



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

<p>Course Title: German 4</p> <p>Grade Level(s): 11-12</p> <p>Units of Credit: 1</p> <p>Classification: Elective</p>	<p>Length of Course: 30 cycles</p> <p>Periods Per Cycle: 6</p> <p>Length of Period: 43 minutes</p> <p>Total Instructional Time: 129 hours</p>
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*Course Description*

This course is designed to present the language in its natural order: listening, reading, speaking, and writing. It is designed to serve as a preparatory class for those students planning on pursuing Advanced Placement (AP) German as a senior. The students will acquire and apply vocabulary, grammar, and cultural understandings while reflecting on and discussing authentic texts and videos. The students develop skills in the German language that parallel those that they need in English, such as using examples from a text to support a thesis. The students work toward a job interview at the end of the year that incorporates the vocabulary and grammar that they practiced throughout the year.

*Instructional Strategies, Learning Practices, Activities, and Experiences*

<p>Maps</p> <p>Listening Activities</p> <p>Question/Answer</p>	<p>Communication Activities</p> <p>Songs</p> <p>Discussion</p> <p>Games</p>	<p>Technology</p> <p>iPad Apps</p> <p>Authentic Videos Online</p> <p>Excerpts from Sommer im Möwenweg</p>
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*Assessments*

<p>iPad Apps: Formative</p> <p>Quizzes</p> <p>Class Participation</p>	<p>Speaking Tests</p> <p>Projects</p> <p>Presentations</p>	<p>Writings</p> <p>Identifying Text Examples</p>
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*Materials/Resources*

<p>Supplemental Sources:</p> <p>Teacher-made Materials, Realia, Media Center, and Technology</p>		
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Adopted: 1/27/1988

Revised: 9/3/1991, 7/21/1999, 3/29/2005, 8/21/06, 5/3/07, 5/21/18

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Schulsysteme (School Systems)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify adjectives to describe students and teachers.</li> <li>• Identify differences between the German and American school systems.</li> <li>• Describe characters from the story "Moritz, der Musikfrosch."</li> <li>• Identify quotes in the text to defend their choices of adjectives for the main characters.</li> </ul>	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Write the German equivalents of the adjectives.</li> <li>• Identify characteristics of the German and American school systems as "German" or "American."</li> <li>• Answer questions to demonstrate comprehension of "Moritz, der Musikfrosch."</li> <li>• Read text segments and describe characters in that moment.</li> <li>• Describe the main characters and use three in-text quotes to explain the choices.</li> <li>• Describe themselves, one parent, a successful German 4 student, and a successful German 4 teacher using five different adjectives for each.</li> </ul>

Schulsysteme (School Systems) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>            Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.            1.1 ~ Interpersonal Communication            1.2 ~ Interpretive Communication            1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>            Interact with cultural competence and understanding.            2.1 ~ Relating Cultural Practices to Perspectives            2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>            Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.            3.1 ~ Making Connections            3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>            Develop insight into the nature of language and culture in order to interact with cultural competence.            4.1 ~ Language Comparisons            4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>            Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.            5.1 ~ School and Global Communities            5.2 ~ Lifelong Learning</p>

das Leben eines Schülers (The Life of a Student)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the German equivalents of applicable verbs.</li> <li>• Describe their own and others' actions using regular and irregular verbs in the present tense.</li> <li>• Identify appropriate word order in German.</li> <li>• Ask and answer "yes/no" and question-word questions.</li> <li>• Express for how long someone has been doing something using "seit."</li> <li>• Identify the German equivalents of applicable school nouns.</li> <li>• Connect thoughts using coordinating and subordinating conjunctions.</li> </ul> <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> <li>1. Read <i>Sommer im Möwenweg, Kapitel 2</i>.</li> <li>2. Discuss differences in families and experiences with pets.</li> </ol>	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Write the German equivalents of the verbs.</li> <li>• Complete sentences using the appropriate forms of regular and irregular verbs.</li> <li>• Verbally describe the <i>Keine Panik</i> story using appropriate verb forms and word order (wann, wie, and wo).</li> <li>• Explain in writing how Nina is (not) like a typical American teenager using examples from the story.</li> <li>• Record a description of themselves and a good friend using appropriate forms of verbs in the present tense, appropriate word order, (wann, wie, wo) and a few coordinating conjunctions.</li> <li>• Create sentences in writing using appropriate word order, complete and create sentences with appropriate coordinating conjunctions and write questions to proceed a variety of responses, including "yes/no" responses.</li> <li>• Explain in writing how the main character in "Die Mittagspause" is (not) like other girls using quotes from the text.</li> <li>• List quotes from the text to defend five statements about the main character in "Die Mittagspause."</li> <li>• Write the German equivalents of the applicable school nouns.</li> <li>• Describe the lunch period using the appropriate forms of regular and irregular verbs, coordinating and subordinating conjunctions, appropriate word order, and adjectives.</li> </ul>

das Leben eines Schülers (The Life of a Student) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>            Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.            1.1 ~ Interpersonal Communication            1.2 ~ Interpretive Communication            1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>            Interact with cultural competence and understanding.            2.1 ~ Relating Cultural Practices to Perspectives            2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>            Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.            3.1 ~ Making Connections            3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>            Develop insight into the nature of language and culture in order to interact with cultural competence.            4.1 ~ Language Comparisons            4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>            Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.            5.1 ~ School and Global Communities            5.2 ~ Lifelong Learning</p>

das Leben zu Hause Teil A (Life at Home Part A)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify house vocabulary.</li> <li>• Express the position of furniture and to where a person moves it using accusative, dative, and two-way prepositions.</li> <li>• Describe furniture and its location and/or movement using adjectives and appropriate endings with "a."</li> </ul> <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> <li>1. Read and discuss Sommer im Möwenweg Kapitel 5 und 8.</li> <li>2. Play Schokoladenspiel.</li> <li>3. Prepare deutsche Pfannkuchen.</li> </ol>	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Write the German equivalents of the furniture vocabulary with the corresponding words for "the."</li> <li>• Verbally describe furniture and its position in rooms.</li> <li>• Describe to a partner where to put furniture in a room with partner drawing for comparison.</li> <li>• Complete sentences in writing describing a new house, what is has, where the old furniture is, and where the family places new furniture.</li> <li>• Write 15 or more sentences to describe typical activities at home during the month of December using the present tense, appropriate word order, adjectives, and appropriate endings with "a," and various prepositions.</li> </ul>

das Leben zu Hause Teil A (Life at Home Part A) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>

die Futur: Berufe, Karriere und Pläne (The Future: Occupations, Careers, and Plans)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify a variety of jobs and careers and the corresponding words for “the” in German.</li> <li>• Express what people do in various jobs.</li> <li>• Describe advantages and disadvantages of living in the city vs. in the country.</li> <li>• Describe their future plans using the conditional mood.</li> </ul> <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> <li>1. Watch <i>Jojo sucht das Glück</i>, Folgen 1-5</li> <li>2. Describe the characters, their jobs, and their experiences in the city of Köln.</li> </ol>	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Write the German equivalents of the jobs and careers.</li> <li>• Write the German equivalents of the verbs/actions people do in various jobs and careers.</li> <li>• Write advantages and disadvantages for living in the city.</li> <li>• Describe in writing whether they prefer to live in the city or in the country after high school and why.</li> <li>• Answer comprehension questions about videos of different careers.</li> <li>• Verbally describe why careers are (not) suitable for them.</li> <li>• Write ten sentences using the conditional mood with “if, then” statements to describe their future plans.</li> </ul>

die Futur: Berufe, Karriere und Pläne (The Future: Occupations, Careers, and Plans) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>            Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.            1.1 ~ Interpersonal Communication            1.2 ~ Interpretive Communication            1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>            Interact with cultural competence and understanding.            2.1 ~ Relating Cultural Practices to Perspectives            2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>            Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.            3.1 ~ Making Connections            3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>            Develop insight into the nature of language and culture in order to interact with cultural competence.            4.1 ~ Language Comparisons            4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>            Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.            5.1 ~ School and Global Communities            5.2 ~ Lifelong Learning</p>

das Leben zu Hause Teil B (Life at Home Part B)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe their family's morning routines using appropriate transitional words.</li> <li>• Describe typical breakfast foods in Germany.</li> <li>• Describe their own and others' likes, wishes, responsibilities, acquired skills, and goals using modal verbs.</li> <li>• Describe the process of acquiring a job.</li> </ul> <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> <li>1. Read <i>Sommer im Möwenweg</i>, Kapitel 10</li> <li>2. Make German popcorn and participate in German karaoke.</li> </ol>	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Complete sentences using appropriate verb forms and reflexive pronouns to describe a family's routine.</li> <li>• Record themselves describing their own family's routine, using reflexive and non-reflexive verbs, transitional words, conjunctions, adjectives and endings with "a," rooms in the house, and house vocabulary.</li> <li>• Write the German equivalents of a variety of breakfast foods.</li> <li>• Answer comprehension questions about a breakfast food advertisement and a talk show discussion about the number of kids who eat breakfast before school and how others are helping to improve the numbers.</li> <li>• Describe themselves in writing including what they like to do, wish to do, can do (skills), have to do (responsibilities), and plan to do using modal verbs (the beginning of a resume).</li> <li>• Answer comprehension questions about a job interview they read.</li> <li>• Write the German equivalents of the nouns needed to describe the process of acquiring a job.</li> <li>• Complete sentences using the appropriate adjective endings with words for "the" with subjects, direct objects, and indirect objects.</li> <li>• Describe in writing the process of acquiring a job, using reflexive and non-reflexive verbs, transitional words, including coordinating and subordinating conjunctions, modal verbs, and direct and indirect objects.</li> </ul>

das Leben zu Hause Teil B (Life at Home Part B) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>

Erfahrungen beschreiben (Describe Experiences)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe events that happened in stories and in real life using the past tense.</li> <li>• Describe the significance of the events in stories and in real life using the past tense.</li> </ul> <p>*Enrichment and Expanded Opportunities</p> <ol style="list-style-type: none"> <li>1. Watch <i>Jojo sucht das Glück</i>, various episodes.</li> <li>2. Discuss and describe what happened in the episodes and similar experiences in the students' past.</li> </ol>	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Write the German equivalents of verbs in the written and spoken forms of the past tense.</li> <li>• Answer questions to demonstrate comprehension of the short story "Der Stift."</li> <li>• Answer questions to demonstrate comprehension of the short story "Der Lacher."</li> <li>• Answer questions to demonstrate comprehension of the fairy tale "Die Bremer Stadtmusikanten."</li> <li>• Describe the events in <i>Jojo sucht das Glück</i> using verbs in the past tense.</li> <li>• Make a recording to describe themselves in three adjectives and how they have demonstrated those characteristics through experience.</li> </ul>

Erfahrungen beschreiben (Describe Experiences) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>

Das Klassentreffen (The Class Reunion)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Express what they would do at a class reunion.</li> <li>• Express what they would have done differently in high school.</li> <li>• Express what they would have had to, wanted to, and should have done differently in life.</li> </ul> <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> <li>1. Watch <i>Jojo sucht das Glück</i>, various episodes.</li> <li>2. Discuss and describe what happened in the episodes and similar experiences in the students' past.</li> </ol>	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Identify the uses of the past tense and give examples of each.</li> <li>• Translate sentences with the same verb in the following tenses: present, past, subjunctive, subjunctive past, and subjunctive past with a modal verb.</li> <li>• Discuss what would happen at the ideal class reunion and create a poster to guide the presentation of their ideas to the group.</li> <li>• Share given situations verbally, what they would do differently in those situations to achieve a better outcome.</li> <li>• Describe in writing what they would do if they could, what they would have done if they had been able to do it.</li> </ul>

Das Klassentreffen (The Class Reunion) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>

Das Interview (The Interview)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Answer six interview questions in German to demonstrate how they are the best candidate for the job of their choice.</li> </ul> <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> <li>1. Watch Jojo's two interviews in <i>Jojo sucht das Glück</i>.</li> <li>2. Discuss and evaluate Jojo's responses and her qualifications for the jobs.</li> </ol>	<p>Objectives/Assessments (Formative an Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Write the German equivalents of adjectives to describe themselves.</li> <li>• Create a resume to describe themselves and their accomplishments.</li> <li>• Use the resume to answer the interview questions using the present tense, the past tense, adjective endings with "a" and "the," modal verbs and the future tense, and the conditional and subjunctive moods.</li> </ul>

Das Interview (The Interview) Continued	
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	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>