

GERMAN II

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 formulate/comprehend sentences, questions, commands, and paragraphs.
 - d. Use basic grammatical structures correctly.
 - e. Differentiate 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. 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)
3. Develop the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
4. Recognize the importance of language learning to career opportunities. (FL Standards 5.1, 5.2)
5. Recognize the importance of technology as a resource too, reinforcement/enrichment tool, and for production of oral or 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
- 1.4 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 FOREIGN 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):

At the conclusion of level II, students will demonstrate achievement level defined in the ACTFL guidelines as Novice-Mid. The distinction between level I and level II achievements will be reflected in the students' command of high frequency vocabulary and structures, use of a wider variety of forms, a larger range of vocabulary needed for survival situations, and an increased comfort level with using learned materials. Students will demonstrate achievement of the standards by:

1. Identify in the target language, concrete categories of words by labeling the object or picture in oral and written activities: (Course Standards 1,2,3,5)
 - food
 - weather
 - free time activities
 - navigating through a city
 - daily shopping tasks
 - talking on the telephone
 - clothing
 - holidays
 - ordinal numbers
 - helping at home
 - making plans
2. Provide basic personal/autobiographical information in the target language by introducing themselves through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)
 - daily tasks
 - getting dressed
 - type of residence
 - free-time activities
 - school routine/schedule
 - shopping
3. Provide biographical information of others (immediate family members, close friends, etc.) by presenting information learned during an interview with another student in oral and written form: (Course Standards 1,2,3,5)
 - free-time activities
 - daily tasks
 - getting dressed
 - holidays
 - personal preferences
 - directions
4. Minimally sustain face-to-face conversations by participating in role-plays (Course Standards 1,2,3,5)
 - ask and answer questions about self and others regarding topics described in chapter performance assessments
5. Identify cultural patterns and describe their similarities and differences. (Course Standards 2)
6. Report on the applicability of foreign language proficiency to careers which interest them as identified on the interest inventory from the guidance department. (Course Standards 2, 4)

DESCRIPTION OF COURSE:

Emphasis in modern foreign language is on effective oral and written communication. The student will further develop the four language skills of listening, speaking, reading,

and writing. The student will further develop a cultural awareness and the study skills needed to promote optimal learning. A variety of activities and materials will foster growth in the areas of pronunciation, vocal, and grammatical structure. Students will be evaluated via tests, quizzes, projects, and performance assessments in the four language skills.

TITLES OF UNITS:

- | | |
|---|---------|
| 1) General review of all concepts from German I | 1 week |
| 2) Buying Clothes (Chapter 5) | 3 weeks |
| a) Communication - to talk about: | |
| i) clothing preferences | |
| ii) physical description | |
| b) Culture | |
| i) rate of exchange | |
| ii) clothing comparisons | |
| c) Vocabulary | |
| i) colors | |
| ii) transaction vocabulary | |
| iii) articles of clothing | |
| d) Structures | |
| i) direct object | |
| ii) irregular verbs | |
| 3) Making Plans (Chapter 6) | 3 weeks |
| a) Communication - to talk about: | |
| i) when you do activities | |
| ii) making plans | |
| iii) ordering food and beverages | |
| b) Culture | |
| i) leisure activities | |
| ii) paying the check | |
| iii) telling time | |
| c) Vocabulary | |
| i) leisure activities | |
| ii) restaurant phrases | |
| iii) time phrases | |
| d) Structures | |
| i) modal verbs | |
| ii) direct object | |
| iii) future tense using "werden" | |
| 4) Helping at home (Chapter 7) | 3 weeks |
| a) Communication - to talk about | |
| i) helping out at home | |
| ii) how often one helps at home | |
| iii) the weather | |
| b) Culture | |

- i) family life
 - ii) the weather
 - iii) German environmental issues
 - c) Vocabulary
 - i) chores
 - ii) frequency words
 - iii) weather vocabulary
 - d) Structure
 - i) modal verbs
 - ii) accusative pronouns
 - iii) informal commands
- 5) Going shopping (Chapter 8) 3 weeks
 - a) Communication - to talk about:
 - i) making daily purchases
 - ii) places to shop in Germany
 - b) Culture
 - i) shopping in Germany
 - ii) weights and measures
 - c) Vocabulary
 - i) quantity words
 - ii) places to shop
 - d) Structures
 - i) introduction to dative
 - ii) modal verbs
- 6) An American in Munich (Chapter 9) 3 weeks
 - a) Communication - to talk about:
 - i) giving directions
 - ii) traveling in Germany
 - iii) things to eat and drink
 - b) Culture
 - i) the German inner city
 - ii) travel in Germany
 - iii) traditional German foods
 - c) Vocabulary
 - i) cardinal directions
 - ii) transportation
 - iii) common menu items
 - d) Structures
 - i) formal and informal commands
 - ii) the dative case
 - iii) accusative indefinite articles
- 7) The Birthday Party (Chapter 11) 2 weeks
 - a) Communication – to talk about:
 - i) buying presents
 - ii) time phrases

- iii) party activities
- b) Culture
 - i) gift giving
 - ii) shopping
 - iii) birthdays
- c) Vocabulary
 - i) birthday gifts
 - ii) ordinal numbers
 - iii) food/drink
- d) Structures
 - i) dative pronouns
 - ii) sentence order
 - iii) accusative case
- 8) Integrated activities
 - a) Study skills - introduced and practiced as appropriate throughout the year
 - b) Career information - throughout the year
 - c) Technology skills - introduced and used as appropriate
 - d) Holiday information - throughout the year as appropriate
- 9) Final exam review 1 week

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Content, Product, 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.

MATERIALS:

1. Komm Mit I, Puryear, Ulrike and Bruschke, Dorothea, Holt-Rinehart-Winston, 1995
2. Tapes to accompany texts
3. Slides, videos
4. Computer software
5. Miscellaneous realia
6. Magazines
7. Supplemental materials - texts, etc.
8. Teacher made materials

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Retesting as appropriate
3. Peer tutoring
4. Academic tutorial
5. Integrated CD ROM software
6. Guest speakers
7. Field trips
8. Interdisciplinary units
9. Teaching of study skills: test taking, study, note taking, organizational
10. Independent reading

PORTFOLIO DEVELOPMENT:

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

METHODS OF EVALUATION:

1. Quizzes
2. Tests
3. Oral proficiency
4. Notebooks
5. Classwork and participation
6. Homework
7. Performance assessments - projects, presentations, charts, maps, posters, etc.

INTEGRATED ACTIVITIES:

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

1. Concepts
 - word order and sentence structure
 - verb conjugations/tenses
 - vocabulary
 - pronunciation and intonation
 - culture of the target language
 - study skills
2. Communication (spoken or written form)
 - correct pronunciation and intonation
 - use of thematic vocabulary
 - dialogues or monologues
 - questions and answers (who, what, when, where, why)

3. Thinking/Problem Solving
 - formation of questions and use of appropriate responses (who, what, when, where, why)
 - use of appropriate sentence structure according to the situation (questions/statements/negatives)

4. Application of Knowledge
 - use of information to create dialogues, monologues
 - use of information to understand realia
 - subject/verb/tense agreement
 - completion of assigned and oral proficiency activities/assessments

5. Interpersonal Skills
 - sensitivity to cultural differences
 - cooperative learning groups (paired/group activities)