

# German IV

**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
- uses the World Language to access cultural information available only in that language

## Essential Learning Results Level IV (Advanced)

### MSBSD World Languages Content Standards

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

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

- Derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films and recordings.
- Obtains and processes information by selecting, categorizing and analyzing from these sources.

**Standard 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 IV student:

- Analyzes and synthesizes reading materials.
- Recognizes an author's point of view and purpose.
- Expresses personal reactions to reading materials.
- Interprets cultural elements found in reading materials.

**Standard 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 IV student:

- Applies pronunciation and intonation patterns at a normal rate of speech.
- Makes predictions, analyzes, draws conclusions, and expresses facts and opinions.
- Defines points of view.
- Summarizes and paraphrases.

**Standard 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 IV student:

- Analyzes and draws conclusions.
- Incorporates information from selected language resource materials in their writing.
- Selects and expresses ideas and opinions on topics from various content areas.
- Uses specialized vocabulary and more advanced grammatical structures.

### Standard 2: Culture

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

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

- Analyzes aspects of the cultures being studied, such as social and political institutions and laws.
- Functions in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- Researches a topic of interest using sources from the cultures being studied.

**MSBSD World Languages Course Outline**

**German IV**

**Course Description:**

German IV is taught exclusively in German. It explores topics in advanced composition and conversation, with an emphasis on refining and integrating advanced grammar into daily communication. Emphasis is placed on comprehension as it is spoken by native speakers. Students develop appropriate verbs, structures, vocabulary, idioms, and cultural understanding necessary to perform communicative functions at the advanced level.

**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, peoples, 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

**Advanced Idiomatic Structures**

**Indirect Speech**

**Verbs:**

- Subjunctive
- \* Future
- \* Past

**Culture:**

Students know and are able to . . .

- analyze aspects of the cultures being studied such as social and political institutions and laws.
- function in a culturally appropriate manner, through speaking and writing, in complex social and work situations.
- research a topic of interest using sources from the cultures being studied.

**Plus Expansion of Levels III, II & I Key Concepts**

**Key Concepts & Structures**

**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 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

**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 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 IV Topics:**

1. Arts
2. History
3. Literary Analysis
4. Plus Expansion of Levels II, II & I Topics...

**Arts:**

- Arts terminology
  - In-depth investigation of artistic movements, e.g. Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern
  - In-depth investigation of artistic movements in German-speaking countries, e.g. Bauhaus, Degenerate Art
  - In-depth investigation of individuals, e.g. architects, artists, musicians, sculptors
  - Reading/listening/analyzing/discussing
- ☞ *Connecting Topics:* All Topics
- *Culture:* Famous people, public services, comparison of current and past arts

**Literary Analysis:**

- Literary terminology
  - Study of increasingly challenging works of different genres of literature, e.g. biographies, novels, plays, poetry, short stories
  - Reading/listening/analyzing/discussing
- ☞ *Connecting Topics:* All Topics
- *Culture:* Literature as a reflection of the German-speaking world

**German IV**

**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing,**  
 Students will be able  
 To understand and  
 Communicate their  
 Knowledge of these topics  
 In the appropriate  
 Context of the **culture**

**History:**

- Political and social terminology
  - History of Germanic peoples
  - World History topics
  - Reading/listening/analyzing/discussing
- ☞ *Connecting Topics:* All Topics
- *Culture:* Comparison of global perspectives

**Plus Expansion of  
 Levels III, II & I  
 Topics and Key Concepts**

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

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

Topic	Communication, Communities	Connections, Culture, Comparisons
Arts <b>SI, SII</b>	<ul style="list-style-type: none"> <li>• Interprets and presents information using arts terminology.</li> <li>• Engages in an in-depth investigation of artistic movements (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern) and analyzes its impact on German history and culture.</li> <li>• Engages in an in-depth investigation of artistic movements in German-speaking countries, e.g., Bauhaus, Degenerate Art and analyzes its impact on German history and culture.</li> <li>• Engages in an in-depth investigation of individuals in German-speaking countries, e.g., architects, artists, musicians, sculptors, and analyzes its impact on German history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies famous German-speaking musicians, composers, and artists and their impact on culture.</li> <li>• Compares current and past arts in German-speaking cultures.</li> <li>• Identifies the role of public services in the arts.</li> </ul>
Literary Analysis <b>SI, SII</b>	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using literary terminology.</li> <li>• Reads, listens, discusses, and critically analyzes increasingly challenging literary works representing a variety of genres including biographies, novels, plays, poetry, and short stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the perspectives of German culture as represented in literary works.</li> </ul>
History <b>SI, SII</b>	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using political and social terminology.</li> <li>• Analyzes the origins and history of the Germanic peoples.</li> <li>• Reads, identifies, discusses and analyzes current significant economic, societal, and political issues in relationship to German history.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares perspectives and practices of German-speaking countries in a global society.</li> </ul>

### Key Concepts and Structures

- Advanced Idiomatic Structures
- Indirect Speech
- Subjunctive (future and past) verbs