

## MACOPIN MIDDLE SCHOOL

### I. COURSE TITLE:

German 1

### II. TEXTBOOKS:

Komm Mit! George Winkler. Holt, Rinehart, and Winston, New York, 2000.

Komm Mit! Practice and activity book

### III. COURSE DESCRIPTION:

The emphasis of this German 1 course is on communication. This will enable students to begin to function in a changing technological society and a global marketplace. The approach is based on the communicative purposes of young people--to invite, to exchange ideas, to inquire, to exclaim, to express emotions, etc. These communicative functions, along with basic grammar and vocabulary, are presented in culturally authentic situations that appeal to teenagers. Recognizing that students learn German best by doing, this course is filled with a variety of reading, writing, listening, and speaking student-centered activities that promote both learning and application of the German language.

In addition, students become familiar with foreign language career opportunities, German social behaviors and gestures, and the geography of the German-speaking countries.

### IV. COURSE OBJECTIVES:

Upon successful completion of the requirements for this course, the student will master the following state-mandated core content standards for Level 1:

- A. Communication (Standard 7.1) encompasses students' abilities to communicate at a basic literacy level in German by using the four language areas of listening, reading, speaking, and writing.

Descriptive Statement: Meaningful communication is the exchange of thoughts, messages, or information through speech, gestures, behavior, or a combination of these. It is through communication that we express ourselves and transmit or receive information. For these exchanges to be meaningful, students need to communicate about, understand, and interpret written or spoken language on a variety of topics in the language studied. The key to successful communication is know how, when, and why to say what to whom. This standard focuses on interpersonal communication.

1. Listening

- a. Comprehend simple statements, directions, and questions.
  - b. Comprehend basic information in simple connected prose (e.g., conversations, narratives) of varying lengths that may contain some unfamiliar material.
  - c. Comprehend some elements--familiar words and phrases, setting, tone, etc.-in material produced for native speakers of the language or in other connected text spoken at a normal rate of speech. Students can use visual clues to derive meaning.
  - d. Understand some words and phrases in the language which are commonly used in English (e.g., sauerkraut, kindergarten, and zeppelin).
  - e. Use materials, resources, and technology as tools to develop listening skills.
2. Reading
- a. Comprehend print material containing learned structures and vocabulary.
  - b. Understand the concept and some details of simple connected prose (e.g., dialogues and advertisement) in a familiar context which may contain some unfamiliar material.
  - c. Understand the concept and some details of simple, short texts (e.g., menus, invitations, and entertainment guides) produced for native speakers of the language. Meaning may be derived from contextual clues, visuals, formatting, cognates, and borrowed words, as well as from comprehension of the language itself.
  - d. Use materials, resources, and technology as tools to develop reading skills.
    - (1) Foreign language glossaries
    - (2) Periodicals prepared for foreign language students
    - (3) Authentic print materials, such as current foreign language periodicals, catalogues, telephone books, cards, menus, etc.
    - (4) Web sites for research and vocabulary development
3. Speaking
- a. Express details of their everyday lives and past experiences in a variety of familiar everyday situations; e.g., greetings, school expressions, sports, hobbies, traveling in Germany, family relationships, grocery shopping, and planning a party.
  - b. Create and respond to simple phrases, questions, and sentences.
  - c. Engage in original and spontaneous conversations in controlled familiar situations, using vocabulary and structures that have been taught and practiced.
  - d. Be understood by native speakers who are used to interacting with nonnative speakers by organizing thoughts into coherent oral speech.
  - e. Describe people, places, things, and events with some details.
  - f. Generate and respond to short messages such as invitations, directions, announcements, and appointments.
  - g. Interact with appropriate responses in limited social settings and basic situations.
  - h. Use materials, resources, and technology as tools to develop speaking

- skills.
4. Writing
    - a. Write words, phrases, sentences, and short, simple paragraphs using material that has been previously taught and practiced.
    - b. Write short texts (e.g., words, brief phrases, and sentences) for a particular purpose, such as making lists, filling out forms, and responding to questions.
    - c. Write longer text (i.e., two or more sentences) under controlled conditions (e.g., guided compositions or journal entries) on familiar topics, such as autobiographical information and daily activities, which are comprehensible to readers of the language.
    - d. Use materials, resources, and technology as tools to develop writing skills.
  - B. Culture ( Standard 7.2): All students will be able to demonstrate an understanding of the interrelationship between the German language and the German culture.
    1. Compare the customs of their own culture and the German culture; e.g., daily routine, mealtimes, school schedules, leisure time activities, telephone system, currency, transportation, grocery shopping, vacation activities, greetings, introductions, compliments, and holidays.
    2. Understand the role of stereotyping in forming and sustaining prejudice; e.g., the Holocaust.
    3. Demonstrate an awareness of contributions made in many fields by German men and women; e.g., names and contributions of great composers, artists, scientists, philosophers, military leaders, and businessmen such as Bach, Beethoven, Mozart, Dürer, Einstein, Luther, Strauss, Hitler, Bismarck, Benz, and Freud.
    4. Examine interrelationships between the language and the culture of the German people as evidenced in literary works; e.g., Grimm's Fairy Tales, Struwwelpeter, and Max/Moritz.
  - C. Utilize the various study skills in obtaining and organizing information for the learning of a language.
  - D. Discuss and explore career opportunities where German is advantageous.
  - E. Become aware of the cultural differences controlling male/female and minority roles, based on cultural changing roles of both men and women in these cultures, as well as by pointing out the presence and absence of equalities in ancient history up to modern times. This will naturally include the various minorities and their changing roles, when applicable, in the countries studied.

V. COURSE CONTENT OUTLINE:

- A. Vocabulary - Units which incorporate cultural awareness themes interwoven with the new words being learned
  1. Greetings
  2. Alphabet and numbers
  3. School
  4. Sports and hobbies

5. Address/phone calls/writing invitations
  6. Exchanging money
  7. Transportation
  8. Family members
  9. Fairy tales
  10. Shopping and quantities
  11. Birthday parties
  12. Leisure-time activities
  13. Letter writing
  14. Days of the week, seasons, months
  15. Vacationing
  16. Weather
  17. Personal characteristics
  18. Clothing
  19. Food and beverage
  20. Directions
  21. Invitations
  22. Rooms of the house
  23. Preferences
- B. Grammar - Students will identify common and distinct features of the following areas of grammar:
1. Definite and indefinite articles
  2. Pronouns as subjects, direct objects, and indirect objects
  3. Verbs "haben" and "sein" in present tense
  4. Noun plurals
  5. Word order
  6. Modals
  7. Possessive adjectives in nominative case
  8. The preposition "für"
  9. Commands
  10. Present tense of regular and irregular verbs
  11. Separable prefix verbs
  12. Dieser words
  13. Conversational past tense
  14. Demonstrative pronouns
  15. Interrogatives
  16. Negating words and sentences
  17. Future time expressions
  18. Stem-changing verbs: essen, nehmen, aussehen, sprechen, sehen, lesen
  19. Past tense of sein
- C. Utilize the following study skills in the learning of a foreign language. Included are the following:
1. Memorization
  2. Rewriting of vocabulary
  3. Conversational drills with classmates
  4. Pattern drills

5. Substitution drills
  6. Note taking
  7. Memory devices such as association and mnemonics
  8. Making connections
  9. Practice speaking with classmates
  10. Active listening
  11. Identify one's learning style
- D. Explore employment opportunities where languages are advantageous. This will encourage world communication, cultural understanding, and foreign travel. These careers include:
1. Business and office occupations
  2. Health occupations
  3. Public service
  4. Communication and media
  5. Hospitality and recreation
  6. Manufacturing
  7. Marketing and distribution
  8. Transportation
  9. Fine arts and humanities
- E. Affirmative Action - German minorities and the nontraditional role of women are highlighted.

#### VI. STUDENT ACTIVITIES:

Students will demonstrate a proficiency in the skills mentioned through the following activities:

- A. Writing answers to exercises in the workbook
- B. Reading answers to homework from the overhead transparency
- C. Taking notes
- D. Transcribing dictations
- E. Reading aloud and silently
- F. Memorizing
- G. Orally answering questions in class
- H. Creating and performing dialogues
- I. Participating in oral and written drills
- J. Describing pictures on unit topics
- K. Creating travel brochures
- L. Listening to tapes and videos
- M. Participating in listening exercises which require a physical response
- N. Playing word games and solving puzzles
- O. Compiling a German cookbook
- P. Pair and cooperative group work doing mixers, interviews, and exchanging information
- Q. Comprehending brief reading passages
- R. Reading information from German web sites

- S. Completing activities on Holt's CD Rom software
- T. Participating in scenarios

## VII. EVALUATION OF STUDENT LEARNING:

Students will be assessed in five skill areas, which will give them an understanding of their language abilities, potentialities, and limitations for the purpose of establishing realistic, personal, and career goals.

- A. Evaluation activities
  - 1. Student cultural awareness will be evaluated through
    - a. Classroom discussion
    - b. Projects
    - c. Cultural segments on quizzes, tests, and exams
  - 2. Student listening comprehension will be assessed through
    - a. Daily active participation through listening, including oral instructions and student interaction
    - b. Dictations
    - c. Listening comprehension segments on quizzes, tests, and exams
  - 3. Student reading ability will be assessed through
    - 1. Daily homework
    - 2. Oral reading
    - 3. Reading comprehension activities on quizzes, tests, and exams
  - 4. Student oral performance will be assessed through
    - 1. Daily, active oral class participation
    - 2. Dialogues and role-playing
    - 3. Picture descriptions and recitations
    - 4. Oral segments on quizzes, tests, and exams
  - 5. Student written performance will be assessed through
    - 1. Daily homework
    - 2. Composition work
    - 3. Unit tests and quizzes
    - 4. Writing on the chalkboard
    - 5. Comprehensive final exam
- B. Grade development
  - 1. Written tests, oral tests, quizzes, projects - 75%
  - 2. Homework and class work - 25%

## VIII. TEACHING AIDS AND MATERIALS:

- A. Textbook
- B. Workbook
- C. Cassettes
- D. Maps
- E. Videos
- F. Board games

- G. Computer software
- H. Overhead transparencies
- I. Picture posters
- J. Internet

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