

GERMAN IV

LENGTH OF TIME: 90 minutes daily per semester

GRADE LEVEL: 10-12

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:

Students will be able to use the language at an intermediate mid to high range according to the ACTFL (American Council on the Teaching of Foreign Languages) guidelines.

Intermediate-Mid

Students are able to satisfy some survival needs and some limited social demands and are able to formulate some questions. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure time activities. Some evidence of grammatical accuracy in basic constructions is apparent (subject-verb agreement, noun-adjective agreement, and some notion of inflection).

Intermediate-High

Students are able to satisfy most survival needs and limited social demands and show some spontaneity with uneven fluency. Students are able to produce some narration in past or future. A developing flexibility in circumstances beyond immediate survival needs is evident, but limited vocabulary necessitates much hesitation. The commoner tense forms occur but errors are frequent in formation and selection. Students can use question forms. Errors still occur in more complex word order patterns. Students cannot sustain coherent structures in longer utterances or unfamiliar situations. The ability to describe and give precise information is limited. Articulation is comprehensible to native speakers used to dealing with foreigners.

Students will demonstrate achievement of the standards by:

1. Utilize in the target language acquired vocabulary and structures by identifying them and incorporating them in oral and written communication. (Course Standards 1, 2, 4)
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)
 - Food and beverages
 - Pastime activities and places
 - Restaurant menus
 - Describing clothing
 - Vacation plans
 - Countries and vacation destinations
 - Pastime activities and places
 - Descriptions of clothing
 - Place names

- Modes of transportation
3. Sustain face-to-face conversations by participating in role-plays and interviews: (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. Narrate and describe using connected sentences and paragraphs in present and other time frames by responding to prompts within their range of vocabulary. (Course Standards 1, 2, 3, 4, 6)
 - Discuss, answer questions and summarize information based on topical vocabulary
 5. 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)
 6. Analyze cultural patterns and describe their similarities and differences (Course Standards 1, 2, 3, 4)
 7. Link second language proficiency to career opportunities (Course Standards 1, 3, 5, 6)

DESCRIPTION OF COURSE:

In Level IV, the student will demonstrate increased comprehension of longer and more complex authentic sources. The student will expand and refine speaking and writing skills and will be able to summarize, discuss, and express opinions on a variety of themes. The student will also demonstrate a heightened awareness of culturally appropriate behavior.

TITLES OF UNITS:

- 1) General review of all concepts of German III 1 week
- 2) Chapter 7 City or Country 3 weeks
 - A) Communication:
 - Expressing preference and giving a reason
 - Expressing wishes
 - Describing and comparing places
 - B) Culture:
 - Learning about where Germans live
 - Describing German housing preferences
 - C) Vocabulary:
 - Listing and describing general place names
 - Using comparatives and superlatives
 - Describing furniture and buildings
 - D) Structures:
 - Utilizing reflexive dative verbs
 - Describing nouns using indefinite article adjective endings
- 3) Chapter 8 Fairy Tales 3 weeks
 - A) Communication:
 - Expressing ideas using simple past verbs
 - Describing make-believe people and events through narrative composition

- B) Culture:
- Learning traditional fairy tales and their variations
 - Comparing fairy tales with their American counterparts
- C) Vocabulary:
- Acquiring common idiomatic phrases
 - Memorizing frequently-used simple past verbs
- D) Structures:
- Expressing the past using simple past word order
 - Comparing irregular and regular simple past verb forms
 - Using subordinate clauses to express “when” or “if”
- 4) Chapter 9 Vacation 3 weeks
- A) Communication:
- Expressing indecision
 - Asking for and making suggestions
 - Expressing doubt, conviction, and resignation
- B) Culture:
- Explaining where, when and how Germans spend their vacations
 - Learning about various vacation destinations in German-speaking countries
- C) Vocabulary:
- Listing German vacation destinations and methods of travel
 - Listing common places of interest in German cities
- D) Structures:
- Expressing location or direction using doubtful prepositions
 - Expressing indecision using subordinate clauses and the conjunction “ob”
- 5) Chapter 10 Interests 3 weeks
- A) Communication:
- Expressing interests and asking questions regarding interest
 - Expressing assumptions
 - Expressing disagreement, agreement, and surprise.
- B) Culture:
- Learning about German TV and television culture
 - Understanding how Germans relax or spend free time
 - Learning about getting a license in Germany and transportation statistics.
- C) Vocabulary:
- Using television vocabulary to express viewing interest
 - Understanding automobile vocabulary
 - Acquiring vocabulary regarding assumptions, disagreement, agreement, and surprise.
- D) Structure:
- Expressing questions and answers using da- and wo- compounds
 - Expressing interest using reflexive accusative verbs
 - Expressing reasons using subordinate conjunctions
- 6) Chapter 11 Grandmom’s Birthday 2 weeks
- A) Communication:

- Asking for and making suggestions
 - Expressing hearsay
 - Ordering in a restaurant and expressing good wishes
- B) Culture:
- Understanding how German's celebrate birthdays and special events
 - Reading excerpts and online information regarding cultural events
- C) Vocabulary:
- Expressing good wishes and cultural greetings
 - Ordering various ethnic foods commonly served in German restaurants
 - Describing special events and places in Berlin
- D) Structures:
- Using the subjunctive verbs "würde" and "hätte"
 - Using unprecedented adjectives

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
19. Quick Writes
20. Guided Essays
21. Creative Writing
22. Picture descriptions

MATERIALS:

1. Komm mit II!, 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 – fairy tales, children’s books, 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. Classwork
8. Participation
9. Homework

INTEGRATED ACTIVITIES:

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

1. Concepts
 - Complex and compound sentence structure
 - Multiple tense differentiation /Verb conjugations
 - Vocabulary and idioms
 - Pronunciation and intonation

- Culture of the target language
 - Study skills
2. Communication (spoken or written form)
 - Focus on near-native pronunciation and intonation
 - Use of thematic vocabulary
 - Extemporaneous Speech
 - Extended questions and answers
 - Discussion
 - Summaries
 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
 - Circumlocution techniques
 4. Application of Knowledge
 - Use of newly acquired skills and information to create oral and written performance assessments and products
 - Use of information to understand realia
 - Use of complex grammatical structures to communicate with increased accuracy.
 5. Interpersonal skills
 - Sensitivity to cultural differences
 - Cooperative learning groups (paired/group activities)
 - Teamwork
 - Listening skills