

# **Southern Regional High School District Course of Study**

**Department**

**World Language**

**Course Number 5210**

**Course Title:**

**German 1**

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**June 2008**

## **Essential Questions of the Course:**

- 1. What is culture?**
- 2. How does culture define who we are?**
- 3. How does language serve as a vehicle for transmitting a culture?**
- 4. How do I communicate, function and interact in another culture?**

## **Assessments:**

- 1. Students will complete tasks and assessments that address the modes of communication (interpretive, interpersonal, and presentational. Assessments that relate to the perspectives, practices, and products will address the uniqueness and diversity of Germanic cultures throughout the world.**
- 2. Students will develop and submit projects to provide thoughtful evidence of their competency and proficiency as learners of German. These assessments target student responsibility, meta-cognition and the dispositions needed to function and interact in another culture.**
- 3. Students will complete tests and quizzes and collaborative tasks.**

**Unit Title: Introduction to German I - How is German similar to English?**

**Essential Questions of the Unit:**

- 1. Why study German?**
- 2. How can I introduce myself in German?**
- 3. How does German culture compare to American culture?**

**Assessments:**

- 1. Students will produce and present a poster of German speaking countries labeling capitals, major cities. They are scored using a rubric. (Interpretive and presentational)**
- 2. Students will complete tests, quizzes and projects on the Internet and collaborative work. (Interpretive, interpersonal, and presentational)**

## **Content:**

### **Vocabulary:**

1. Names of countries where German is spoken.
2. Famous people, historical events, and places in Brandenburg.
3. Greeting one another using formal and informal forms.
4. Asking someone's name and giving theirs.
5. Asking who someone is.
6. Talking about places of origin.
7. Talking about how someone gets to school.

### **Grammar:**

1. Forming questions
2. Definite articles der, die, das.
3. Indefinite articles ein, eine, ein
4. Object pronouns and "sein"
5. The familiar form: du and ihr
6. The formal Form: Sie
7. Present Tense Verb Forms (gehen, wohnen, heissen)
8. Reform of spelling rules.
9. Cognate - (comes from recognize)
10. Sprichwort -Es geht drunter und druber-

### **Culture:**

1. Geography
2. Countries, regions
3. Famous people with German background, historical events.
4. Brandenburg.

## **Skills:**

- 1. Pronouncing words**
- 2. Greeting one another**
- 3. Posing and responding to patterned questions**
- 4. Spelling familiar words**
- 5. Listening and reacting appropriately to TPR commands**
- 6. Imitating and recognizing German phonemes**
- 7. Using familiar German words and phrases in classroom.**

## **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding of German and its phonetic system primarily through listening.**
- 2. To have students begin to use German in speaking and writing.**
- 3. To enable students to understand simple spoken German in the classroom setting.**
- 4. To provide students with opportunities for usage of the language.**
- 5. To familiarize students with the geographical regions where German is spoken.**
- 6. To begin to learn about German-speaking countries, famous people, and their accomplishments.**

## **New Jersey Core Curriculum Content Standards:**

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

### **Time Frame of Unit:**

**Four weeks**

## **Instructional Activities:**

1. **TPR- teacher to students and students to students**
2. **Oral paired dialogues using greetings and introductions**
3. **Situations where student develop and use familiar expressions appropriately**
4. **Write and present dialogues in pairs using greetings, introductions, asking for someone's age and other expressions.**
5. **TPR story - <Wer bist du>**
6. **Using the Internet, students log on to "Komm mit nach Brandenburg" and research information about the city and state.**
7. **Development of project, "Why study German?"**

## **Materials and Resources:**

1. **Internet activity**
2. **Story - < Wer bist du?>**
3. **Project - <Darf ich mich vorstellen?>**

## Classroom Expressions:

**Hort gu zu!**  
**Wiederholt!**  
**Alle Zusammen!**  
**Noch einmal!**  
**Lauter bitte!**  
**Passt auf!**  
**Antwortet!**  
**Beantwortet die/diese Frage!**  
**Fragt!**  
**Macht eure Bucher auf, Seite....!**  
**Macht eure Hefte auf, Seite....!**  
**Nehmt ein Stuck Papier' raus!**  
**Nehmt einen Bleistift oder Kuli!**  
**Schreibt!**  
**Lest!**  
**Fangt jetzt an!**  
**Weiter!**  
**Macht eure Bucher zu!**  
**Macht eure Hefte zu!**  
**Geht an die Tafel!**  
**Seht an die Tafel!**  
**Schreibt ....an die Tafel!**  
**Seht mich an!**  
**Seht euch den Videoteil (die Bildfolien) an!**  
**Steckt die Diskette in den Computer!**  
**Das ist richtig!**  
**Das ist falsch!**  
**Das ist sehr gut!**  
**Gut!**  
**Prima!**  
**Ausgezeichnet!**  
**Wo ist der Fehler!**  
**Buchstabiert das!**  
**Wie heisst das auf Deutsch (Englisch)?**  
**Danke.**  
**Hausaufgaben/Schularbeit.**  
**Fur morgen...**  
**Gebt mir eure Hausaufgaben! (Schularbeit)!**  
**Wir schreiben eine Klassenarbeit.**  
**Wer weiss es?**  
**Auf Deutsch bitte!**  
**Seid ihr fertig?**  
**Ruhe bitte.**  
**Ich weiss es nicht.**

**Nochmal bitte.  
Ich verstehe das nicht.  
Was bedeutet...?  
Wie sagt man....?  
Ich habe eine Frage.**

**Unit Title: Hobbies and Pastimes (Sports and Recreational Activities)**

**Essential Questions of the Unit:**

1. How do Germans spend their leisure time?

**Assessments:**

1. Students will create and perform original dialogues based on particular situations. This task assesses writing and speaking skills, and students understanding of the language using as a theme their interests and expressing their likes or dislikes. (Interpretive, interpersonal, and presentational)
2. Students will research and present in class what teenagers in German-speaking countries do in their free time particular in the cities of Berlin and Hamburg. (Interpretive, interpersonal, and presentational)
3. Students will prepare and present a PowerPoint presentation of how they spend their free time in German. (Interpretive and presentational)
6. Students will take tests and quizzes and complete projects and collaborative learning tasks. (Interpretive, interpersonal, and presentational)

## **Content:**

### **Vocabulary:**

1. Sports and pastime activities
2. Days and months
3. Seasons
4. Time expressions.
5. Likes and dislikes
6. Expressing an opinion.
7. Agreeing and disagreeing. (Stimmt, stimmt nicht)
8. Location of places
9. Samstag/Sonnabend
10. Taschengeld, Mofa, Kleingarten.
11. Present tense of spielen, machen, schwimmen, tanzen, malen)
12. Sprichwort -Morgen, morgen, nur nicht heute, sagen alle faulen Leute.

### **Grammar:**

1. Question words: Wie?Wo?Was?Wer?Wie viel?
2. Formation of questions.
3. Inversion of time elements.
4. Verbs: stems and endings
5. Verbs that end in -eln.
6. Vowel combinationa -ie, ei, and the letters J and z.
7. Word order.

### **Culture:**

1. Why do Germans ride their bikes almost everywhere?
2. What about soccer?
3. Typical sports and recreational activities of other countries in Europe
4. Famous German athletes
5. Berlin and Hamburg, the Castle of Sanssouci, Bornstedter See, Nikolaikirche, der Berliner Zoo.

## **Skills:**

- 1. Talking about interests**
- 2. Expressing likes and dislikes**
- 3. Saying when you do various activities**
- 4. Asking for an opinion and expressing your own**
- 5. Agreeing and disagreeing**
- 6. Listening and reacting appropriately to TPR commands**

## **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding of Germans and their pastime activities.**
- 2. To have students express their opinion of likes dislikes about pastime activities.**
- 3. To enable students to communicate with each other about pastime activities and interests.**
- 4. To learn about popular pastimes in German speaking countries**
- 5. To learn about famous German athletes**
- 6. To provide students with opportunities to communicate in the language using familiar vocabulary and expressions.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit: Four weeks**

### **Instructional Activities:**

- 1. Write and present paired dialogues related to interests and incorporating the verbs: spielen, machen, schwimmen, sammeln.**
- 2. Write a letter to a pen pal introducing themselves, telling where they are from, the kinds of activities they are involved and interested in, their likes/dislikes and preferences.**
- 3. TPR story < Spiel und Spass> erste,zweite,dritte stufe.**
- 4. Project related to extra-curricular activities: sports, celebrations/traditions such as homecoming, band/music, school newspaper.**
- 5. Internet activity on the cities of Berlin and Hamburg and points/sites of interests for site-seeing.**

### **Materials and Resources:**

- 1. TPR story <Spiel und Spass>**
- 2. Internet Projects**
- 3. Newspapers <Current Events on Sports in European Countries>**

## **Materials and Resources:**

- 1. Story - < Komm mit nach Hause>**
- 2. Project**
- 3. CD-ROM Program.**

**Unit Title:**        **What is the German society like?**

**Essential Questions of the Unit:**

- 1.     How do Germans live?**
- 2.     How do they live?**
- 3.     How do the Germans define family?**

**Assessments:**

- 1.     Students will produce a family tree as an introduction to their German host family. They will be able to introduce and describe the various family members in their family tree. (Interpretive and presentational)**
- 2.     Students will be able to produce and describe a miniature reproduction of their real or imaginary house using German. (Presentational)**
- 3.     Students will create and perform original dialogues based on particular situations. (Interpretive, interpersonal, and presentational)**
- 4.     Students will complete tests, quizzes and projects on the Internet and collaborative work. (Interpretive, interpersonal, and presentational)**

## **Content:**

### **Vocabulary:**

1. **Rooms in the house**
2. **Items of food**
3. **Family members**
4. **Expressions for giving opinions concerning rooms/furniture**
5. **Numbers 21-100**
6. **Describing people**
7. **Describing furniture**
8. **Colors**
9. **Various areas to live**
10. **Time expressions**
11. **Expressions of courtesy**

### **Grammar:**

1. **The mochte forms**
2. **The pronouns**
3. **The possessive adjectives mein, dein, sein**
4. **The vowel o and u. The s, ss, and B**

### **Culture:**

1. **Privacy in Germany**
2. **Numbering the floors in buildings**
3. **Calling family members with nicknames**

## **Skills:**

- 1. Talking about where they and others live**
- 2. Offering something to eat and drink and responding to an offer**
- 3. Saying please, thank you, and you are welcome**
- 4. Describing a room**
- 5. Talking about and describing family members**
- 6. Describing people**
- 7. Answering a telephone call**
- 8. Introducing someone else**
- 9. Creating and recording a conversation between a host or hostess and a guest**

## **Purpose / Rationale of the unit:**

- 1. To develop an understanding of how Germans live.**
- 2. To have students use German to describe their surroundings and their family members.**
- 3. To enable students to offer someone foods and beverages and be able to respond keeping in mind the cultural differences.**
- 4. To have students develop and respond to a short telephone conversation and use the telephone system in Germany.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**Four weeks**

## **Instructional Activities:**

1. **TPR story telling <Komm mit nach Hause>**
2. **Development and presentation of oral paired dialogues given a certain situation**
3. **Write and present a project using the thematic vocabulary and expressions learned**  
**Oral skills and pronunciation will be assessed, as well as content and linguistic accuracy.**
4. **Dictation of a short story to focus on accurate spelling in German.**
5. **Development of a story via transparency**
6. **Interaction with CD-ROM Program**
7. **To create and record a conversation between a host or hostess and a guest**
8. **To write a list, an e-mail message, a postcard, or a journal entry**
9. **Development and presentation of a PowerPoint project related to the home.**

## **Materials and Resources:**

1. **Story - < Komm mit nach Hause>**
2. **House Project**
3. **CD-ROM Program.**

**Unit Title: What are the similarities and differences between educational systems in Germany and the United States?**

**Essential Questions of the Unit:**

1. How does the daily life of a German student differ from that of an American student?
2. How does the German school schedule compare to that of an American schedule?

**Assessments:**

1. Students will prepare a poster of their school schedule listing all school subjects and after school activities and compare it with a school schedule of a German student, listing five differences and similarities in their schedule. (Interpretive and presentational)
2. Students will prepare and present a progress report card of a German student and compare it with a progress report card of an American student. (Interpretive and presentational)
3. Students will write a short paragraph describing what they do on a typical Saturday using some of the activities learned. (Presentational)
4. Students will visit the state of Schleswig-Holstein and the town of Wedel and complete a project on the Internet. (Interpretive)
5. Students will complete tests, quizzes and collaborative learning tasks. (Interpretive, interpersonal, and presentational)

## **Content:**

### **Vocabulary:**

1. **School subjects**
2. **Time expressions**
3. **Time expressions during the day**
4. **Numbers**
5. **Responding to good and bad news**
6. **Following/giving directions**
7. **Grading systems in German schools**
8. **Classroom objects and school supplies**
9. **Location of items (prepositional phrases)**
10. **Directions (norden, osten, westen, suden)**

### **Grammar:**

1. **The verbs: haben, sein, kaufen**
2. **Nouns in plural**
3. **Using Lieblings**
4. **Understanding compound words.**
5. **Definite article in the accusative singular (den, die, das)**
6. **Question words Wer? Wen? Was?**

### **Culture:**

1. **Germany**
2. **German curriculum (Courses of study)**
3. **The German educational system**
4. **German grading system**
5. **The 24-hour clock**
6. **German currency and Euro currency**

## **Skills:**

- 1. Talking about class schedules; using a schedule**
- 2. Talking about time; sequencing events**
- 3. Expressing likes, dislikes and favorites**
- 4. Responding to good news and bad news**
- 5. Talking about prices; pointing things out**
- 6. Reading ads for school supplies and becoming familiar with German money**
- 7. Describing daily routines and sequencing events**
- 8. Giving general information about German and the state of Schleswig-Holstein**

## **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding of German school system.**
- 2. To have students begin to use German in speaking and writing about purchasing school supplies and other articles.**
- 3. To enable students to understand simple spoken German in the classroom setting.**
- 4. To provide students with opportunities for usage when inquiring, describing, preferences in reference to various school subjects.**
- 5. To understand and use the German monetary system.**
- 6. To have a broad sense of the cultural differences in school systems of Germany and the United States.**

**New Jersey Core Curriculum Content Standards:**

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**Four to five weeks**

### **Instructional Activities:**

1. **Oral paired dialogue between a salesperson and a customer in a school supply store.**
2. **Situations where student develop and use expressions appropriately**
3. **Writing and performing dialogues using school subjects, time expressions and grades**
4. **TPR story - <Alles fur die Schule> erste, zweite and dritte stufe**
6. **Using the Internet students log on to “Komm mit nach Schleswig-Holstein und die Stadt Wedel” finding information on a city and state**
7. **Developing and presenting a project on the differences between the American school system and one in a German-speaking country.**

### **Materials and Resources:**

1. **Internet activity**
2. **Story - <Alles fur die Schule>**
3. **Project**

**Unit Title: What do teenagers in German-speaking countries usually wear?**

**Essential Questions of the Unit:**

- 1.    How do American clothes differ from German clothes?**
- 2.    How does the European monetary system compare to that of the United States?**

**Assessments:**

- 1.    Students will design a German mail order clothing catalog featuring clothing for teenagers. They will prepare a short written description in German for each item in their section of the catalog, including fabric, colors and sizes available. (Interpretive and presentational)**
- 2.    Students will complete tests, quizzes and collaborative work. (Interpretive, interpersonal, and presentational)**

## **Content:**

### **Vocabulary:**

1. **Articles of clothing.**
2. **Vocabulary used to express wishes.**
3. **Vocabulary used to comment on and describe clothing.**
4. **Vocabulary used to give and respond to compliments.**
5. **Vocabulary used when trying on clothes.**
6. **Vocabulary related to department stores in Germany.**

### **Grammar:**

1. **Definite and indefinite articles in the accusative case.**
2. **The Modal auxiliaries: mochten, müssen, wollen, mögen dürfen, können, sollen.**
3. **Verbs with separable-prefix (anziehen, ausprobieren, aussehen)**
4. **Negation no or not any (kein)**
5. **Words used for emphasis**
6. **Direct object pronouns**
7. **Verbs (nehmen, kaufen)**

### **Culture:**

1. **European sizes of clothing**
2. **Department stores in Germany**
3. **Shopping hours in Germany**
4. **Major sales in Germany**
5. **National costume of Germany**

### **Skills:**

1. **Talking about clothes**
2. **Talking about sizes of clothing and colors**
3. **Expressing wishes, describing clothes, giving compliments and responding to them**
4. **Making suggestions and asking about prices.**
5. **Talking about department stores and shopping hours.**

### **Purpose / Rationale of the unit:**

1. **To develop a conscious understanding about clothes (sizes, prices)**
2. **To have students begin to use German in speaking and writing about purchasing clothes and describing their articles of clothing.**
3. **To become familiar with clothing sizes in Germany**
4. **To provide students with opportunities for usage when inquiring, describing, preferences in reference to various articles of clothing.**
5. **To understand and use the German monetary system and**
6. **To enable students to understand and communicate in German in the classroom setting using familiar vocabulary and grammatical structures.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit: Four weeks**

### **Instructional Activities:**

1. **Oral paired dialogue between a salesperson and a customer in a department store.**
2. **Situational role-plays where students use expressions appropriately.**
3. **Writing and performing dialogues using articles of clothing, sizes, store hours and the German monetary system.**
4. **TPR story - <Klamotten kaufen> erste, zweite and dritte stufe.**
5. **Using the Internet, students log on to “Komm mit zum Kaufhaus to find certain clothing articles.**
6. **Develop and present a project involving a mail-order clothing catalog.**

### **Materials and Resources:**

1. **Internet activity**
2. **Project**

**Unit Title: What weekend activities and hobbies are teenagers involved in, in Germany?**

**Essential Questions of the Unit:**

1. **In what kind of weekend activities are German teenagers involved?**

**Assessments:**

1. **Students will create dialogues, where they start a conversation, order food and beverages, talk about how something tastes and pay the check using the German monetary system. (Interpretive, interpersonal, and presentational)**
2. **Students will retell orally and in writing a familiar story using pictures. (Interpretive and presentational) This assessment focuses on students' ability to write, speak, and listening comprehension of German in context.**
3. **Students will research, develop and present an authentic menu of a German restaurant. (Interpretive and presentational)**
4. **Students will produce a short video segment of a dialogue between two or more students ordering and receiving food in a German restaurant. (Interpretive, interpersonal, and presentational)**
5. **Students will complete tests, quizzes and collaborative work. (Interpretive, interpersonal, and presentational)**

## **Content:**

### **Vocabulary:**

1. **Vocabulary for ordering food and beverages.**
2. **Phrases for fun activities and places of entertainment.**
3. **Vocabulary related to typical German foods and meals.**
4. **Functional expressions and vocabulary to complete conversations.**
5. **Expressions of feelings and emotions.**

### **Grammar:**

1. **The verb wollen**
2. **The verb wissen (to know)..**
3. **Future tense.**
4. **Verbs with stem vowel change (essen, fahren, gefallen, geben, lesen, sehen, sprechen)**
5. **Words giving emphasis to a question (denn, weil, mal, halt,doch)**

### **Culture:**

1. **A variety of eating places in Germany**
2. **Eating times in Germany**
3. **Typical German menu**
4. **Germans and after-school activities**
5. **Wages and taxes in Germany.**

### **Skills:**

- 1. Starting a conversation involving telling time and finding out how German students spend their free time**
- 2. Making plans**
- 3. Reading and interpreting an authentic German menu**
- 4. Ordering food and beverages and paying the check**
- 5. Starting a conversation about foods and how something tastes**

### **Purpose / Rationale of the unit:**

- 1. To have a broad sense of the cultural differences of eating habits, foods, and meals in Germany and the United States.**
- 2. To have students use German in speaking and writing about choosing from a menu and ordering at a café or restaurant.**
- 3. To enable students to understand simple spoken German in the classroom setting.**
- 4. To provide students with opportunities to communicate in German when making requests, expressing likes and dislikes and giving advice about various German foods.**
- 5. To understand and use the German monetary system as well as paying the check.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**Four to five weeks**

## **Instructional Activities:**

- 1. Identification and classification of foods in German**
- 2. Oral paired dialogue between a waiter/ waitress and customer in a restaurant.**
- 3. Situational role-plays requiring students to use familiar vocabulary expressions and structure appropriately.**
- 4. Write and perform dialogues related to ordering typical German food and beverages from a menu in a café or restaurant.**
- 5. Develop, write, and present a German cooking show. Students will research a typical German recipe and prepare a cooking show for a German audience.**
- 6. Students will develop and present a dialogue or complete a situational role play involving making plans.**

## **Materials and Resources:**

- 1. Internet activity**
- 2. Story**
- 3. Project**