

GERMAN III

LENGTH OF TIME: 90 minutes daily per semester

GRADE LEVEL: 9-12

COURSE STANDARDS:

Students will:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
 - a) Utilize the system of sound-letter correspondences.
 - b) Demonstrate the ability to use/comprehend appropriate vocabulary.
 - c) Exhibit the ability to expand sentences and paragraphs into a variety of communicative tasks of increasing complexity (speaking and writing).
 - d) Expand grammatical structures correctly.
 - e) Employ effective intonation patterns
(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Understand and retain most key ideas and some supporting detail from a variety of communicative tasks (listening and reading).
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
3. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Standards 1.1, 1.2, 1.6)
4. Employ the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
5. Recognize the importance of language learning to career opportunities.
(FL Standards 5.1, 5.2)
6. Utilize technology as a resource tool, reinforcement/enrichment tool, and for production of oral and written work. (FL Standards 3.1, 5.1, 5.2)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing

- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

RELATED WORLD LANGUAGE STANDARDS: ACTFL

- Communication 1.1, 1.2, 1.3
- Cultures 2.1, 2.2
- Connections 3.1, 3.2
- Comparisons 4.1, 4.2
- Communities 5.1, 5.2

PERFORMANCE ASSESSMENTS (Integrated):

Students will be able to use the language at a novice high to intermediate-low level range according to the ACTFL (American Council on the Teaching of Foreign Languages) guidelines.

At the novice-high level, students can ask questions or make statements with reasonable accuracy still utilizing memorized utterances or formulae. Vocabulary is limited to areas of immediate survival needs. Some signs of spontaneity and flexibility of expression are emerging. There is a slight increase in utterance length but frequent long pauses still occur. Most utterances are telegraphic and word endings are often omitted, confused, or distorted.

At the Intermediate-Low level, students are able to satisfy basic and immediate survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations with limited constructions and much inaccuracy in syntax and grammatical structures. Vocabulary is growing but still inadequate to express anything but the most elementary needs. Strong interference from native language occurs in articulation, stress, and intonation. There is little precision in information and misunderstandings frequently arise from limited vocabulary and tentative state of grammatical development. With repetition, can generally be understood by native speakers in regular contact with foreigners.

Students will demonstrate achievement of the standards by:

1. Acquire new vocabulary and structures by utilizing them in oral and written communication. (Course Standards 1, 2, 4)
 - Adjectives
 - Hobbies and sports
 - Likes and dislikes
 - Additional household chores
 - Additional clothing
 - Extended food and beverage
 - Preferences
 - Meals of the day
 - Negotiating services
 - Elaboration of reasons
 - Activities in the past and future tenses
 - Vacation places and activities
 - Modes of transportation
 - Places visited
 - Healthy lifestyle
 - Healthy eating habits
 - Illnesses and Injuries

2. Provide extended auto and biographical information in the target language by describing in a narration or monologue in oral and written form: (Course Standards 1, 2, 3, 4, 6)
 - Extended descriptions of self/friends/family
 - Family and pets
 - Hobbies and sports
 - Likes and dislikes
 - Household chores
 - Describing clothing
 - Food and beverage preferences
 - Meals of the day
 - Negotiating services
 - Elaboration of reasons
 - Activities in the past and future tenses
 - Vacation places and activities
 - Modes of transportation
 - Places visited
 - Healthy lifestyle
 - Healthy eating habits
 - Illnesses and Injuries
3. Minimally sustain face-to-face conversations by participating in written and oral role-plays: (Course Standards 1, 2, 3, 4, 6)
 - Ask and answer questions about self and others regarding topics described in performance assessments 1, 2, and 3.
4. Comprehend main ideas and important supporting details on known topics by using prior knowledge, deduction, and inference by answering questions. (Course Standards 1, 2, 3, 4)
 - Discuss and answer questions information based on topical vocabulary readings
5. Identify cultural patterns and describe their similarities and differences (Course Standards 1, 2, 3, 4)
6. Link second language proficiency to career opportunities (Course Standards 1, 3, 5, 6)

DESCRIPTION OF COURSE:

In Level III, the student will achieve increased proficiency in the four language skills and will continue to develop cultural awareness. The student will continue to expand the vocabulary base and will employ more complex structures to communicate effectively.

TITLES OF UNITS:

1. Kapitel Eins: Bei den Baumanns + review chapter 4 weeks
 - A. Communication:
 1. Describing and characterizing yourself and others
 2. Making plans
 3. Giving and responding to compliments
 4. Negotiating purchases – food, clothing
 - B. Culture:
 1. Teenager preferences
 2. Popstars machen Mode
 - C. Vocabulary:
 1. Adjectives of describing persons
 2. Compliments and responses
 3. Clothing
 4. Salesperson and customer questions and comments

- D. Structures:
 - 1. Irregular verb review /haben, sein, separable prefix verbs
 - 2. Modal auxiliary review
 - 3. Nominative, Accusative and Dative Case usage
 - 4. Inverted word order
- 2. Kapitel 2: Bastis Plan 2 weeks
 - A. Communication:
 - 1) Obligations and offering help
 - 2) Extending and responding to invitations
 - 3) Telling where you were and what you bought
 - 4) Likes, dislikes and preferences
 - 5) Dating videos / letters to exchange students
 - B. Culture:
 - 1) Mitbringsel, hostess gifts
 - 2) Grocery advertisements
 - 3) Dating
 - C. Vocabulary:
 - 1) Chores and frequency expressions
 - 2) Extending/accepting/refusing invitations
 - 3) Giving reasons
 - 4) Food and gift items
 - 5) Degrees of enthusiasm
 - D. Structures:
 - 1) Transposed word order
 - 2) The conjunctions denn, weil and dass
 - 3) Pronouns
 - 4) Dative Case mastery
 - 5) Imperfekt of sein
- 3. Kapitel 3: Wo warst du in den Ferien? 4 weeks
 - A. Communication:
 - 1) Reporting past events
 - 2) Talking about activities and places
 - 3) Talking about vacations and trips
 - B. Culture:
 - 1) Dresden
 - 2) Frankfurt am Main
 - 3) Vacation destinations and customs
 - 4) Planning a trip in a German-speaking country via the Internet
 - 5) Metric and Currency conversions
 - C. Vocabulary:
 - 1) Film and video expressions
 - 2) Travel and vacation terms
 - 3) Types of hotels and restaurants
 - D. Structures:
 - 1) Perfekt of regular and irregular verbs

- 2) Imperfekt of sein and haben
- 3) Dative vs. Accusative of in and an
- 4) Dative pronouns
- 4. Kapitel 4: Gesund Leben 3 weeks
 - A. Communication:
 - 1) Expressing approval and disapproval
 - 2) Asking for information
 - 3) Responding emphatically or with reservations
 - 4) Asking and telling what you may and may not do
 - B. Culture:
 - 1) German health habits
 - 2) German shopping habits regarding health
 - 3) Bleibt fit und gesund
 - C. Vocabulary:
 - 1) Healthy lifestyle vocabulary
 - 2) Expanded food vocabulary
 - 3) Allergies
 - D. Structures:
 - 1) Reflexive verbs (Accusative and Dative)
 - 2) Jeder and other demonstrative determiners
 - 3) Kein and negation of nouns
 - 4) Dass and wenn clauses
- 5. Kapitel 5: Gesund essen 3 weeks
 - A. Communication:
 - 1) Expressing regret and downplaying
 - 2) Expressing skepticism
 - 3) Expressing strong preferences
 - B. Culture:
 - 1) Cultural eating habits
 - 2) Nutrition / German food pyramid
 - 3) German meals
 - 4) Recipe conversions
 - C. Vocabulary:
 - 1) Extended food vocabulary
 - 2) German meals
 - D. Structures:
 - 1) Dieser and other demonstrative determiners
 - 2) Possessive Pronouns
 - 3) Use of auf in Accusative and Dative
 - 4) Comparatives and Superlatives
- 6. Kapitel 6: Gute Besserung 2 weeks
 - A. Communication:
 - 1) Asking about someone's health
 - 2) Giving advice and suggestions, expressing hope
 - 3) Expressing pain and injury

B. Culture:

- 1) Apotheke vs. Drogerie
- 2) Health and medical procedures and customs
- 3) Sun exposure

C. Vocabulary:

- 1) Health problems
- 2) Common illnesses and injuries
- 3) Parts of the body

D. Structures:

1. Dative reflexive pronouns
2. Dative verbs
3. Inclusive commands
4. Dative case to express excess size amount and cost

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Product, Content, Environment
2. Cooperative learning groups
3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations
12. Simulations/role plays
13. Technology assisted learning
14. Posters /charts, etc.
15. Problem solving
15. Journals
16. Interviews
17. Guided paragraph writing, short essays
18. Contextual structure, vocabulary activities

MATERIALS:

1. Komm Mit Level 2, Winkler, George, Holt, Rinehart and Winston, 2002
2. CD ROMs /audio tapes/ video tapes to accompany texts
3. Supplemental videos and slides
4. Computer software
5. Internet primary sources
6. Miscellaneous realia
7. Magazines
8. Supplemental materials (texts, maps, etc.)
9. Teacher made materials

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Pre-assessment to determine differentiated instruction
2. Differentiated Instruction via Process, Product, Content, Environment
3. Reassessment as appropriate
4. Technology-enhanced instruction
5. Peer tutoring
6. Academic tutorial
7. IST, resource room
8. Guest speakers
9. Field trips
10. Interdisciplinary units
11. Reinforcement of study skills: test taking, study, note taking, organizational skills
12. Independent reading
13. World Language Clubs and special events

PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, performance assessment, and traditional vocabulary and unit tests. Audio and / or videotapes of student performances are maintained.

METHODS OF EVALUATION:

1. Performance assessments (projects, presentations, charts, maps, posters, etc.)
2. Oral proficiency interviews and simulations
3. Quizzes
4. Tests
5. Notebooks
6. Journal entries
7. Class work
8. Participation
9. Homework

INTEGRATED ACTIVITIES:

(Building, refining, and expanding Level II skills in oral and written forms.)

1. Concepts
 - Word order and expanded sentence structure
 - Verb conjugations/multiple tenses
 - Vocabulary
 - Pronunciation and intonation
 - Culture of the target language
 - Study skills

2. Communication (spoken or written form)
 - Refining pronunciation and intonation
 - Use of thematic vocabulary
 - Dialogues or monologues
 - Extended questions and answers
 - Discussion
3. Thinking/Problem Solving
 - Formation of questions and extended responses
 - Use of appropriate sentence structure according to the situation (questions/statements/negatives)
 - Interpretation and analysis of written and oral language
 - Deductive reasoning
4. Application of Knowledge
 - Use of newly acquired skills and information in creating oral and written performance assessments and products
 - Use of information to understand realia
 - Use of grammatical structures to communicate with increased accuracy.
5. Interpersonal skills
 - Sensitivity to cultural differences
 - Cooperative learning groups (paired/group activities)
 - Teamwork
 - Listening skills