

GERMAN I

LENGTH OF TIME: 90 minutes daily per semester (PHS)
42 minutes daily per year (PALMS)

GRADE LEVEL: 8-12

DESCRIPTION OF COURSE:

Emphasis in modern world language is on effective oral and written communication. The student will be introduced to the four language skills of listening, speaking, reading, and writing. The student will also 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, vocabulary, and grammatical structure. Students will be evaluated via tests, quizzes, projects, and performance assessments in the four language skills.

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.(ACTFL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Common Core Standards 1.1, 1.2, 1.3, 1.4, 1.5)
2. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (ACTFL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Common Core Standards 1.2, 1.3, 1.4)
3. Develop the study skills necessary for effective language learning. (ACTFL Standards 3.1, 4.1, 5.1, 5.2)
4. Recognize the importance of language learning to career opportunities. (ACTFL 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. (ACTFL Standards 3.1, 5.1, 5.2)

6. Explain the significance of and create a model of a cultural concept of the language studied. (ACTFL Standards 2.1, 2.2, 3.2, 4.2, 5.2) (PA Common Core Standards 1.2, 1.3, 1.4, 1.5)

RELATED PA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

- 1.1 Foundational Skills
- 1.2 Reading informational text
- 1.3 Reading Literature
- 1.4 Writing
- 1.5 Speaking and Listening

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:

At the conclusion of level I, students will demonstrate achievement showing the progression from Novice-Low towards Novice-Mid as defined in the ACTFL guidelines. Students will be able to:

1. Identify in the target language, concrete categories of words by labeling the object or picture-flash cards in oral and written activities: (Course Standards 1,2,3,5)

- numbers 0 – 100
- colors
- body parts
- school supplies
- classroom objects
- school subjects
- classroom objects
- telling time
- days of the week
- animals
- leisure time activities
- invitations
- times of the day
- clothing

2. Provide basic autobiographical information in the target language by introducing yourself through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)

- name
- age
- place of origin
- place of residence
- likes, dislikes, and preferences
- school day (schedule, time, subjects)
- favorites (food, beverage, color, class)
- interests
- activities after school and on weekends

3. Provide biographical information of others (immediate family members, close friends, etc.) by presenting information learned during a written project to be presented in oral and written form: (Course Standards 1,2,3,5)
 - name
 - age
 - place of origin
 - place of residence
 - likes, dislikes, and preference
 - school day (schedule, time, subjects)
 - favorites (food, beverage, color, class)
 - interests
 - activities after school and on weekends

4. Provide information in the target language through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)
 - place of origin
 - place of residence
 - objects in a backpack
 - describe school
 - describe interests/activities of friends and self
 - describe day
 - describe pets
 - activities after school and on weekends
 - describe clothing

5. Minimally sustain face-to-face conversations on a variety of topics by participating in written and oral role-plays: (Course Standards 1, 2 ,3,5)
 - greet and bid farewell
 - introduce self
 - ask and answer questions about personal information (What's your name? Where are you from? Where do you live? How old are you? What do you and your friends like to do after school on the weekends? What school subjects do you like and dislike? What do you do on a typical day?)
 - survival situations (identifying international words, asking questions, agreeing to/canceling appointments, shopping)
 - make appointments and suggestions (time and place)
 - likes, dislikes, and preferences

6. Recognize the importance of foreign language skills by listing careers where foreign language proficiency is beneficial. (Course Standard 4)

7. Research and explain, through a written report, a cultural concept of the language studied. In addition, create a model to accompany the written report that represents the cultural concept selected. Research paper and student created model will follow the directions and grading guidelines as outlined in the 8th Grade World Language informational packet. (Course Standards 2, 6)

TITLES OF UNITS:

Introduction Chapter – Total Physical Response

***1 week**

Communication

- Understanding and giving movement commands (jump, run, turn around, stop, left, right, forward, backward, shake, walk, point, laugh, smile, open, shut, etc.)
- Asking and answering question about name

Vocabulary (understanding)

- Body parts
- Basic school supplies (book, notebook, pencil, pen, paper)

Structure

- Spelling and pronunciation rules

Culture

- Relationship between PA Dutch and German
- German-speaking countries
- German names

Chapter 1: Was weißt du über D-A-CH?

***2 weeks**

Communication

- Ask and answer questions about people and things
- Say hello and goodbye
- Spell words
- Count from 0 to 20

Vocabulary

- International words (cognates)
- Numbers 0 to 20
- The alphabet

Structure

- Question words (*wer, wo, was*)
- Intonation (stressed syllables)

Culture

- Basic geography of D-A-CH countries (Germany, Austria, Switzerland)
- Famous sites, people, and food from the D-A-CH countries
- Formal versus informal ways to say hello and goodbye
- Similarities between English and German

Chapter 2: Die Medien-AG

***3 weeks**

Communication

- Introduce yourself
- Ask and answer questions about your name, home town, country, age, and interests.
- Write an email in German

Vocabulary

- Countries
- Cities
- Hobbies
- Comparing languages

Structure

- Regular verbs in the singular
- *mögen* and *sein* in the singular
- Question words (*wie, wo, woher*)
- Pronunciation (sentence rhythm)

Culture

- Popular sports and other hobbies
- Clubs in German schools
- Differences in email-writing between German-speaking countries and the United States

Chapter 3: Mein Schultag

***2 weeks**

Communication

- Discuss objects in the classroom
- Discuss items in your backpack
- Ask and answer questions about what you/a friend like(s)
- Ask and answer questions about objects and information

Vocabulary

- School items
- Classroom objects

Structure

- Articles (definite and indefinite) in the nominative
- Negation (using *kein*)
- Compound nouns
- Yes/No questions
- Word order for statements and questions

Culture

- Importance of writing utensils (*Mäppchen, Füller*)
- German classrooms

- *Pausenbrot*

Chapter 4: Schule...Schule...Schule

***3 weeks**

Communication

- Talk about your school day (schedule, times, subjects)
- Ask and answer questions about school
- Tell time
- Count to 100
- Express favorites

Vocabulary

- School subjects
- Days of the week
- Numbers to 100
- School vocabulary (schedule, grades, teacher, etc.)

Structure

- Plural forms of verbs
- Personal pronouns
- Nouns
- Questions (*Wann? Wie viele? Wie spät? Hast du?*)
- Introduction to inverted word order

Culture

- German school system
- *Schultüte*
- German school schedules
- German grading system
- 24 hour time system
- Formal/Informal address

Chapter 5: Meine Lieblingstiere

***1 week**

Communication

- Say what or whom you like or don't like
- Describe pets

Vocabulary

- Animals
- Colors

Structure

- Possessive adjectives (nominative and accusative) in the singular
- Ask and answer questions using verbs with accusative
- Definite and indefinite articles in accusative

Culture

- German pets
- Dogs originating from Germany

Chapter 6: Lust auf Freizeit?

***3 weeks**

Communication

- Ask and answer questions about free time activities
- Make appointments and suggestions (time and place)
- Agree to and cancel appointments
- Describe your day
- Say what you do not like/have and cannot do

Vocabulary

- Free time activities
- Separable-prefix verbs
- Review of animals and hobbies

Structure

- Separable-prefix verbs
- Preposition *in* + accusative
- Negation with *nicht* and *kein*

Culture

- Typical day for a German teenager
- Popular free time activities
- Talking on the phone/cell phone

Chapter 7: Was ich alles mache...

***2 weeks**

Communication

- Compare/Say what you do/do not find good/better and what you prefer to do
- Talk about clothes (if you like or dislike them and your opinion)
- Purchase and pay for clothes
- Talk about interests

Vocabulary

- Free time vocabulary (in addition to the vocabulary learned in chapter 6)
- Time expressions

- Clothes
- Colors (review)

Structure

- Irregular verbs
- Sentence word order after time elements (inverted word order)
- Noun-verb combinations
- Comparisons of adjectives (*gern-lieber, gut-besser*)

Culture

- Typical after-school and weekend activities
- Currency
- Shopping

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Content, Product, Environment
2. Cooperative learning groups
3. Listening/reading activities and strategies
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

MATERIALS:

1. geni@I Klick, König, Michael; Koithan, Ute; Scherling, Theo; Funk, Herrmann, Langenscheidt, 2011
2. CD's/DVD's to accompany texts
3. Workbooks to accompany texts
4. Intensive trainers to accompany texts
5. Slides, videos
6. Computer software
7. Miscellaneous realia
8. Magazines
9. Supplemental materials - texts, maps, etc.
10. Teacher made materials – flashcards, proficiency cards, etc.

METHODS OF ASSISTANCE AND ENRICHMENT:

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

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, audio and/or video tapes of student performances, and traditional vocabulary and unit tests. Showcase portfolio must include at least one entry from the following two categories:

1. One complete chapter performance assessment (oral proficiency questions, written and taped role plays, grading sheet, rubric, etc.)
2. One cultural enrichment project (including reaction sheet, rubric, report, and project evidence).

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:

1. Concepts
 - subject pronouns
 - present tense conjugations
 - vocabulary
 - pronunciation and intonation
 - culture of the target language
 - word order and sentence structure
 - study skills

- adjectives
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 agreement
 - completion of assigned oral proficiency activities/assessments
 5. Interpersonal Skills
 - sensitivity to cultural differences
 - cooperative learning groups (paired/group activities)

RELATED FOREIGN LANGUAGE STANDARDS:

Communication

- 1.1 Students engage in conversation to provide and obtain information
- 1.2 Students understand and interpret written and spoken language on variety of topics
- 1.3 Students present information to listeners or readers on a variety of topics

Cultures

- 2.1 Student understands practices and perspectives of the culture
- 2.2 Student understands relationship between products and perspectives of the culture

Connections

- 3.1 Students reinforce knowledge of other disciplines through foreign language
- 3.2 Students recognize distinctive viewpoints available through foreign language and culture

Comparisons

- 4.1 Students demonstrate understanding through comparisons of the language studied and their own

- 4.2 Students demonstrate understanding through comparisons of the culture studies and their own

Communities

- 5.1 Students use the language both within and beyond the school setting
- 5.2 Students show evidence of life-long learner and use for personal enjoyment and enrichment