

German III

Standard 1: Communication

Students communicate in a World Language while demonstrating literacy in all four essential skills:

1.1 Listening - *Students listen to and derive meaning from a variety of World Language sources.*

Rationale: Students listen to and comprehend information spoken in a World Language.

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

1.2 Speaking - *Students speak in a World Language for a variety of purposes and for a variety of audiences.*

Rationale: The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard a student:

- applies pronunciation rules and intonation patterns.
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning.
- Applies knowledge of cultural practices to spoken language.
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades.
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations.

MSBSD World Languages Content Standards

1.3 Reading - *Students read and derive meaning from a variety of materials written in a World Language.*

Rationale: Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures.
- demonstrates comprehension of reading materials written for a variety of purposes.
- uses and applies the information gained from reading.
- responds to the cultural elements contained in reading materials of the language.

1.4 Writing - *Students write in a World Language for a variety of purposes and for diverse audiences.*

Rationale: Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

In order to meet this standard a student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

Rationale: Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, education, history, geography, government, economics, and the arts.
- applies knowledge of cultural practices when communicating in a World Language

Essential Learning Results Level III (Intermediate)

MSBSD World Languages Content Standards

1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard, a Level III student:

- Identifies the main idea from simple instructions or conversations, basic survival situations, and familiar topics.
- Obtains meaning from simple conversations.
- Identifies the main idea or specific information from a variety of sources.

1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard, a Level III student:

- Identifies and restates main ideas of reading selections based on familiar vocabulary.
- Infers meaning of unfamiliar words and phrases from context.
- Responds to reading selections.
- Analyzes cultural elements found in reading materials.

1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard, a Level III student:

- Applies learned basic pronunciation and intonation patterns.
- Describes and narrates using learned vocabulary.
- Expresses and supports personal opinions.
- Maintains brief conversations on familiar topics.
- Asks and answers questions.

1.4 Writing - Students write in a World Language for a variety of purposes and for diverse audiences.

In order to meet this standard, a Level III student:

- Uses expanded vocabulary and grammatical structures in writing descriptions and narratives, and in expressing and supporting opinions.
- Writes to obtain and report information using expanded vocabulary and grammatical structures.
- Develops and organizes ideas by planning, drafting, proofreading and editing their own work and that of others.

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard, a Level III student:

- Discusses and writes about components of the social patterns being studied.
- Uses culturally appropriate language and gestures to interact with peers and adults.
- Writes in a culturally appropriate manner in learned situations.

**MSBSD World Languages
Course Outline**

German III

Course Description:

German III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skills in understanding reading, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises when applicable. Students will read one unabridged work.

Course Beliefs:

- We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:
- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process.
 - **Higher Achievement** - A higher level of skill is demanded of all workers in a global community.
 - **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world.
 - **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, people, and lands.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
 - 1.1 Listening: Students listen to and derive meaning from a variety of sources.
 - 1.2 Speaking: Students speak for a variety of purposes and audiences
 - 1.3 Reading: Students read and derive meaning from a variety of written materials.
 - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

Adjectives:

- Case endings

Pronunciation:

- Sound discrimination

Sentence Structure:

- Subordinating conjunctions
- Coordinating conjunctions
- Relative clauses

Case:

- Dative
- Genitive

Prepositions:

- Dative case
- Two way

Idiomatic Expressions

Nouns and Definite Articles:

- possessive
- agreement

Key Concepts & Structures

Pronouns:

- Indefinite object
- reflexive

Plus Expansion of Levels I and II Key Concepts

Culture:

Students know and are able to ...

- Discuss and write about components of the social patterns being studied.
- Use culturally appropriate language and gestures to interact with peers and adults.
- Write in a culturally appropriate manner in learned situations.

Student self-assessment:

Based on the Standards, Topics and Key Concepts & Structures listed here, students should ask themselves....

- 1.1 Listening: Can I understand German when I hear it?
- 1.2 Speaking: Can I speak German with a variety of people?
- 1.3 Reading: Can I read a variety of materials in German?
- 1.4 Writing: Can I write German for different purposes?
- 2 Culture: Can I use my knowledge of German-speaking cultures?

Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates, & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

Level III Topics:

1. Arts & Entertainment
2. Careers
3. Current Events & Social Issues in the German-Speaking World
4. Education
5. History of German-Speaking Countries
6. House & Home
7. Literature
8. Media & Technology
9. Vacations
10. European Union
11. Plus expansion of Levels I and II topics ...

Arts & Entertainment:

- Introduction to terminology related to the art and entertainment world
- Arts, dance, music, theatre and cinema
- ↳ *Connecting Topics:* Careers; Current Events & Social Issues in the German-Speaking World; Literature; Media & Technology; Vacations
- *Culture:* Famous people; public services; similarities and differences

History of German-Speaking Countries:

- Introduction of appropriate terminology
- Geographical and historical terminology
- Geographical and historical facts
- Readings and discussions
- ↳ *Connecting Topics:* Current Events & Social Issues in the German-Speaking World; Literature
- *Culture:* Similarities and differences in global perspectives

Literature:

- Introduction to literary terminology
- Reading/analyzing/discussing various literary genres
- ↳ *Connecting Topics:* Arts & Entertainment; Current Events & Social Issues; History of German-Speaking Countries
- *Culture:* Literature as a reflection of the German-speaking world

Careers:

- Professions and jobs
- Education and training
- Tools of the trade
- ↳ *Connecting Topics:* Arts & Entertainment; Education; Media & Technology; Vacations
- *Culture:* Educational systems, benefits of multilingualism

Current Events & Social Issues in the German-Speaking World:

- Reading/listening/discussing
- Introduction to social and political terminology
- Varieties of media
- ↳ *Connecting Topics:* Arts & Entertainment; History of German-Speaking Countries; Literature; Media & Technology
- *Culture:* Human connections among people at all levels

Education:

- Types and names of secondary and post-secondary schools
- School routines
- ↳ *Connecting Topics:* Careers; House & Home; Media & Technology; Vacations
- *Culture:* Similarities and differences

House & Home:

- Rooms and furnishings
- Household chores
- Household implements
- ↳ *Connecting Topics:* Education; Media & Technology; Vacations
- *Culture:* Similarities and differences of houses and home life; meal-time expressions

Media & Technology:

- Introduction of media terminology
- Reading/listening/analyzing/discussing articles using various modes of communication
- ↳ *Connecting Topics:* Arts & Entertainment; Careers; Current Events & Social Issues in the German-Speaking World; Education; House & Home
- *Culture:* Multilingualism; worldwide influence

Vacations:

- Personal and holiday celebrations
- Researching and planning itineraries
- Making reservations
- Investigating public services
- Personal modes of transportation
- ↳ *Connecting Topics:* Arts & Entertainment; Careers; Education; House & Home
- *Culture:* Similarities and differences in vacationing and public services

German III

Learning Experiences & Performance Indicators

Using presentational, interpretive and interpersonal skills students will be able to understand and communicate through listening, speaking, reading, and writing their knowledge of these topics in the appropriate context of the culture.

Plus Expansion of Levels I and II Topics and Key Concepts

**SI - Semester I
SII - Semester II**

**German III
Performance Indicators and Pacing Guide per Semester**

Topic	Communication, Communities	Connections, Culture, Comparisons
Arts & Entertainment SI, SII	<ul style="list-style-type: none"> • Applies terminology related to the art and entertainment world. • Views, reads, and listens to German television shows, theatre, dance, art, cinema, literature, and music. 	<ul style="list-style-type: none"> • Discusses the role of the government and other public entities in supporting the arts. • Compares and contrasts German and American cultural practices reflected in the arts and entertainment. • Discusses the influence of famous German artists on culture.
Careers SI	<ul style="list-style-type: none"> • Describes professions and jobs and the accessibility of these professions including the education and training needed to be successful. • Describes the tools of the trade. 	<ul style="list-style-type: none"> • Describes the educational system in German-speaking countries. • Analyzes the benefits of multilingualism.
Current Events and Social Issues in the German-Speaking World SII	<ul style="list-style-type: none"> • Reads, listens, and discusses information from a variety of German-speaking media sources. • Applies social and political terminology. • Uses a variety of German-language media sources including magazines, literature, film and the Internet to acquire authentic information and to provide an opinion about economic, social, and political issues in the news. 	<ul style="list-style-type: none"> • Explains human connections among people at all levels.
Education SII	<ul style="list-style-type: none"> • Describes the types and names of secondary and post-secondary schools. • Exchanges, interprets, and presents information about school routines. 	<ul style="list-style-type: none"> • Compares types of schools and school routines with one's own.

German II
Performance Indicators and Pacing Guide per Semester (continued)

Topic	Communication, Communities	Connections, Culture, Comparisons
History of German-Speaking Countries SII	<ul style="list-style-type: none"> • Applies appropriate historical and geographical terminology. • Describes, reads and discusses historical and geographical information regarding German-speaking countries. 	<ul style="list-style-type: none"> • Explains similarities and differences in global perspectives.
House and Home SI	<ul style="list-style-type: none"> • Exchanges, interprets, and presents information about homes, rooms, furnishings, household chores, and household implements. 	<ul style="list-style-type: none"> • Compares housing styles, furnishings, and home life between cultures. • Compares similarities and differences in meal-time expressions between cultures.
Literature SII	<ul style="list-style-type: none"> • Applies literary terminology. • Reads, discusses, and analyses a variety of literary genres. 	<ul style="list-style-type: none"> • Explains how literature reflects the past and present German-speaking world.
Media and Technology SI	<ul style="list-style-type: none"> • Applies media terminology. • Views, listens, discusses and analyzes information and opinions about different types of media including non-print media (films, radio, television broadcasts), print media (magazines, newspapers), and electronic media (computers, Internet, and podcasts). 	<ul style="list-style-type: none"> • Analyzes the benefits of multilingualism. • Explains the worldwide influence of media and technology.
Vacation SI	<ul style="list-style-type: none"> • Describes personal and holiday celebrations. • Researches, plans, and creates an itinerary including making reservations for future travel experience. • Describes the interprets the range of public service accommodations available in German-speaking countries, including services provided by each. • Describes personal modes of transportation. 	<ul style="list-style-type: none"> • Describes similarities and differences in vacationing practices between German-speaking countries and other countries. • Describes similarities and differences in accommodations by public services in German-speaking countries and others.

Key Concepts and Structures

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Adjectives: case endings • Prepositions: dative case and two way • Pronouns: indefinite object and reflexive | <ul style="list-style-type: none"> • Sentence structure: subordinating, conjunctions, coordinating conjunction and relative classes • Passive voice verbs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|