashion)
CLT.5.GII.2	Explain intangible <i>products</i> of German-speaking cultures (e.g., law, philosophy, entertainment educational systems)
CLT.5.GII.3	Compare and contrast <i>products</i> among German-speaking cultures
CLT.5.GII.4	Research the effect of <i>environment</i> on the <i>products</i> of German-speaking cultures (e.g., the Alphorn and yodeling created as forms of communication in the mountains)
CLT.5.GII.5	Investigate the influence of the <i>products</i> of German-speaking cultures on other cultures
CLT.5.GII.6	Interpret the written, graphic, and performing 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.GII.1	Discuss unique cultural <i>perspectives</i> reflected in the <i>products</i> of German-speaking cultures (e.g., attention to quality, rich variety reflecting quality of life)
CLT.6.GII.2	Discuss unique cultural <i>perspectives</i> reflected in the <i>practices</i> of German-speaking cultures (e.g., fostering social ties through gatherings such as festivals, <u>Kaffeeklatsch</u> , meals)
CLT.6.GII.3	Compare and contrast <i>perspectives</i> among German-speaking cultures
CLT.6.GII.4	Research historical events and figures that shaped the <i>perspectives</i> of German-speaking cultures (e.g., invention of the printing press, World War I, World War II, Adolf Hitler, Martin Luther, Cold War, Sigmund Freud, Beethoven)

Strand: Connections

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

CNN.7.GII.1	Transfer concepts learned from other disciplines (e.g., climate, geographical terms, measurements, money, animals, food, musical instruments)
CNN.7.GII.2	Recognize vocabulary on familiar topics from other disciplines (e.g., flora/fauna, math terms, measurements)
CNN.7.GII.3	Discuss topics from other disciplines as related to German-speaking cultures (e.g., government, music, current affairs)

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

Strand: Comparisons

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

CMP.9.GII.1	Use <i>cognates</i> and <i>word families</i> to expand vocabulary and to guess meaning (e.g., <u>Schule</u> , <u>Schüler</u> , <u>Schularbeit</u> , <u>Schulbus</u> , <u>Schultasche</u> , <u>Schultüte</u>)
CMP.9.GII.2	Compare <i>basic idiomatic expressions</i> (e.g., <u>Spiegeleier</u> , <u>auf dem Hut sein</u> , <u>Faulpelz</u>)
CMP.9.GII.3	Recognize the differences in more <i>complex</i> language structure (e.g., past perfect, prepositional phrases, <i>syntax</i>)
CMP.9.GII.4	Compare and contrast <i>authentic</i> , simple forms of address in a variety of social situations (e.g., <u>Wie geht's?</u> / <u>Wie geht es Ihnen?</u> , <u>Hallo</u> / <u>Guten Tag</u>)
CMP.9.GII.5	Compare the writing systems of German and English (e.g., <u>Umlaut</u> , <u>ß</u> , punctuation, pronunciation of letters, handwriting styles)

Strand: Comparisons

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

CMP.10.GII.1	Compare the social patterns of German-speaking cultures and those of the learners' own culture (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.GII.2	Elaborate on selected cultural topics from German-speaking cultures (e.g., people, important dates, events, geographic areas)

Strand: Communities

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

CMN.11.GII.1	Show the influences of the German language and cultures on the community (e.g., architecture, careers, special events)
CMN.11.GII.2	Examine the role of foreign language usage in people's personal and professional lives
CMN.11.GII.3	Demonstrate knowledge of German by participating in culturally <i>authentic</i> activities (e.g., sports, games, travel, 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.GII.1	Communicate on a personal level with other speakers of the German language (e.g., letters, audio tapes, video tapes, Internet)
CMN.12.GII.2	Research contemporary individuals or groups in German-speaking cultures who influence the community or the world (e.g., Helmut Kohl, Arnold Schwarzenegger, Rammstein, Fettes Brot, Neo-Nazis, political parties)

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