

German I

Foreign Language  
Curriculum Framework

Revised 2007

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

German I

German I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for German I 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 I may be used to partially fulfill this requirement. 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.GI.1	Recognize rhythms, sounds, and patterns
CMC.1.GI.2	Follow simple directions
CMC.1.GI.3	Interpret the principal message of signs, gestures, and <i>intonation</i>
CMC.1.GI.4	Use reading and listening strategies to enhance comprehension
CMC.1.GI.5	Obtain main ideas and specific information from a variety of simple sources
CMC.1.GI.6	Identify main ideas and specific information from a variety of auditory sources, with or without visual clues
CMC.1.GI.7	Recognize <i>cognates</i> , place names, and <i>borrowings</i>
CMC.1.GI.8	Recognize <i>register(s)</i>
CMC.1.GI.9	Identify <i>basic idiomatic expressions</i> (e.g., <u>Wie geht's?</u> and <u>Was ist los?</u> )

Strand: Communication

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

CMC.2.GI.1	Interact in the present tense
CMC.2.GI.2	Engage in simple conversations <ul style="list-style-type: none"><li>• Greetings and farewells</li><li>• Courtesy phrases</li><li>• Introductions</li><li>• <i>Basic</i> questions (including, but not limited to, who, what, when, where, why, how)</li></ul>
CMC.2.GI.3	Exchange information about familiar topics <ul style="list-style-type: none"><li>• Daily life (e.g., home, school, work)</li><li>• Family and friends</li><li>• Pastimes (e.g., hobbies, sports)</li><li>• Personal information</li><li>• Likes and dislikes</li><li>• Needs and wants</li><li>• Feelings and emotions</li><li>• Clothing</li><li>• Physical appearance</li><li>• Weather</li><li>• Food</li></ul>
CMC.2.GI.4	Use learned survival phrases to meet <i>basic</i> needs
CMC.2.GI.5	Apply numeric concepts in context (e.g., cardinal, ordinal, time, calendar, age)

Strand: Communication

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

CMC.3.GI.1	Describe people, places, and possessions
CMC.3.GI.2	Write lists, labels, short notes, correspondence, and short paragraphs
CMC.3.GI.3	Give brief, rehearsed presentations using learned vocabulary and grammar
CMC.3.GI.4	Produce visual or multimedia demonstrations (e.g. graphic organizers, posters, PowerPoint, backboards)

Strand: Culture

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

CLT.4.GI.1	Identify appropriate behaviors of German-speaking cultures (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.GI.2	Identify various aspects of universal cultural <i>practices</i> (e.g., customs, norms, holidays, traditions)
CLT.4.GI.3	Identify differences in <i>practices</i> among German-speaking cultures
CLT.4.GI.4	Participate in activities representative 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.GI.1	Identify tangible <i>products</i> of German-speaking cultures (e.g., architecture, art, food, fashion, technology)
CLT.5.GI.2	Identify intangible <i>products</i> of German-speaking cultures (e.g., law, philosophy, entertainment, educational systems)
CLT.5.GI.3	Compare and contrast <i>products</i> among German-speaking cultures
CLT.5.GI.4	Recognize the effects 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.GI.5	Recognize the influence of the <i>products</i> of German-speaking cultures on other cultures (e.g., printing press, music, automobiles)
CLT.5.GI.6	Examine 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.GI.1	Identify 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.GI.2	Identify 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.GI.3	Compare and contrast <i>perspectives</i> among German-speaking cultures
CLT.6.GI.4	Identify historical events and figures which shape the <i>perspectives</i> of German-speaking cultures (e.g., World War I, World War II, Adolf Hitler, Martin Luther, invention of the printing press, 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.GI.1	Apply content learned from other disciplines (e.g., climate, geographical terms, measurements, money, animals, food, musical instruments)
CNN.7.GI.2	Recognize <i>basic</i> vocabulary on familiar topics from other disciplines (e.g., flora/fauna, math terms/measurements)
CNN.7.GI.3	Discuss topics from other disciplines as related to German-speaking cultures (e.g., form of government, shared history)

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.GI.1	Recognize that there are other worldviews (e.g. religion, politics, social customs, stereotyping, the arts)
CNN.8.GI.2	Discuss <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.GI.1	Use <i>cognates</i> (e.g., <u>Fisch</u> / fish, <u>Schule</u> / school, <u>Vater</u> / father)
CMP.9.GI.2	Use <i>basic idiomatic expressions</i> (e.g., <u>So ein Mist!</u> , <u>Was ist los?</u> )
CMP.9.GI.3	Recognize the differences in simple language structure (e.g., subject/verb placement, word order)
CMP.9.GI.4	Compare <i>authentic</i> , simple forms of address in a variety of familiar situations (e.g., <u>Wie geht's?</u> / <u>Wie geht es Ihnen?</u> , <u>Hallo</u> / <u>Guten Tag</u> )
CMP.9.GI.5	Compare the writing systems of German and English (e.g., <u>Umlaut</u> , $\beta$ , pronunciation of letters, punctuation, 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.GI.1	Identify some daily living patterns of the German-speaking cultures and the learners' own culture (e.g., greetings, food, mealtimes, transportation, shopping, body language)
CMP.10.GI.2	Compare holidays and celebrations and distinguish holidays unique to German-speaking culture (e.g., Christmas traditions, <u>Oktoberfest</u> , <u>St. Martinstag</u> , <u>Fasching / Karneval</u> )

Strand: Communities

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

CMN.11.GI.1	Recognize the use of the German language in the learners' community (e.g., town names, street names, family names, German establishments)
CMN.11.GI.2	Identify professions that require proficiency in another language
CMN.11.GI.3	Participate in <i>authentic</i> German 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.GI.1	Communicate on a personal level with other speakers of the German language (e.g., letters, audio tapes, video tapes, the Internet)
CMN.12.GI.2	Research contemporary individuals or groups in German-speaking cultures who influence the community or the world (e.g., Helmut Kohl, Angela Merkel, Rammstein, Franka Potente, Arnold Schwarzenegger)

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