

School District of Springfield Township

Springfield Township High School Course Overview

Course Name: German I

Course Description

German I is a communications-oriented course that deals with building novice skills in listening comprehension, speaking, reading, sentence and short paragraph writing, and an appreciation of the target culture, based on everyday vocabulary and familiar topics. Culturally authentic materials and multimedia supplement the course.

Unit Titles

- Unit 1: Who are you?
- Unit 2: Fun and games
- Unit 3: Come along to my house!
- Unit 4: Everything for school!
- Unit 5: Buying clothes
- Unit 6: Making plans

Essential Questions

1. What is the value of studying a world language?
2. How is the German structure different from English?
3. What can I learn about my own language and culture from the study of another world language?
4. How does one effectively study a world language?

Big Ideas/Enduring Understandings –All units

- Proficiency in a world language can be achieved through regular engagement in verbal activities.
- The study of culture involves relationships among practices, products, and perspectives.
- Connections exist between the world language and other aspects of life.
- The study of world language develops insights into the nature of language and the concept of culture.

- Learning a foreign language is an on-going process in order to participate multilingually in global communities.

Key Competencies/Skills/Procedures

Unit 1: Who are you?

- say hello and goodbye
- ask for someone's name and give their own
- ask who someone is
- ask someone's age and give their own
- talk about where people are from
- talk about how one gets to school
- use visual clues as a reading strategy

Unit 2: Fun and games

- talk about personal interests
- express likes and dislikes
- give an opinion
- explain when one does certain activities
- ask for an opinion
- agree with others' opinions
- disagree with others' opinions
- scan a text for specific information as a reading strategy

Unit 3: Come along to my house!

- talk about where people live
- offer something to eat or drink and respond to such an offering
- say please, thank-you, and you're welcome
- describe a room and its furnishings
- talk about family members
- describe a person's appearance
- use root words to form new words as a reading strategy

Unit 4: Everything for school!

- talk about class schedules
- use a schedule to talk about time
- sequence events
- express likes, dislikes, and favorites
- respond to good news and bad news
- talk about prices
- point things out
- understand compound words to aide in understanding as a reading strategy

Unit 5: Buying clothes

- express wishes when shopping
- comment on and describe clothing
- give compliments

- respond to compliments
- talk about trying on clothes
- express how well an item of clothing fits
- use background knowledge as a reading skill

Unit 6: Making plans

- start a conversation
- inquire about someone's mood
- express when one does various activities
- inquire about and express the time
- make plans
- express wishes when ordering food or beverages in a restaurant
- talk about how something tastes
- pay the check in a restaurant setting

Core Vocabulary

Unit 1: Who are you?

*basic syntax/forming questions
greetings
the verb sein
modes of transportation*

*definite articles der/die/das
subject pronouns
numbers 0-20
German alphabet*

Unit 2: Fun and games

*sport and music vocabulary
hobbies and leisure activities
seasons of the year*

*plural subject pronouns
greetings (re-entry)*

Unit 3: Come along to my house!

*indefinite articles ein/eine
housing vocabulary
the pronouns er/sie/es and sie (pl.)
furniture items
members of the family*

*the verbs forms of möchte
food and drink items
words to describe a room
possessive adjectives*

Unit 4: Everything for school!

*the verb haben
subjects in German schools
use of the prefix Lieblings-
school supply vocabulary
the Euro*

*German school system
German grading system
noun plurals
24 hour time system*

Unit 5: Buying clothes

*clothing items
the verb gefallen
direct object pronouns*

*colors
definite articles in the accusative case
indefinite articles in the accusative case*

clothing sizes and fit
stem changing verbs nehmen and aussehen

separable prefix verbs

Unit 6: Making plans

telling time

free time activities

food items on a menu

table manners in Germany

the verb wollen

leisure activities

stem changing verb essen

cultural practices in a restaurant

Core Resources

Textbook--*Komm mit!* Level 1,2006.

Student Activity Book

Teacher Resource Manuel

Textbook Website go.hrw.com

Listening Activities CD

Video Guide and DVD Video

Reading Strategies and Skills Handbook

Lies mit mir!

National Standards Guiding Course

1. **Communication:** Communicate in languages other than English.

Benchmarks:

1. Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Understand and interpret written and spoken language.
3. Present information, concepts and ideas to an audience.

2. **Culture:** Gain knowledge and understanding of other cultures.

Benchmarks:

1. Demonstrate an understanding of the relationship between practices, products, and perspectives of the culture studied.

3. **Connections:** Connect with other disciplines and acquire information.

Benchmarks:

1. Reinforce and further knowledge of other disciplines through the world language.
2. Acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.

4. **Comparisons:** Compare and develop insight into the nature of the world language.

Benchmarks:

1. Demonstrate an understanding of the nature of the language through comparisons of the target language and their own language.
2. Demonstrate an understanding of the concept of the culture through comparisons of the culture studied and their own culture.

5. **Communities:** Participate multilingually in global communities.

Benchmarks:

1. Use the language both within and beyond the school setting.
2. Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Pennsylvania State Standards Guiding Course

Note: These standards are currently in draft status at the Pennsylvania Department of Education.

12.1 Communication in a Target Language (Content Standards)

- A. Know the basic sound system and spelling patterns of the target language
- B. Know common vocabulary forms and structures used in basic speaking and writing
- C. Recognize common vocabulary terms through listening and reading.
- D. Know simple sentence and question structures in order to communicate.
- E. Recognize common vocabulary terms through listening and reading
- F. Know how the target language has influenced other school curriculum areas.

12.1.1 Communication in a Target Language (Performance Indicators)

- A. Recite target language alphabet and associated sounds and basic words with proper accentuation.
- B. Speak and write common vocabulary, phrases, and structures during activities with the teacher, classmates, and family (e.g., greetings, farewells, and courtesy expressions; formal and informal forms of address; numbers and dates; daily life skills, basic question words, classroom commands)
- C. Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (e.g., time expressions, weather expressions, colors, likes and dislikes)
- D. Use simple sentence and question structures in speaking and writing (e.g., memorized words, phrases, expressions, facts about family)
- E. Find words used in magazines, commercials, and advertisements influenced by the target language
- F. Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum

12.3. The Role of Culture in World Language Acquisition (Content Standards)

- A. Identify fundamental products and customs of the target culture
- B. Know typical expressions and gestures for basic social interactions in the target culture.
- C. Describe similarities and differences of life skills and social structures in personal interactions between cultures.
- D. Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit)

12.3. 1 The Role of Culture in World Language Acquisition (Performance Indicators)

- A. Discuss the fundamental products and customs of the target culture in the target language (e.g. flags, landmarks, names, culture-specific foods and

- crafts)
- B. Use culturally appropriate memorized expressions and gestures for basic social interactions (e.g., greetings and leave-takings, familiar and polite forms of address, common courtesies)
- C. Model life skills and social interactions in the target language culture and in one's own culture (e.g., concepts of time and punctuality, family and peer relationships, daily routine, knowledge of stereotypes, cultural sensitivity)
- D. List and relate content subject words used in English that have origins in the target language

12.5 World Languages in the Community (Content Standards)

- A. Know where in the local and regional community the target language and culture are useful.
- B. Know where in the national community the target language and culture are experienced
- C. Know where the target language is spoken in the global community
- D. Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities

12.5.1 World Languages in the Community (Performance Indicators)

- A. Introduce one's self and respond to simple questions
- B. Respond to simple questions and interpret simple messages on a national level
- C. Introduce one's self, respond to simple questions and interpret simple messages on a global level
- D. Use speaking, writing, and reading to compare and connect the uses of English with the target language spoken in the local, national, and global communities (e.g., schools and families, offices and airports, etc.)

Prepared September 2010—KM
Approved—chr

