

# German IV – Curriculum Outline

<b>Course:</b>	<b>German 4 Honors (College Prep)</b>
<b>Course Number:</b>	<b>524</b>
<b>Length:</b>	<b>Full year</b>
<b>Credits:</b>	<b>5 credits</b>
<b>Prerequisite:</b>	<b>German I, II &amp; III</b>

## I. INTRODUCTION

The emphasis in the World Language program is based on oral communication. Goals, objectives and materials are designed to help students learn the more advanced speaking skills and to introduce the students to an advanced level of self-expression. The reading and writing skills taught at this level are to enhance the speaking skills. Reading becomes more challenging in that advanced grammar of the written language is introduced through a variety of authentic reading selections.

## II. COURSE DESCRIPTION

The German IV course is designed to increase student proficiency through more intense and varied approaches to the basic language skills. The study of the basic grammar of the spoken language is completed at this level and is used in drills and exercises which call for personal reaction so that speaking practice is in essence conversational. Writing becomes more sophisticated at this level. Reading becomes more challenging through a variety of reading selections from newspapers, magazines and short stories. The behavior, beliefs and values of people speaking the language are an integral part of the program. Cultural and career awareness continue to be emphasized through a variety of readings, realia, films, magazines, newspapers and other selected media.

High Point High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age marital status, social orientation, gender, religion, disability or socioeconomic status.

### **III. PROGRAM OBJECTIVES**

At the end of the fourth year of world language study, students will:

1. Demonstrate the ability to comprehend more complex spoken language.
2. Demonstrate the ability to express themselves more fluently in the foreign language.
3. Demonstrate the ability to read more complex materials in the foreign language.
4. Demonstrate the ability to write more complex forms of the foreign language.
5. Demonstrate an understanding and a more complete awareness of the German culture.

### **IV. CORE CURRICULUM STANDARDS ADDRESSED:**

**7.1 (Communication)** – All students will be able to communicate at a basic literacy level in at least one language other than English. They will use the language to do as follows: engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, compare the language/culture studied with their own and participate in multilingual communities.

**7.2 (Culture)** – All students will demonstrate an understanding of the perspectives of cultures through experiences with its products and practices. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The modes are interpretive, interpersonal and presentational.

### **V. DESCRIPTION OF INSTRUCTION**

The primary mode of instruction is teacher-student directed classroom, class discussions, small group work, cooperative learning activities, personalized questions, role-playing real life situations, face-to-face conversations, repetition drills, total physical response, educational games and projects are the major emphasis to reinforce vocabulary and grammatical structure. Homework assignments (oral & written) are given, providing the students with the opportunity to apply skills learned in class.

## **VI. EVALUATION**

In addition to receiving satisfactory teacher evaluation of classroom and individual activities, students shall satisfactorily pass criteria referenced quizzes, tests and examination both orally and in writing. Individual and group oral assessments will be given on a regular basis.

Mid-term and final examinations will be administered to all students. The mid-term exam will consist of listening comprehension and a written section. The final exam will consist of a written section and an oral (face-to-face) achievement test.

Grades will be calculated according to the school grading policy and the following guidelines:

Test Grades

a. Oral tests and oral presentations	70%
b. Written tests, quizzes and projects	
Homework	15%
Class Participation	15%

The proficiency level of each Level IV student will be assessed at the end of the year by means of an Oral Proficiency Interview conducted by the teacher. The oral interview is based on a global range of topics which the student may or may not have learned during the years. In addition to the oral section of the exam, the student is also assessed on writing skills. Both the written and oral sections will be weighted equally to determine the final examination grade.

## **VII. GENERAL ACTIVITIES**

Class activities may include but not be limited to:

1. Communicative activities, individual, paired, small group and large group
2. Role-play in real life simple and complex situations
3. Student skits and presentations
4. Listening comprehension activities with tapes and CDs
5. A variety of educational games
6. Various activities which will include health habits, gestures, body language and other traditional customs
7. Visual presentation with flash cards, transparencies, pictures & DVDs
8. Idiomatic expressions will be presented throughout the year

## OUTLINE OF INSTRUCTION

### I. Review of vocabulary and grammatical structure from level III.

#### Grammar

1. The imperfect tense
2. All cases and their functions
3. Adjective endings
4. All types of prepositions (accusative, dative & mixed)
5. Review of all idiomatic expressions

#### Activities

1. 100 word vocabulary self-assessment test
2. Oral presentation – “Ein bisschen ueber mich” (A little about myself)

### II. ENTERTAINMENT – T.V., THEATER, MOVIES & CONCERTS

#### Vocabulary

1. T.V.-describing shows & technology
2. Theater & Movies (stage, lobby, curtain, scenery etc.)

#### Grammar

1. Prepositions (Review)
2. Da & Wo compounds
3. Prepositions with wen or wem
4. The imperfect
5. Adverbs of time (new & review)

#### Culture

1. German singers, bands & composers
2. German T.V. programs
3. Idiomatic expressions (will be presented throughout the year)
4. Leisure time activities

#### Activities

1. Write your own commercial & news segment
2. Listening to authentic music (CDs & DVDs)
3. Role-play situations
4. Video – Charly 3 (German T.V. program)
5. Poster project – create a poster illustrating an imaginary movie coming to a theater near you. They must include the type of movie, plot, characters, a critic and a dialog from a scene.

### **III. SHORT STORIES & POETRY**

1. Fairy tales (Grimm's & others)
2. Struwwelpeter stories
3. Max und Moritz
4. Goethe's poem "Der Erlkoenig"
5. "Drei Haare aus des Teufels Bart"

#### **Vocabulary**

1. Talking about morals
2. Expressing opinions – Lead in words & phrases
3. Expressing likes & dislikes
4. Discussing themes in a story or poem

#### **Culture**

1. German authors, books & music

#### **Activities**

1. Telling a story to the class
2. Writing your own story
3. Acting out a fairy tale
4. Memorizing a poem (to be said with feeling and proper pronunciation)

### **IV. HEALTH & ILLNESS**

#### **Vocabulary**

1. Parts of the body
2. Small medical dictionary
3. Describing emergencies and illness

#### **Grammar**

1. Verbs with prepositions
2. Reflexive verbs (review & add more complex structure)
3. Dative verbs and pronouns

#### **Culture**

1. Socialized medicine in Germany
2. Since the Christmas holiday coincides with this chapter, customs, songs etc. will be integrated.

### **Activities**

1. Crossword Puzzle
2. Verb Baseball
3. Creating a skit (health related)
4. Reading authentic articles (Reader's Digest & Authentic)
5. Describing an accident scene
6. Defining vocabulary

## **V. BOOK – “DAS MYSTERIOESE KONZERT”**

### **Vocabulary**

1. As related to the story

### **Grammar**

1. Placement of nicht and kein in a sentence
2. Subordinate clauses
3. Commands
4. Future perfect tense

### **Activities**

1. Fill in the blank (student created)
2. Word find
3. Create your own ending to the story
4. Summarize story in own words

## **V. REISEPROSPEKT PROJEKT – (Travel brochure project)**

### **Activity**

1. Students will create a travel brochure that will include an itinerary for 7-10 days, hotel information, restaurants & foods, 3 modes of transportation, cost, special events and features of the trip.
2. An oral presentation (student taking the role of travel agent) is required.

## **VI. DATING, MARRIAGE & FAMILY LIFE**

### **Vocabulary**

1. Wedding and family related (groom, bride, baptism etc)
2. Descriptive adjectives

### **Grammar**

1. The subjunctive
2. derselbe, dieselbe, dasselbe
3. Word combinations with irgend
4. Genitive case

### **Culture**

1. Marriage traditions & family life in Germany
2. Kindergeld & Mutterschutz
3. 0 population growth in Germany
4. Death & dying the German perspective

### **Activities**

1. Looking at authentic marriage, birth, engagement & death certificates
2. Writing a personal ad to find a mate
3. Creating 15 household rules as parents of a boy 15 & girl 17 (curfew, dating, chores etc)
4. Story – “Koenig Drosselbart”
5. And the survey says... Life 20 years from now – Who will be the richest? Most famous? Have the most children? Etc.

## **VII. VIDEO PROJECT**

1. Students will create a video incorporating 45-60 of our idiomatic expressions from this year. Topic is open-ended and the length should be approximately 10-15 minutes long.

## **VIII. THE LAST YEAR AND DAY IN A GERMAN SCHOOL (GYMNASIUM)**

### **Vocabulary**

1. Types of schools in Germany
2. Words related to the Abitur
3. College vocab.

### **Culture**

1. Das Abitur & Die Abifete
2. Types of German schools & the educational system
3. Requirements for college

### **Activities**

1. Compare and contrast American & German school systems
2. Debate the value of the Abitur
3. Debate school rules & decide what changes should be made
4. Interview a “German” student about school life in Germany
5. Articles from magazines

