

Course Title:	German 1 A/B
Grade Level(s):	9 -12
Length of Course:	Two trimesters
Credit:	10 units
Prerequisite:	None

Course Overview:

German 1 A/B is a course in which learners understand, interpret, and analyze what is heard, read, or viewed in German on a variety of topics. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Students in the class will be required to think, compare and contrast their way of life, their likes and dislikes, with other cultures. Students will use higher-level thinking skills to contemplate cultural and social issues while using a second language.

Schools Offering:	Livermore High School Del Valle High School Granada High School Vineyard High School
Meets University of California Entrance Requirements:	Seeking “ a, b, c, d, e, f, g” approval
Board Approval:	Pending Board Approval
Course Materials:	Mosaik Tobias Barske, Christinae Anton Vista Higher Learning, copyright 2014 Student text ISBN: 978-1618572288 Teacher’s Edition ISBN: 978-1618571861 Website: vhlcentral.com

Supplemental Materials: Program includes access to the supersite. There is an online interactive textbook, Flash Culture videos, animated grammar tutorials, listening practice and activities, etc.

COURSE TITLE: German 1**COURSE CONTENT:****Unit 1:**

Introduction to course syllabus. Presentation schedule

Kapitel 1 A: Greetings, introductions, the German alphabet, gender articles and nouns

Unit 2:

Kapitel 1A: Plurals, subject pronouns, the verb sein and nominative case

Kapitel 1B: Vocabulary "In class"

Unit 3:

Kapitel 1B The verb haben and the accusative case, word order, using numbers,

Pronunciation: the vowels

Unit 4:

Exam: Kapitel 1

Kapitel 2A: Talking about classes, regular verbs, interrogatives, talking about time and dates

Pronunciation: consonant sounds Culture note: The German speaking countries, The German school system,

Unit 5:

Kapitel 2B: Talking about sports and leisure, stem-changing verbs, present tense as future, negation

Pronunciation: diphthongs: au, ei/ai, eu/äu, Culture note: German and Austrian universities

Unit 6:

Exam: Kapitel 2

Kapitel 3A: Families, marital status, possessive adjectives, description of people, descriptive adjectives and their agreement

Pronunciation: final consonants Culture note: Austria-Ski-paradise, Famous athletes, Berlin

Unit 7:

Kapitel 3B: Personal description, professions, modals, prepositions with the accusative, using the imperative

Pronunciation: consonant clusters Version 2.1 FY2020 Culture note: German family, Divorce in Germany

Unit 8:

Exam: Kapitel 3

Kapitel 4A: Food, grocery shopping, the modal mögen, using adverbs

Pronunciation: The German s, z and c

Culture note: Popular wedding traditions in Germany, German heritage in the United States and Canada, Famous German Americans

Unit 9:

Kapitel 4B: Food and meals, flavors, using the dative,

Pronunciation: The German s in combination with other letters

Culture note: Famous German composer/musician

Unit 10:

Kapitel 4B: prepositions with the dative

Exam Kapitel 4 Practice & Review for final Culture note: Christmas markets in Germany, Christmas markets in Austria

Unit 11:

Culture note: Austria, Viennese coffee houses, Friedensreich Hundertwasser, Germanspeaking singers/bands Practice & Review for final; oral section of the final exam

Unit 12:

FINAL EXAM Listening comprehension/speaking final exam Comprehensive written final exam

Standards for Foreign Language Learning in the 21st Century by American Council on the Teaching of Foreign Languages (ACTFL).

Mosaik uses the underlying principles of the Five C's (Communication, Cultures, Connections, Comparisons, Communities). The following is from the VHL textbook:

1. Communication

Students:

1. Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal mode)
2. Understand and interpret written and spoken language. (Interpretive mode)
3. Present information, concepts and ideas to an audience of listeners or readers. (Presentational mode)

2. Cultures

Students demonstrate an understanding of the relationship between:

1. The practices and perspectives of the culture studied.
2. The products and perspectives of the culture studied.

3. Connections

Students:

1. Reinforce and further their knowledge of other disciplines through German.
2. Acquire information and recognize distinctive viewpoints only available through German language and cultures.

4. Comparisons

Students demonstrate understanding of:

1. The nature of language through comparisons of the German language and their own.
2. The concept of culture through comparisons of the cultures studied and their own.

5. Communities

Students:

1. Use German both within and beyond the school setting.

2. Show evidence of becoming life-long learners by using German for personal enjoyment and enrichment.

NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS

Building on the Novice levels in German 1 A/B and moving towards Intermediate High...

Communication-Interpretive

Benchmark: Intermediate

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Performance Indicators

- I can identify the topic and related information from simple sentences in short informational texts.
- I can understand the main idea and key information in short straightforward informational texts.
- I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
- I can identify the topic and related information from simple sentences in short fictional texts.
- I can understand the main idea and key information in short straightforward fictional texts.
- I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- I can identify the main idea in short conversations.
- I can identify the main idea and key information in short straightforward conversations.
- I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Communication-Interpersonal

Benchmark: Intermediate

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Performance Indicators

- I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
- I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow up questions.

- I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Communication-Presentational

Benchmark: Intermediate

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Performance Indicators

- I can present personal information about my life, activities and events, using simple sentences.
- I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
- I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
- I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- I can present on familiar and everyday topics, using simple sentences.
- I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.
- I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

Intercultural Communication-Investigate

Benchmark: Intermediate

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

Performance Indicators

- Products: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Practices: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

Intercultural Communication-Interact**Benchmark: Intermediate**

I can interact at a functional level in some familiar contexts.

Performance Indicators

- Language: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
- Behavior: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

World Languages Standards for California Public Schools Kindergarten Through Grade Twelve**Communication Standard 1: Interpretive Communication**

Students demonstrate understanding, interpret, and analyze what is heard, read or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.

Intermediate WL.CM1.I

Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment in sentences and strings of sentences in authentic texts that are spoken, written, or signed.

Communication Standard 2: Interpersonal Communication

Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

Intermediate WL.CM2.I

Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment, creating sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

Communication Standard 3: Presentational Communication

Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

Intermediate WL.CM3.I

Make simple presentations in culturally-appropriate ways on transactional and informal topics related to self and the immediate environment using sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

Communication Standard 4: Settings for Communication

Students use language in highly predictable common daily settings (NOVICE), transactional and some informal settings (INTERMEDIATE), Students recognize (NOVICE), participate in (INTERMEDIATE),

language use opportunities outside the classroom and set goals, reflecting on progress, and using language for enjoyment, enrichment and advancement.

Intermediate WL.CM4.I

Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic - language in transactional and some - informal settings within target-language communities in the United States and around the world.

Communication Standard 5: Receptive Structures in Service of Communication**Communication Standard 5: Receptive Structures in Service of Communication**

Students use the following structures to communicate:

- sounds, parameters, and writing systems (Novice)
- basic word and sentence formation (Intermediate)

Students use the following language text types to communicate:

- learned words, signs and fingerspelling, and phrases (Novice)
- sentences and strings of sentences (Intermediate)

Intermediate WL.CM5.I

Demonstrate understanding of transactional and informal topics related to self and the immediate environment using basic sentence-level elements (morphology and syntax).

Communication Standard 6: Productive Structures in Service of Communication Goals**Communication Standard 6: Productive Structures in Service of Communication Goals**

Students use the following structures to communicate:

- sounds, parameters, and writing systems (Novice)
- basic word and sentence formation (Intermediate)

Students use the following language text types to communicate:

- learned words, signs and fingerspelling, and phrases (Novice)
- sentences and strings of sentences (Intermediate)

Communication Standard 7: Language Comparisons in Service of Communication

To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

Intermediate WL.CM7.I

Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.

Cultures Standard 1: Culturally Appropriate Interaction

Students interact with cultural competence and understanding.

Intermediate WL.CL1.I

Interact with understanding in a variety of familiar age-appropriate, transactional situations and common daily informal settings.

Cultures Standard 2: Cultural Products, Practices and Perspectives

Students demonstrate understanding and use the target language to investigate, explain and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence.

Intermediate WL.CL2.I

Experience, recognize and explore the relationships among typical age-appropriate target- cultures' products, practices and perspectives in culturally-appropriate ways in transactional situations and some informal settings.

Cultures Standard 3: Cultural Comparisons

Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.

Intermediate WL.CL3.I

Exchange information about similarities and differences among common daily products, practices and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Cultures Standard 4: Intercultural Influences

Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence.

Intermediate WL.C.4.I

State reasons for cultural borrowings.

Connections Standard 1: Connections to Other Disciplines

Students build, reinforce, and expand their knowledge of other disciplines using the target-language to develop critical thinking and solve problems in order to function in real-world situations, academic and career-related settings.

Intermediate WL.CN1.I

Acquire, exchange, and present information in the target language on topics related to self and the immediate environment and age- appropriate academic content across disciplines.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints Goal

Students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures in order to function in real-world situations, academic and career-related settings.

Intermediate WL.CN2.I

Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

Assessment Methods and/or Tools

Formative assessments:

- *Written exercises* - The instructor will assess student understanding through written practice exercises and short writing assignments.
- *Written/spoken response to reading/listening* - Depth and breadth of comprehension and connection may be assessed by reading/listening to students' responses to both written and spoken German.
- *Contribution to classroom and response to teacher questions* - The instructor can use student questions and responses to assess students' understanding and ability to apply concepts.
- *Teacher observation of partner/group work and speaking practice* - As students work collaboratively on group projects, exercises, and oral language practice, the instructor will walk around the room, checking in with students on their progress, and assessing skill and comprehension.

Summative assessments:

- *Quizzes* - Students will take quizzes along the way to assess their success in achieving course benchmarks and objectives.
- *Unit tests*- Unit tests will be administered to assess students' proficiency with cumulative skills, vocabulary, and knowledge.
- *Projects*-Projects will be graded using rubrics, which will outline key elements required in the projects.
- *Speaking*-Students will be assessed on their ability to speak in the target language in formulaic contexts with the use of rubrics.

Assessment Criteria

- 97% < A+ > 100%
- 94% < A < 96%
- 90% < A- < 93%
- 87% < B+ < 89%
- 84% < B < 86%
- 80% < B- < 83%
- 77% < C+ < 79%
- 74% < C < 76%
- 70% < C- < 73%
- 67% < D+ < 69%

- $64\% < D < 66\%$
- $60\% < D- < 63\%$
- $F < 59\%$