

## German

Grade Span 9/10

### Receiving Texts

#### Comprehension of Audio- and Audiovisual Materials

##### *Subject Matter Competencies*

- absorb, understand, process, interpret and place in a broader context audio- and audiovisual materials
  - pertaining to familiar, less familiar and abstract topics
  - with known and new vocabulary
  - with complex linguistic structures
- accomplish tasks with respect to audio- and audiovisual materials such as:
  - grasp their topic and gist and express them satisfactorily
  - comprehend and reiterate global, selective and detailed content
  - describe and interpret the effect of linguistic and non-linguistic devices within the communicative situation
  - analyze, interpret and evaluate the intent of the communication

##### *Methodological Competencies*

- use linguistic, sociocultural and thematic knowledge as well as general knowledge as an aid to understanding
- develop and express expectations of audio- and audiovisual materials
- independently apply various techniques to audio- and audiovisual materials appropriate to the task at hand
  - recognize key words and use them to make sense of context
  - summarize information
  - compensate for gaps in understanding
  - independently create structured notes
  - create memory aids
- compare and evaluate the effectiveness of different versions of audio- and audiovisual materials

### *Social and Emotional Competencies*

- adjust to the hearing and/or viewing situation, and listen to and/or watch audio- or audiovisual materials in a concentrated fashion
- according to the task at hand, independently master the hearing and/or viewing process and
  - continue to listen with concentration even when encountering comprehension difficulties
  - ask questions when the student's comprehension is uncertain
  - respect the characteristics of various speakers
- carry on an exchange with others about what one has seen and/or heard and thereby
  - express the emotional effect of an audio- or audiovisual work
  - reflect on comprehension problems
- independently assess and, if necessary, document the development of one's own competencies

## Reading Comprehension

### *Subject Matter Competencies*

- read and understand texts
  - pertaining to familiar, less familiar and abstract topics
  - with known and new vocabulary
  - with complex linguistic structures
- independently examine the content, language and structure of texts and thereby
  - use literary terminology
  - develop main ideas and topics
  - extract, sequence, process, compare, evaluate, supplement and interpret information in relation to the text
  - reflect on the function and effect of structural and linguistic design elements
- distinguish, describe and compare a wide range of text types, and
  - identify type- and genre-typical characteristics
  - establish and describe connections between text characteristics, intention and effect
- read fluently, meaningfully and expressively and present texts creatively
- independently read, absorb and understand literary texts and
  - identify the characteristics of epic, lyrical and dramatic texts
  - draw connections between author, work and era
  - analyze and reflect essential textual elements in a genre-appropriate manner
- independently read, absorb and understand factual and practical texts and

- determine the specificity and function of linear and non-linear texts in various media
- draw connections between the author's intentions and characteristics of a text
- analyze and reflect on essential textual elements, thereby grasping the author's train of thought, distinguishing between factual information and opinion, evaluating the structure of the text,
- and drawing well-reasoned conclusions
- independently examine, compare and evaluate media products with regard to their specific content, functions and intent; design and effectiveness; use and and likely reception

### *Methodological Competencies*

- use linguistic, sociocultural and thematic knowledge as well as general knowledge as aids to understanding texts
- independently apply various reading techniques according to the reading goal
  - reading fluently
  - skimming (gaining an overview)
  - scanning (selective reading for details)
  - formulating questions about the text
- independently apply reading strategies for text comprehension
  - consciously using reading expectations and experiences
  - formulating assumptions about the subject/object of a text
  - deriving and answering questions from a text
  - clarifying word meanings
  - marking key passages
  - identifying keywords, making notes in page margins, and formulating comments
  - making text diagrams
  - independently structuring texts
  - recording information derived from texts in a structured manner
  - creating appropriate visual representations of text content and structure
  - comprehend texts analytically and in terms of action and production
- independently select and use suitable media for text comprehension and the presentation of material drawn from readings
- independently use school libraries, public libraries and archives

### *Social and Emotional Competencies*

- independently master complex reading tasks

- adjust to the reading situation, nature of the text and task at hand and read in a concentrated manner
- develop one's own approach to time management to accomplish complex reading-related tasks
- reflect on one's personal reading experiences and interests and thereby
  - take a critical approach to text content
  - evaluate the meaning of the text to oneself
  - demonstrate aesthetic understanding
- carry on exchanges with others about a text that has been read and thereby
  - express well-grounded reactions to the text
  - understand literature as a means of expressing the feelings, thoughts and actions of others
  - draw connections between one's personal reality and that depicted in the text
  - develop and discuss various interpretations of the text
- independently assess and document one's own reading process and development of reading competencies
- provide fair and well-grounded evaluations of the reading presentations of other students

## Producing Texts

### Speaking

#### Speaking in Dialogue

##### *Subject Matter Competencies*

- conduct conversations on relatively familiar and less familiar topics and in doing so
  - speak standard German
  - contribute to discussions in a linguistically appropriate manner suited to the situation and audience
- achieve one's objectives in spoken conversations and thereby
  - obtain or provide information
  - explain, evaluate and comment on facts and relationships
  - represent one's own opinion in a well-grounded and comprehensible manner
  - express one's concerns appropriately and, if necessary, provide objective reasons
- respond to and build on the contributions of others
- respond to opposing positions factually and through reasoned argument

- prepare and lead/moderate discussions independently and in so doing
  - provide discussion prompts
  - influence the course of the discussion in a solution-oriented way
  - reflect on the results of the discussion and draw conclusions
- stage texts and use this as an approach to textual interpretation

## **Speaking in Monologue**

### *Subject Matter Competencies*

- speak on familiar and less familiar topics in front of and to others and in so doing
  - independently distinguish various speech prompts
  - use standard language and technical vocabulary in a confident and differentiated manner
  - speak in a way that is appropriate to the audience and situation
  - independently employ linguistic and non-linguistic expressive devices
- independently distinguish and apply different forms of spoken representation, i.e.
  - speak in a creative and expressive way
  - expressing and retelling from different perspectives
  - speaking or reciting texts in a meaningful and expressive way with and without a model
  - speak on factual topics in an expressive way
  - transmitting and summarizing both general and detailed information from literary and non-literary texts
  - describing, comparing, and, where appropriate, interpreting objects, pictorial representations, living things and events
  - characterizing people and literary figures
  - giving short lectures, presentations and speeches

### *Methodological Competencies*

- independently incorporate and use linguistic, socio-cultural and thematic knowledge and world knowledge
- independently create and adhere to a speaking outline and in so doing
  - apply methods for systematizing, structuring and summarizing information
  - apply speech strategies
  - plan and adhere to a time limit
  - select and use suitable media to illustrate spoken points
  - independently apply memorization strategies

### *Social and Emotional Competencies*

- independently adapt one's linguistic actions to the task at hand

- observe, reflect on and evaluate one's own and others' spoken work in a criteria-oriented manner
- independently agree on and adhere to rules of discussion
  - actively listening, concentrating on the topic and course of the discussion
  - showing respect and tolerance
  - adapting to different discussion partners
  - distinguishing the factual and relationship levels in discussions
  - consciously perceiving and appreciating cultural and linguistic diversity
- take responsibility for what is said in cooperative learning exercises
- independently assess and, if necessary, document the development of one's own competencies

## Writing

### *Subject Matter Competencies*

- independently compose texts according to functional and aesthetic criteria and thereby
  - distinguish among various purposes for written work
  - write in a manner appropriate to the addressee and situation
  - write in a manner appropriate to one's goals
  - appropriately use primary writing modalities, i.e. analyzing, persuading, debating, expressing, informing
- independently compose formal linear and non-linear texts and employ them in a manner appropriate to their intended function
- independently present the results of one's textual work and thereby
  - relate the abstracted contents of complex linear and non-linear texts
  - present formal and linguistic-stylistic design elements and their effects
  - formulate and justify textual interpretations
  - compare texts according to specified criteria
- independently document work and learning processes
- design media products according to specified criteria

### *Methodological Competencies*

- independently incorporate and use linguistic, socio-cultural and thematic knowledge and world knowledge
- independently apply analytical and productive methods
- independently plan writing processes according to the writing task, i.e.
  - assemble necessary material
  - develop a writing concept
- formulate texts and thereby

- comply with the standards of linguistic correctness
- formulate texts in a linguistically varied and stylistically appropriate manner
- revise texts largely independently in terms of content, language and form, thereby
  - confidently applying various strategies to verify linguistic accuracy
  - using reference books and word processing programs
- take notes
- use citations
- use source attribution correctly

### *Social and Emotional Competencies*

- plan, carry out, and reflect on extensive writing projects independently, with a partner, or in a group
- write texts
  - in legible handwriting
  - in an appropriate form
  - at an appropriate speed
- reflect on one's own texts and those composed by others and thereby
  - give and accept constructive feedback
  - develop critical distance
  - largely independently recognize the need for revision
- revise one's own writing and that of others independently, with a partner, or in a group
- independently assess and, if necessary, document the development of one's competencies

### **Reflecting on Language, Language Use and Language Learning**

#### *Subject Matter Competencies*

- on the word level
  - in a targeted manner, use one's knowledge of the potential effects of all word types and forms for text analysis and production
  - confidently use the rules of capitalization, agglutination and punctuation
  - write and use foreign and technical terms correctly
  - write abbreviations and acronyms correctly and use them effectively
  - explore word meanings and use words effectively and intentionally
- on the sentence level
  - investigate, form and effectively use simple and multiply-compound sentences
  - comprehend the functionality of phrases and their components
  - apply the rules of punctuation
  - apply linguistic means of linking sentences in a varied and effective manner

- use direct and indirect speech effectively
- on the textual level
  - independently describe the structure of texts, thereby
    - demonstrating comprehension of the function of the text's linguistic and formal characteristics
    - describing their effect
  - recognize connections between text structure, and linguistic and formal design
  - regularly use quotations and indicate sources
- on the level of reflecting on language
  - comprehend and evaluate changes in contemporary German and thereby
    - reflect on historical and contemporary influences on the development of the German language
    - reflect on and evaluate language variants and their functions
  - analyze the effect of linguistic and stylistic devices
  - use multilingualism to develop language awareness and compare languages

#### *Methodological Competencies*

- revise texts grammatically and orthographically applying learned techniques
- independently and critically use reference works, secondary literature and electronic/digital media
- independently apply techniques of language comparison to German, English and other languages, including one's native language if appropriate
- document, present and comment on the result and the process of comparison among languages

#### *Social and Emotional Competencies*

- use his or her mother tongue in spoken and written form in accordance with standards and
- demonstrating conscious control, i.e.
  - independently implementing strategies to avoid specific orthographic and grammatical errors
  - experimenting with the effect of language and using language in a targeted manner
- perceive linguistic and non-linguistic phenomena attentively and consciously
- independently assess and, if necessary, document the development of one's competencies