

# Blackhawk School District

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## CURRICULUM

Course Title:	German I
Course Number:	0621
Grade Level(s):	9 <sup>th</sup> -12th
Periods Per Week:	5
Length of Course:	Year
Credits:	1 credit
Faculty Author(s):	Erich Stamer
Date:	December 2009; Revised Mar '10

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### 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 first year of German seeks to develop a basic understanding of the language. The individual begins by learning everyday expressions then slowly acquires vocabulary imperative for short conversations. A gradual, increasing emphasis on comprehension, speaking and writing skills is stressed through the use of the Total Physical Response Instruction method.

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)
<ul style="list-style-type: none"> <li>• <b>Intro. of lang. sound system</b></li> <li>• <b>The English “TH” vs. the German “CH”</b></li> <li>• <b>The “Schwarzenegger Effect”</b></li> <li>• <b>Phonetic vs. Romance Lang.</b></li> <li>• <b>Pre-conceived notions about German</b>  <ul style="list-style-type: none"> <li>I. <b>Hollywood Influence</b></li> <li>II. <b>Culture Biases</b> <ul style="list-style-type: none"> <li>A. <b>TV</b></li> <li>B. <b>History</b></li> </ul> </li> </ul> </li> <li>• <b>Sounding of vocabulary</b></li> <li>• <b>Intro. of TPR (Total Physical Response) and its role of language learning</b></li> <li>• <b>The Role of grammar within the confines of TPR</b></li> <li>• <b>TPR Vocab - Centered on Classroom</b></li> </ul>	<p>12.1.A (Stage 1) Know the basic sound system and spelling pattern of the target language</p> <p>12.1.A (Stage 2) Refine knowledge of the sound system and spelling patterns of the target language.</p> <p>12.1.A (Stage 3) Know details of the sound system and spelling patterns of the target language.</p> <p>12.1.A (Stage 4) Know and compare distinct regional accents of the sound system of the target language.</p> <p>12.1.B (Stage 1) Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.B (Stage 2) Know expanded vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.B (Stage 3) Know advanced vocabulary and idiomatic expressions used in basic speaking and writing.</p> <p>12.1.B (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections.</p> <p>12.1.C (Stage 1) Recognize common vocabulary terms through listening and reading.</p> <p>12.1.C (Stage 2) Recognize expanded vocabulary terms through listening and reading.</p> <p>12.1.C (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections.</p> <p>12.1.D (Stage 1) Know simple sentence and question structures in order to communicate.</p> <p>12.1.D (Stage 2) Know simple sentence and question structures in order to communicate about memorable and upcoming events.</p> <p>12.1.D (Stage 3) Know simple, compound and complex sentence and question structures in order to</p>	<p>Vocab. 100-135</p> <p>Grammar 20-25</p> <p>History 10-15</p> <p>Worksheets Study Guides Test: All are self authored</p>	<p>No text</p> <p>TPR text</p> <p>Film Lola Rennt (3 parts)</p>	

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<p>i.e. Nouns: table, chairs, board, pencil, paper, teacher, student, ceiling, floor, etc.</p> <p>i.e. Verbs: stand up, walk, stop, sit down, write, open, close, turn on/off, erase, give, take, etc.</p> <p>i.e. adj.: good, bad, fast, slow, small, huge, pretty, friendly, unfriendly, etc.</p> <ul style="list-style-type: none"> <li>• Importance of student participation in TPR exercises (phys)</li> <li>• TPR intro. of syntax</li> </ul> <p>Mastering the “sentence code”</p> <ol style="list-style-type: none"> <li>1. normal</li> <li>2. Inverted verb 1<sup>st</sup></li> <li>3. Inverted interrogative 1<sup>st</sup></li> <li>4. Transposed word order</li> <li>5. Command Form</li> <li>6. Combination of any of the previous 5.</li> </ol> <ul style="list-style-type: none"> <li>• All German – No English during TPR</li> </ul>	<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. Greetings, farewells, and courtesy expressions;</p>			

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<ul style="list-style-type: none"> <li>• <b>Establishing a German “Learning Culture” within classroom through the German All the Time (AGAT)</b></li> <li>• <b>Moving from TPR to TVR (Total Verbal Response)</b></li> <li>• <b>“On the Spot” Dialogue</b>  <b>Challenging student with impromptu questions/statement using a variety of subjects</b></li> <li>• <b>No one word answers accepted – at the minimum only phrases</b></li> <li>• <b>Having student accept the fact that a lot of mistakes will be made, but to move on, continue speaking.</b></li> <li>• <b>The role of the CV (conjugated verb) within syntax – its importance in sentence structure</b></li> <li>• <b>The role (or non-role) of the verb to be and to do in English vs. German.</b></li> </ul>	<p>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 vocabulary terms from textbooks, newspapers,</p>			

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<ul style="list-style-type: none"> <li>• <b>Why German uses less words – with to do and to be being understood</b></li> <li>• <b>Constant practice of “On the Spot” Q&amp;A and conversation</b></li> <li>• <b>Repeated drills on the sentence code</b></li> <li>• <b>Introduction of E (Erich) ST (Stamer)</b>  T } 10  EN }  T } 10  EN }</li> <li>• <b>For quick comprehension of conjugation.</b></li> <li>• <b>English Conjugation vs. German conjugation</b></li> <li>• <b>Reiterate and Reinforce the role of verb within the “e-ST-10-10”</b></li> <li>• <b>Use of quick translations</b></li> <li>• <b>Getting student to think in German for better syntax</b></li> </ul>	<p>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> <p>12.3.A (Stage 1) Identify fundamental products and customs of the target culture.</p>			

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<ul style="list-style-type: none"> <li>• <b>Grammar (1st semester) centers on sentence code and conjugation code</b></li> <li>• <b>Verb Tenses</b> <ul style="list-style-type: none"> <li>1. Present</li> <li>2. Intro to past through the use of “war” (was)</li> </ul> </li> <li>• <b>The role of compound verbs</b></li> <li>• <b>Extra credit outside of the classroom by speaking w/the teacher in community setting</b></li> <li>• <b>Movie: Lola Rennt staccato style of movie dialog</b></li> <li>• <b>Moves into a cultural lesson if Germany</b></li> <li>• <b>Teacher is native and source of cultural information i.e.</b> <ul style="list-style-type: none"> <li>❖ daily life</li> <li>❖ food</li> <li>❖ entertainment</li> <li>❖ music</li> <li>❖ history</li> <li>❖ teen life</li> <li>❖ The Autobahn</li> <li>❖ Drinking Age (attitude toward alcohol and its history)</li> </ul> </li> </ul>	<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>12.3.1.A (Stage 2) Discuss the products and customs of the target culture in simple sentences in the target</p>			

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<ul style="list-style-type: none"> <li>* Guest Speaker(s)</li> <li>• Exchange student from neighboring schools</li> <li>• Native Living in Community</li> <li>* Introduction of Past Tense (2<sup>nd</sup> semester)</li> <li>• Review role of WAR</li> <li>• Intro Simple past and complex past</li> <li>• The role of Haben and Sein in the formation of past tense</li> <li>*Future &amp; Subjunctive</li> <li>*Prepositions (1<sup>st</sup> semester)</li> <li>• Students taught the hardest ones first (2 WAR preps)</li> <li>Umber – unter-vor-hinter-neben-gegen-an-auf-in-mit</li> <li>*TPR PROPS</li> <li>• Animals (figurines)</li> <li>A. 60 animals</li> </ul>	<p>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 of stereotypes; cultural sensitivity)</p>			

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<ul style="list-style-type: none"> <li>• <b>Food (plastic)</b> <ul style="list-style-type: none"> <li>A. <b>80-100 food items:</b> Rice-fruit-plate-cup- meat-cereal-spices</li> </ul> </li> <li>• <b>Vehicles (toys)</b> <ul style="list-style-type: none"> <li>A. Car</li> <li>B. Trucks</li> <li>C. Special vehicles Ambulance Tow truck Fire engine Police cars Garbage truck</li> </ul> </li> <li>• <b>Family (figures)</b> Mother/father Brother/sister Aunt/uncle Niece/nephew</li> <li>* Use of PROPS for story telling</li> <li>*Body Parts</li> <li>• Using TPR Commands</li> <li>• “Gunfighter Game” for quick “Body Think”</li> <li>*COGNATES</li> <li>• The many German Cognates in English</li> <li>• History of Anglo-Saxons influence on English</li> </ul>	<p>12.3.1.C (Stage 2) Write about and dramatize cultural similarities and differences in daily activities in the target language. (i.e. youth, school and leisure culture; concept of personal space and distance; relationships with adults and authority figures; work ethic).</p> <p>12.3.1.C (Stage 3) Read, interpret, discuss and write about cultural similarities and differences in specific social interactions n two cultures. (i.e. educational process; personal healthcare and survival; family).</p> <p>12.3.1.C (Stage 4) Read, discuss, write and make a presentation about a culture's transitions, customs and lifestyles that represent its perspectives, beliefs and assumptions. (I.e. Peer and family relationships; Gender issues in the family and workplace; Institutional infrastructures)</p> <p>12.3.1.D (Stage 1) List and relate content subject words used in English that have origins in the target language (I.e. metric, geometry, lento, a capello, allegro, tango, soccer, Olympics, Fahrenheit, Celsius)</p> <p>12.3.1.D (Stage 2) Read and comprehend simple sentences from the target language/culture in other school content areas. (I.e. recipe instruction and cooking terms, map reading, monetary systems and conversions)</p> <p>12.5.A (Stage 1) Know where in the local and regional community the target language and culture are useful</p> <p>12.5.A (Stage 2) Identify local resources for gathering information for practical purposes and for personal enjoyment</p> <p>12.5.A (Stage 3) Identify employment areas in the local community where the target language is used</p>			



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<ul style="list-style-type: none"> <li>• <b>German settlers U.S. and their role on city names, i.e. BURG</b></li> <li>• <b>The value of knowing German</b></li> <li>• <b>84 German companies in Pittsburgh area</b></li> </ul> <p><b>*50 Verbs (most common)</b></p> <ul style="list-style-type: none"> <li>• <b># of verbs student must know by end of year, i.e. eat, sleep, go , fly, speak, give, take, do, watch, look at, hit, drive</b></li> </ul> <p><b>Goal:</b></p> <p><b>1) Fluency entering on student life, family, activities</b></p> <p><b>2) Mastering 10-15 normal sentence struct.</b></p> <p><b>*Use of 6 MODALS</b></p> <ul style="list-style-type: none"> <li>• <b>Most commonly used modals</b></li> </ul> <p><b>A. Want</b></p> <p><b>B. MUST</b></p> <p><b>C. CAN</b></p> <ul style="list-style-type: none"> <li>• <b>Their use w/2<sup>nd</sup> verbs</b></li> </ul>	<p>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, key pals, pen pals, Internet, Radio, TV)</p>			

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	<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 resources in English speaking communities with the</p>			

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	<p>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>			