

World Language

German II (Beginning-Intermediate)

4/25/08

Communications	Content
Definition: To obtain, understand, exchange and present information in the target language.	Definition: Understand and engage in what people do, when, where and how.
Questions: How do we trade thoughts? What if we couldn't? Interpersonal, Interpretive, Presentational	Questions: Why do people do what they do? Products, Perspectives, Practices
<p>Listening</p> <ul style="list-style-type: none"> • Follow multistep commands and directions. • Infer meaning from various authentic texts. • Interpret a speaker's purpose in oral presentation. • Understand and identify main ideas and details of selected authentic narratives and conversations from textbooks and other media sources on familiar topics. • Understand questions about personal information and other familiar topics. • Use information acquired from target language sources to make everyday decisions (e.g., using authentic advertising to make purchasing decisions). <p>Speaking</p> <ul style="list-style-type: none"> • Ask appropriate questions to gather information. • Carry on conversations on familiar topics (family relationships, school, activities). • Compare, contrast, and express opinions and preferences about information on a variety of topics. • Express and justify needs, wants, and opinions in relevant detail. • Express appropriate emotions and feelings in response to what others say. • Give commands and offer advice. • Give extended response to questions on familiar topics. • Provide descriptions of events and personal experiences. • Provide personal information about oneself and others. • Use appropriate register and level of formality. <p>Reading</p> <ul style="list-style-type: none"> • Follow written instructions and directions. • Infer meaning from various authentic texts. • Predict the outcome of a story from different authentic resources. • Understand and identify main ideas and details from selected authentic narratives and texts from textbooks and other media sources on familiar concepts and related topics. • Use information acquired from target language sources to make everyday decisions (e.g., using brochures or a website to make an informed decision). 	<p>Grammatical Structure</p> <ul style="list-style-type: none"> • Demonstrate a control of adjective endings. • Demonstrate a control of comparative forms of adjectives. • Demonstrate a control of conversational past tense. • Demonstrate a control of da-and wo-compounds. • Demonstrate a control of dative prepositions. • Demonstrate a control of demonstrative pronouns (dieser, welcher, jeder). • Demonstrate a control of expressing location with either/or prepositions. • Demonstrate a control of inclusive commands (wir). • Demonstrate a control of modal verbs (mögen, müssen, können, dürfen, wollen, sollen). • Demonstrate a control of possessive pronouns. • Demonstrate a control of reflexive verbs and pronouns. • Demonstrate a control of subjunctive forms using wäre, hätte, and würde). • Demonstrate a control of subordinating conjunctions and their clauses (wenn, ob, weil). • Demonstrate a control of the future tense with werden. • Demonstrate a control of the future tense with werden. • Demonstrate a control of the narrative past forms (hatte, war). • Demonstrate a control of using keinto express the negative. • Demonstrate a control of verbs with prepositions. • Agree with reservation and justify your answer. • Ask about and express pain. • Ask and tell what you may or may not do.

<p>Writing</p> <ul style="list-style-type: none"> • Compose original poems, role-plays, conversations, and stories. • Create and exchange written communications and messages such as letters, notes and e- mails. • Express and justify needs, wants, and opinions in relevant detail. • Give commands, offer advice, and pose questions. • Interpret a writer’s purpose in written expression. • Predict the outcome or provide an alternative ending of a story from authentic resources. • Produce formal written communications (e.g., invitations, letters). • Summarize main ideas. • Tell an original story using narration, description, and detail. • Write paragraphs and essays on various topics. <p>Vocabulary and Structure</p> <ul style="list-style-type: none"> • Continue to expand the foundation of vocabulary, phrases and idiomatic expressions. • Develop acceptable intonation and pronunciation. • Understand and apply grammatical concepts (e.g., the concept of gender, word order, verb forms and tenses, agreement). • Use the language creatively and with variety. 	<ul style="list-style-type: none"> • Ask for and give advice. • Ask for and give directions. • Ask for and give permission. • Ask for, make, and respond to suggestions. • Call someone’s attention to something. • Describe clothes. • Discuss gift ideas. • Express doubt, conviction, and resignation. • Express enthusiasm, disappointment, approval, and disapproval. • Express good wishes. • Express indecision. • Express interest, disinterest, and indifference. • Express likes and dislikes, preferences and favorites. • Express preference and give a reason. • Express regret and skepticism. • Express surprise, agreement, and disagreement. • Express wishes. • Extend and respond to invitations. • Make and accept compliments. • Make plans. • Offer help and tell what to do. • Order in a restaurant. • Persuade and dissuade. • Talk about health habits. • Tell where you were and what you bought.
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Communities	Comparisons	Connections	Cultures
Definition: Use the target language and participate in cultural activities.	Definition: Compare/contrast one's own language with the target language.	Definition: Connect target language and culture to other disciplines.	Definition: Understand and engage in what people do when, where how.
Questions: When will I ever use this language? Reaching others, Personal enrichment,	Questions: Why do people say and do things differently? Linguistic, Cultural	Questions: Why are we studying (math, science, art, etc.)? Isn't this a foreign language class? To connect with: other content area unique and new perspectives	Questions: Why do people do what they do? Products, Perspectives, Practices
<p>Careers ◇ Explore and discuss topics relating to various employment and career opportunities for which foreign languages are beneficial or necessary. Participate in activities with community professionals who use the target language (e.g. shadowing, interviewing, analyzing job skills requirements). Use the language to work with peers in order to explore opportunities for the future in which the target language is required (e.g. mentoring and peer-collaboration).</p> <p>Personal Enrichment ◇ Develop ability to understand and use the target language and pursue individual interests through the target language (e.g., music, literature, sports, travel, films, TV, Internet). As students progress in their learning, their sophistication of linguistic and cultural understanding provides unique learning opportunities and perspectives which distinguish them from students who lack a second language experience.</p>	<p>Cultural Comparisons</p> <ul style="list-style-type: none"> • Analyze and discuss how various events are/were covered in the media of both the target culture and the United States. • Analyze similarities and differences between the political systems of the target and home cultures. • Compare common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members, perspectives on global issues) with those from the student's own culture. • Compare major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion) with those from the student's own culture. • Compare products representative of the cultures being studied (e.g., baguette, piñata, automobiles) with those from the student's own culture. • Compare selected practices and social conventions of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations) with those from the student's own culture. • Compare themes and characters in age appropriate literature from the target culture with those of the home culture. • Compare typical daily activities and routines of members of the target language community (e.g., school, home, leisure) with those from the student's own culture. 	<p>Explore a variety of topics in other disciplines such as:</p> <ul style="list-style-type: none"> • Social Studies/ Citizenship: Identifying & exploring information on selected target language countries and their peoples; labeling maps and identifying land forms, discussing the environment, analyzing current and historical events; discussing global issues (disease, poverty, world conflicts). • Arts and Literature: Learning about music, literature, film, cuisine, visual arts, dance. • Math: Converting currency, classifying data, organizing and analyzing information, graphing. • Science: Learning about the weather and the solar system; developing awareness of environmental issues. • Technology: Communicating through e-mail, using various forms of multimedia to practice the language and to present information, using the web for collecting information). 	<ul style="list-style-type: none"> • Analyze how people in the target culture view the role of the United States in the world arena • Analyze social and geographic factors which affect cultural practices • Compare and contrast regionalisms in the target language and culture. • Discuss general impressions gleaned from film and video (e.g., how people treat each other, how they view family roles). • Explain and discuss aspects of the target culture which may be misunderstood by nonnatives (e.g., customs, lifestyles, values). • Explore typical daily activities, routines, and patterns of behavior of members of the target language community (e.g., school, home, leisure).

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<p>Reaching Others ◇ Participate in activities which benefit school and community by sharing examples of the target culture (e.g., songs, artwork, poems, multimedia presentations) with parents, peers and community members. Students will also have opportunities to participate in peer tutoring, mentoring younger students and assisting others. In addition, students may exchange information through pen pals, e-pals and chat rooms; hear guest speakers and participate in exchange opportunities; and establish connections and communications with the target culture through travel, exchange programs and people in the community.</p>	<ul style="list-style-type: none"> • Compare ways people in the home and target cultures express universal themes (e.g., happiness, sorrow, humor, birth, death). • Compare well-known, contemporary people from the target culture (e.g., athletes, artists) with those from the student's own culture. • Examine the influences of target cultures on the home culture and vice versa (e.g., salsa overtaking catsup as the #1 condiment in the U.S.). <p>Linguistic Comparisons</p> <ul style="list-style-type: none"> • Compare and contrast how words are interrelated across languages. • Compare and contrast word order in English and the target language. • Compare grammatical structures (e.g., verb endings, word order, adjective/noun agreement). • Compare how various linguistic elements are expressed in the target language and in English (e.g., subjunctive, idiomatic expressions, use/nonuse of pronouns). • Compare sound and writing systems of the target language with the student's own. • Compare the elements of time and tense of the target language with similar linguistic elements in English. • Identify and use appropriately familiar/formal forms of language. • Identify and use cognates and loan words to derive meaning from oral and written texts. • Identify and use idiomatic expressions to derive meaning from oral and written texts. 	<ul style="list-style-type: none"> • Reading/Language Arts: Reading historical and contemporary literature (such as short stories, novels and poems); using print media (such as the internet, periodicals and brochures/pamphlets) to learn about current events; using information to interpret, discuss, and respond to a wide variety of topics; learning reading strategies which can be applied in the classroom and across the entire curriculum. • Health/Fitness: Healthy eating habits, exercise (sports, games, dance); healthy lifestyle, (awareness of substance abuse); stress management. • Life Skills: Exploring career choices, discussing personal and household responsibilities, discussing character traits (such as trustworthiness, responsibility, caring); describing relationships (with family, friends, and peers); interpreting and following recipes. 	<ul style="list-style-type: none"> • Identify and participate appropriately in selected practices of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations). • Identify common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members). • Identify major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion). • Identify or create products representative of the cultures being studied (e.g., baguette, piñata, automobiles). • Identify well-known, contemporary people from the target culture (e.g., athletes, artists). • Investigate and report on contributions, selected practices and products representative of the cultures being studied (e.g., science, medicine, health and nutrition, foods).
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