

Blackhawk School District

CURRICULUM

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| Course Title: | German IV |
| Course Number: | 0624 |
| Grade Level(s): | 11 th -12th |
| Periods Per Week: | 5 |
| Length of Course: | Year |
| Credits: | 1 credit |
| Faculty Author(s): | Erich Stamer |
| Date: | December 2009; Revised Mar '10 |

MISSION:

A foreign language is an exciting and valuable tool that helps students communicate effectively with and develop a respect for other cultures. Through reading, speaking, listening, and writing, students gain a broadened perspective of the world as well as a better understanding of their own language. As they develop these skills, students are empowered to compete and succeed in a global society.

COURSE DESCRIPTION:

The fourth year German course will be entirely conducted in German with a complete review of grammar. Dialogue between instructor-student and student-student set in different environments will be targeted, in conjunction with the reading of German newspapers and magazines and the viewing of German videos. Two written reports, which must be presented orally, are part of this course requirement.

TEXT: No text used.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

| COURSE OUTLINE | OBJECTIVES (PA standard) | PROPOSED TIME / ACTUAL TIME | RESOURCES | LESSON REFLECTION (for future revisions) |
|--|--|-----------------------------|---|--|
| <p>INTENSIVE REVIEW OF ALL SYNTAX AND PERTINENT VOCAB FROM I-III LEVELS</p> <p>All 4 Cases 1. Nominative 2. Accusative 3. Dative 4. Genitive</p> <p>All Modals A. Present B. Past</p> <p>A. Konnen Sollen Durfen Mussen Wollen Mochten</p> <p>B. Konnten Sollten Durften Mussten Wollten Mochten</p> <p>USE OF MODALS IN SENTENCE STRUCTURES, ROLE/POSITION OF THE 2ND VERB</p> <p>PREPOSITIONS A. 6 Accusative B. 9 Dative C. 9 2-way D. 8 Genitive C.O.L.A. vs. L.S.D. (Change Of Location=Accusative) (Location Shows Dative)</p> | <p>12.1.A (Stage 1) Know the basic sound system and spelling pattern of the target language 12.1.A (Stage 2) Refine knowledge of the sound system and spelling patterns of the target language. 12.1.A (Stage 3) Know details of the sound system and spelling patterns of the target language. 12.1.A (Stage 4) Know and compare distinct regional accents of the sound system of the target language. 12.1.B (Stage 1) Know common vocabulary forms and structures used in basic speaking and writing. 12.1.B (Stage 2) Know expanded vocabulary forms and structures used in basic speaking and writing. 12.1.B (Stage 3) Know advanced vocabulary and idiomatic expressions used in basic speaking and writing. 12.1.B (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections. 12.1.C (Stage 1) Recognize common vocabulary terms through listening and reading. 12.1.C (Stage 2) Recognize expanded vocabulary terms through listening and reading. 12.1.C (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections. 12.1.D (Stage 1) Know simple sentence and question structures in order to communicate. 12.1.D (Stage 2) Know simple sentence and question structures in order to communicate about memorable and upcoming events. 12.1.D (Stage 3) Know simple, compound and complex sentence and question structures in order to</p> | <p>50</p> | <p>Review Sheets</p> <p>Study Guides</p> <p>Test</p> <p>Quizzes</p> <p>German Grammar Websites</p> | |

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| <p>ARTICLE IN ALL 4 CASES</p> <p><u>N</u> <u>A</u> <u>D</u> <u>G</u> M DER DEW DEM DES F DIE DIE DER DER N DAS DAS DEM DES P DIE DIE DENEN DER</p> <p>INDEFINITE ARTICLES</p> <p>M EIN EINEN EINEM EINES F EINE EINE EINER EINER N EIN EIN EINEM EINES P keine keine keinen keener</p> <p>SYNTAX CODE</p> <p>S = subject CV = Conjugated verb SE = Sentence elements QW = Question Word RV = Root Verb Normal: S – CV – SE Inverted: CV – S – SE? Inverted: QW – CV – S – SE? Transposed: ..., S – SE – CV Command: RV – SE!</p> <p>CONJUGATION CODE</p> <p>ICH – E WIR EN DU – ST IHR T ER } SIE } T SIE } EN ES } SIE }</p> | <p>communicate and comprehend.</p> <p>12.1.D (Stage 4) Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past, and upcoming events.</p> <p>12.1.E (Stage 1) Identify words from the target language that are commonly used in English.</p> <p>12.1.E (Stage 2) Identify words in English that have origins in the target language.</p> <p>12.1.E (Stage 3) Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.1.E (Stage 4) Describe the influence of historical events in the target culture / language that have an impact on the English language and culture.</p> <p>12.1.1.A (Stage 1) Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.1.1.A (Stage 2) Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival proficiency.</p> <p>12.1.1.A (Stage 3) Speak and model phrases and sentences with refined pronunciation, rhythm, and intonation with accuracy and cultural understanding.</p> <p>12.1.1.A (Stage 4) Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers.</p> <p>12.1.1.B (Stage 1) Speak and write common vocabulary, phrases and structures during activities with eh teacher, classmates and family. (i.e.</p> | | | |

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| <p>PREPOSITIONAL PHRASES</p> <ul style="list-style-type: none"> • How Preps Signal Case <p>“UM” STRUCTURE</p> <ul style="list-style-type: none"> • When it is used and how • Syntax of “UM” Structure <p>VERBS</p> <ul style="list-style-type: none"> • Regular vs. Irregular • Weak vs. Strong (past) <p>“IEREN” Verbs</p> <p>Compound Verbs</p> <p>A. Seperable</p> <p>B. Inseperable</p> <p>USE OF THE “BERR RIFLE”</p> <p>UMBER</p> <p>“BE, ER”</p> <p>“GE, VER”</p> <p>UNTER</p> <p>ENT, ER, ZER</p> <p>To determine seperable from inseperable</p> <ul style="list-style-type: none"> • Dative verbs • Impersonal verbs | <p>Greetings, farewells, and courtesy expressions; Formal and informal forms of address; Numbers and dates; Daily life skills; Basic question words; Classroom commands)</p> <p>12.1.1.B (Stage 2) Speak and write expanded vocabulary, phrases and structures in dialogs of short essays. (I.e. Nationalities; Occupations; Age Groups' Food and beverages; Sports and leisure; School; Anatomy)</p> <p>12.1.1.B (Stage 3) Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language. (Medical terms; Money exchange; Purchases; Use of transportation and communications; Lodging arrangements)</p> <p>12.1.1.B (Stage 4) Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication. (Social customs in the target language; Personal relationships; Current and past events; Poems, dramas and stories)</p> <p>12.1.1.C (Stage 1) Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs. (i.e. Time expressions; Weather expressions; Colors; Likes and dislikes)</p> <p>12.1.1.C (Stage 2) Comprehend simple spoken conversations and written sentences using an expanded vocabulary in dialogs and short essays (i.e. Question formation, Daily Schedules and school schedules; Personal information exchange; Directions and commands)</p> <p>12.1.1.C (Stage 3) Comprehend spoken and written sentences and paragraphs using an advanced</p> | | | |

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| <p>PAST TENSE</p> <p style="text-align: center;">Simple Past Vs. Complex Past</p> <p>When to use which one.</p> <p>“TDN” verbs</p> <p>Verbs which need an extra E when conjugating.</p> <p>SIMPLE PAST CONJUGATION CODE</p> <p>TE TEN TEST TET TE TEN</p> <p>DETERMINING HELPING VERB FOR PAST PARTICIPLE FROM COMPLEX PAST</p> <p>PASSIVE VOICE OF VERBS</p> <p>is being (written) was (written) has been (written) had been (written) will be (written) will have been (written)</p> <p>USE OF MAN ALONG WITH JEMAND, NIEMAND, EINER, KEINER, WER AS INDEFINITE PRONOUNS</p> | <p>vocabulary terms from textbooks, newspapers, student readers, and magazines. (I.e. Public figures; Historical figures; Major news events)</p> <p>12.1.1.C (Stage 4) Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories (I.e. Politics, problem solving; Environment; Art and literature; History)</p> <p>12.1.1.D (Stage 1) Use simple sentence and question structures in speaking and writing. (I.e. memorized words; phrases; expressions, facts about family)</p> <p>12.1.1.D (Stage 2) Use simple sentence and question structures to communicate about daily activities, social amenities and personal information.(I.e. new sentences using previously learned material; original questions; spontaneous responses to questions; face-to-face conversations)</p> <p>12.1.1.D (Stage 3) Develop and use simple, compound, sentence and question structures to communicate and comprehend.(I.e. face-to-face initiated conversations; simple survival tasks; a simple letter; main ideas of culturally authentic materials; compositions)</p> <p>12.1.1.D (Stage 4) Discuss how speakers and writers use various sentence structures to convey meanings. (Sentences combined into paragraphs; comparative expressions; past and future events; hypothetical statements; complicated survival statements; main ideas and details of live and recorded discussions; lectures and multimedia about current and past events; spoken or written summaries)</p> | | | |

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| <p>CONDITION/CONCLUSION SYNTAX</p> <ul style="list-style-type: none"> • “If...then <p>SUBJUNCTIVE MOOD</p> <ul style="list-style-type: none"> • The use of WURDEN, HATTEN and WAREN • Present and past <p>ADJECTIVE ENDINGS</p> <ul style="list-style-type: none"> • When no ending is needed • Endings according to gender and case • “OFF” or “ON” chart <p>SYNTAX MASTERY FOR EFFECTIVE SPEAKING</p> <ul style="list-style-type: none"> • Ability to express same sentence in a variety of tense and mood <p>She is studying studied has studied had studied will study has to study will have to study would study would have studied would have to study would have had to study had to study in order to pass the test</p> | <p>12.3.A (Stage 1) Identify fundamental products and customs of the target culture.</p> <p>12.3.A (Stage 2) Describe the products and customs of the target culture.</p> <p>12.3.A (Stage 3) Explain a variety of services, products, and customs of the target culture.</p> <p>12.3.A (Stage 4) Analyze unfamiliar products, customs, and institutions of the target culture.</p> <p>12.3.B (Stage 1) Know typical expressions and gestures for basic social interactions in the target culture.</p> <p>12.3.B (Stage 2) Explain cultural patterns of daily social interaction.</p> <p>12.3.B (Stage 3) Assess cultural patterns in a variety of social settings.</p> <p>12.3.B (Stage 4) Analyze the misconceptions that occur in cross-cultural situations.</p> <p>12.3.C (Stage 1) Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> <p>12.3.C (Stage 2) Explain similarities and differences of daily activities between cultures.</p> <p>12.3.C (Stage 3) Compare and contrast the similarities and differences in social institution between cultures.</p> <p>12.3.C (Stage 4) Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.</p> <p>12.3.1.A (Stage 1) Discuss the fundamental products and customs of the target culture in the target language (Flags; Landmarks; Names; Culture-specific foods and crafts)</p> | <p>30</p> | | |

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| <p>WITHIN SYNTAX THE FOLLOWING ARE REVIEWED</p> <ul style="list-style-type: none"> • Conjugations • Adverbs • Gerunds • Relative clauses <p>GERMAN IV</p> <p>READINGS</p> <ul style="list-style-type: none"> • “Roberts Erste Stelle” • Deutschland Heute • German Readers Digest • Articles from German Life Magazine • Handouts of readings in poetry and prose • Focus Magazine • Videos: “Baader-Meinhof”, “Das Leben Der Anderen” • Worksheet Sources: Univ. of Pitt. Vassar Notre Dame Penn State <p>MATH COMPUTATIONS</p> <ul style="list-style-type: none"> • The ability to handle multiplication, division, addition, subtraction • Dates (ordinal) • Numbers (cardinal) • Years (historic) | <p>12.3.1.A (Stage 2) Discuss the products and customs of the target culture in simple sentences in the target language. (Holidays; Famous people and their contributions; Menus and schedule)</p> <p>12.3.1.A (Stage 3) Speak and write about cultural aspects of services, products and customs in the target language. (Cultural reenactments; Commerce and tourism; Popular Culture)</p> <p>12.3.1.A (Stage 4) Speak, write, and read about unfamiliar products, customs, and institutions of the target culture. (I.e. system of government; economic development; educational system; environmental concerns)</p> <p>12.3.1.B (Stage 1) Use culturally appropriate memorized expressions and gestures for basic social interactions. (I.e. greetings and leave-takings; Familiar and polite forms of address, common courtesies)</p> <p>12.3.1.B (Stage 2) Write and perform simple role-plays reflecting daily life in a culturally competent manner. (Making purchases and placing orders; Table manners and eating customs; Telephone and letter etiquette; School classes and activities)</p> <p>12.3.1.B (Stage 3) Generate spontaneous oral and written role-plays and interviews in a culturally competent manner. (I.e. expressions of emotion; Conversations with speakers of the target culture; Negotiating everyday business routines)</p> <p>12.3.1.C (Stage 1) Model life skills and social interactions in the target language culture and in one's own culture (I.e. concepts of time and punctuality; daily and peer relationships; daily routine; knowledge</p> | <p>40</p> | <p>Text: Kaleideskop ✓ Poetry ✓ Short stories ✓ Interview ✓ Historical perspectives</p> <p>Internet sources</p> | |

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| <p>SITUATIONAL APPLICATIONS</p> <p>Confrontations “Verbal fencing, thrust & parry w/instructor or other student “Weekend reports” TV & movies (German)</p> <p>ASSESSMENT</p> <p>Oral daily interaction w/instructor Grading period: overall impression grade (subjective grading) Writing skills weighted less than oral</p> <p>AGAT (all German all times)</p> <p>A. Points deducted for “premeditated English”</p> <p>B. All classroom activity (except grammar reviews) to be done in German</p> <p>OTHER ASSESSMENT AND LEARNING OPPORTUNITIES</p> <ul style="list-style-type: none"> • German Breakfasts <ul style="list-style-type: none"> ✓ Students have breakfast with the teacher ✓ Voluntary at local restaurants twice per month | <p>local community where the target language is used and how and why the target language is necessary.</p> <p>12.5.B (Stage 1) Know where in the national community the target language and culture are experienced.</p> <p>12.5.B (Stage 2) Identify national resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.B (Stage 3) Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.B (Stage 4) Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.C (Stage 1) Know where the target language is spoken in the global community.</p> <p>12.5.C (Stage 2) Identify global resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.C (Stage 3) Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.C (Stage 4) Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.D (Stage 1) Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities.</p> <p>12.5.1.B (Stage 1) Respond to simple questions and interpret simple messages on a national level (i.e. newspapers and magazines, audio and video tapes,</p> | | <p>Out of classroom</p> | |

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| <p>CHRISTMAS: German Church Service in Pitts followed by dinner at German restaurant</p> <p>GERMAN CEMETARY RECLAMMATION PROJECT</p> <ul style="list-style-type: none"> ✓ Twice per year and voluntary Saturdays ✓ Counts towards Community Service ✓ 10 year ongoing project | <p>key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.B (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community (i.e. career exploration, ethnic celebrations, entertainment -movies, plays, concerts, museums)</p> <p>12.5.1.B (Stage 3) Name national employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.C (Stage 1) Introduce one's self, respond to simple questions and interpret simple messages on a global level. (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.C (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community (i.e. career exploration, ethnic celebrations, entertainment -movies, plays, concerts, museums)</p> <p>12.5.1.C (Stage 3) Name global employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.D (Stage 1) Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local, national and global communities. (schools and families, offices and airports, hospitals and police stations, newspapers and magazines, libraries and bookstores, radio and TV, telephones and Internet)</p> <p>12.5.1.D (Stage 2) Use speaking, writing and reading to compare and connect the local, national and global</p> | | | |

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| | <p>resources in English speaking communities with the target language resources in those communities. (Bookstores, libraries, newspapers and magazines, radio and TV, Internet and website searches)</p> <p>12.5.1.D (Stage 3) Use speaking, writing and reading to compare and connect the local, national and global employment opportunities for these who speak English and those who speak English and the target language. (Newspapers, employment agencies, unemployment office, college placement offices)</p> <p>12.5.1.D (Stage 4) Use speaking, writing and reading to compare and connect available opportunities in the local, national and global English speaking communities with the target language opportunities to counties involvement for lifelong learning and personal enjoyment (movies and videos, drama and sports, museums and archives, Social Service agencies)</p> | | | |