



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: German 2 Grade Level(s): 9-12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

This course is designed to present the language in its natural order: listening, reading, speaking, and writing. The student will develop communication skills and cultural awareness through vocabulary and culture from everyday situations.

Instructional Strategies, Learning Practices, Activities, and Experiences

Maps Listening Activities Question/Answer	Communication Activities Songs Discussion Games	Technology iPad Apps Authentic Videos Online Excerpts from Children's Books
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Assessments

iPad Apps: Formative Quizzes Class Participation	Speaking Tests Projects Presentations	Writings Identifying Text Examples
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Materials/Resources

Supplemental Sources: Teacher-made Materials, Realia, Media Center, and Technology		
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Adopted: 1/27/1988

Revised: 9/3/1991, 7/21/1999, 8/17/05, 5/3/07, 5/21/18

Die Kleine Raupe Nimmersatt (The Very Hungry Caterpillar)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify all the foods in the book in German. • Identify the corresponding words for “the” for the fruits in German. • Identify the plural forms of the fruits in German. • Identify a variety of body parts in German. • Identify the adjectives in the book in German. • Identify the verbs in the book in German. <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> 1. Watch TV show video clip: <i>Was ist der Unterschied zwischen Obst und Gemüse?</i> 2. Answer comprehension questions. 	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> • Match pictures of the fruits with the corresponding words in German. • Write the corresponding words for “the” for the fruit singulars and plurals. • Create the plural forms of the fruit vocabulary (given the singular forms). • Match pictures of the other foods with the corresponding words in German. • Identify movements to represent the adjectives and write the sequence in which they are acted out by the teacher. • Match the German words for the body parts with the parts on a picture of a frog. • Identify movements to represent the verbs and write the sequence in which they are acted out by the teacher. • Successfully read the modified version (in which the nouns are replaced by pictures) of “Die Kleine Raupe Nimmersatt” in German to a family member or friend. (SUMMATIVE)

Die Kleine Raupe Nimmersatt (The Very Hungry Caterpillar) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Freizeitaktivitäten (Free Time Activities)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Verbally identify instruments, games, and sports in German. • Verbally identify a variety of free time activities. • Describe free time activity likes and dislikes for themselves and others. • Express what season, month, day of the week, or time of the day that they do different activities using varied word order. • Ask one or more person(s) about their free time activity likes and dislikes. <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> 1. Complete a QUICK READ from: <i>Conni spielt Fussball</i> OR <i>Conni macht Musik</i> 2. Watch the corresponding Conni video and answer questions. 3. Practice the corresponding vocabulary. 4. Create a presentation using the vocabulary. 	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> • Record themselves verbally identifying pictures of instruments, games, and sports in German. • Record themselves verbally identifying pictures of approximately 40 free time activities in German. • Complete sentences using the appropriate forms of regular verbs in German. • Complete sentences using the appropriate forms of irregular verbs in German. • Write a sentence or sentences to express what they like to do, prefer to do, and like to do the most in their free time in German. • Write sentences to express what activities are fun and what activities are not fun in German. • Re-order given sentences in two ways to demonstrate mastery of sentence word order in German. • Watch a video, <i>Freizeitaktivitäten im Sommer</i>, and answer comprehension questions. • Introduce themselves and their family members or friends including their free time activity likes and dislikes and varied word order using a personalized poster with pictures only to guide their presentation. (SUMMATIVE) • Create a 30-second recording of themselves describing a picture, including the free time activities, likes, preferences, and favorites, time elements and varied word order, and a variety of subjects.

Freizeitaktivitäten (Free Time Activities) Continued	
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Pläne Machen (Making Plans)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Invite someone on a first date. • Accept an invitation. • Politely decline an invitation. • Comprehend a variety of common excuses. • Request parent permission to go on the date. • Discuss their activity preferences and responsibilities to choose what activity they want to do together and when they can do it. • Express who should do what chores. • Describe what they will do on the first date and when they will be home. <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> 1. Complete a QUICK READ from: <i>Conni backt Pizza.</i> 2. Watch the corresponding Conni video and answer comprehension questions. 3. Practice the corresponding vocabulary. 4. Create a pictorial representation of making French toast rolls and a video with a verbal description of what one has to do, can do, likes to do in the making process. <ol style="list-style-type: none"> 1. Complete a QUICK READ from: <i>Conni hilft zu Hause</i> 2. Watch: Henry der Schrecklich, Haushaltshilfe and answer comprehension questions. 3. Complete a RAFT project detailing how to be a good teacher, student, parent, or friend. 	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> • Write three invitations using different starters in German and the meaning of “denn” and “weil”. • Write sentences to accept an invitation and to politely decline an invitation in German. • Write the vocabulary and use appropriate word order to complete approximately ten excuses that follow “denn” and “weil.” • Complete sentences using appropriate verb forms and the corresponding nouns to express a variety of chores in German. • Complete sentences using the appropriate forms of “waschen” and “helfen.” • Answer in writing: Wie hilfst du zu Hause? Wie oft machst du das? • Complete sentences using the appropriate forms of the modal verbs and “warden.” • Create a dialogue with partners that includes the following sections: (SUMMATIVE) <ol style="list-style-type: none"> 1. An introduction and a discussion of free time activity likes and dislikes 2. Two invitations 3. Requesting parental permission to participate <ol style="list-style-type: none"> a. First request: denied because... b. Second request; accepted, but... 4. Declining the invitation politely with an excuse 5. Accepting the invitation and a discussion of activity preferences and scheduled responsibilities and when the date can be and what they will do 6. Describing to parents what they will do on the date and when they should/will be home

Pläne Machen (Making Plans) Continued	
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Feiertage, Datumen und Geschenke Geben (Holidays, Dates, and Giving Gifts)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify a variety of gifts and the corresponding words for "the" in German. • Describe a variety of gifts in German. • Express who gives gifts and for which holidays. • Express and comprehend important dates and holidays. • Express who <i>buys</i> gifts <i>for whom</i> in their families or among their friends. • Communicate relationships between people and gifts using appropriate possessive adjectives. <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> 1. Complete a QUICK READ from: <i>Conni feiert das ganz spezielle Weihnachten.</i> 2. Watch: Die Peanuts, der Film Trailer and answer questions. 3. Listen to: "Was soll ich ihr schenken?" and "Bald ist Weihnachten" from "Die Prinzen". 4. Watch: Conni hat Geburtstag and create a party invitation. 	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> • Listen to a series of dates and circle the holidays that occur on those dates in sequence. • Match the gift vocabulary with the appropriate pictures and write the corresponding words for "the" in German. • Write the appropriate endings for "a," the possessive adjectives, and adjectives in sentences containing subjects, direct objects, predicate nominatives, and objects of accusative prepositions. • Write a short story using all five of the accusative prepositions. • Verbally describe who buys gifts, for whom, for what holidays, and on what dates in their families or among their friends. (SUMMATIVE)

Feiertage, Datumen und Geschenke Geben (Holidays, Dates, and Giving Gifts) Continued	
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Kleidung Kaufen, Beschreiben und Evaluieren (Buying, Describing, and Evaluating Clothing)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify various articles of clothing and the corresponding words for “the” in German. • Describe articles of clothing using appropriate adjective endings with “the” and “a” in German. • Give opinions of articles of clothing in German. • Express what people wear in different seasons and for different types of weather in German. • Ask and answer questions about how much clothing costs and what colors are available. • Express what they are and are not taking/buying at a clothing store based on prices and needs. • Describe what does and does not fit and why it does or does not fit. <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> 1. Complete a QUICK READ from: <i>Conni geht verloren</i> 2. Watch the corresponding Conni video and answer comprehension questions. 3. Practice the corresponding vocabulary. 	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> • Match the clothing vocabulary with the appropriate pictures and write the corresponding words for “the” in German. • Read a store dialogue and answer comprehension questions. • Write appropriate words, phrases, adjective endings, and verb forms to complete a store dialogue. • Write opinions of articles of clothing using: <i>aussehen, gefallen, finden</i>, and nominative and accusative pronouns. • Verbally describe weather conditions, using basic adjectives and a few verbs. • Complete a paragraph with appropriate verbs and their forms to express what people are wearing, putting on, or taking off based on the weather. • Write sentences to describe articles of clothing that do not fit and explain why they do not fit. • Prepare and present an outfit in a fashion show, describing when to wear it, giving opinions of how the articles of clothing look, and how much they cost. (SUMMATIVE)

Kleidung Kaufen, Beschreiben und Evaluieren (Buying, Describing, and Evaluating Clothing) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Alles in der Stadt (Everything in the Town)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify places in town and the corresponding words for "the." • Identify methods of transportation and the corresponding words for "the." • Express where they are going and how they are getting there. • Express what they do at various places in town including at home. • Describe a "Jugendherberge." <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> 1. Complete a QUICK READ from: <i>Mein erstes Ampelbuch</i> 2. Watch "Conni im Straßenverkehr" and give 3 examples of how Conni, Anna, and Conni's mother are Profis mit Verkehr. 3. Create a public service announcement about safely getting to school (in Spring Grove). 	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> • Match the places in town vocabulary with the appropriate pictures and write the corresponding words for "the" in German. • Match the methods of transportation vocabulary with the appropriate pictures and write the corresponding words for "the" in German. • Complete sentences with the appropriate dative prepositions and words for "the" to express where a person is going, how they are getting there, and what they are doing at their destination(s). • Write sentences to describe a "Jugendherberge." • Make a recording to describe where they want to go on the weekend, how they should get there, what they want to do while at their destinations, and when they will come home. (SUMMATIVE)

<p>Alles in der Stadt (Everything in the Town) Continued</p>	
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Körperteile, weh tun und andere Verben mit Dativ (Body Parts, to Hurt, and other Dative Verbs)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify a variety of body parts with the corresponding words for "the." • Describe how they are doing and what hurts. • Ask others how they are doing and what hurts. • Describe what fits and for what they are sorry. • Express whom they help, whom they thank, and what they like. <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> 1. Complete a QUICK READ from: <i>Mir ist so heiß.</i> 2. Watch "Conni geht zum Kinderarzt" and describe the episode using the dative verbs and pronouns and modal verbs. 	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> • Match the body parts vocabulary with the appropriate pictures and write the corresponding words for "the" in German. • Complete sentences with the appropriate dative verbs and pronouns to express what hurts, ask how someone is doing, and describe what fits and that they are sorry, and express whom they help and thank, and what they like.

Körperteile, weh tun und andere Verben mit Dativ (Body Parts, to Hurt, and other Dative Verbs) Continued	
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Vergangenheitsformen (Past Tense Forms)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Express in German the free time activities they did this school year. • Express in German the excuses they gave this school year. • Express in German how they helped at home this school year. • Express in German what clothing they wore, what they liked and what they did not like this school year. <p>*Enrichment and Expanded Opportunities:</p> <ol style="list-style-type: none"> 1. Complete a QUICK READ from: <i>Conni am Strand</i> 2. Practice the vocabulary for: Conni und Co 3. Watch "Conni und Co." 	<p>Objectives/Assessments (Formative and Summative)</p> <p>The students will:</p> <ul style="list-style-type: none"> • Write the "ich" forms of the free time activities in the past tense. • Write the "er/sie" forms of the excuses in the past tense. • Write the "wir" forms of the chores in the past tense. • Write the "they" forms of the clothing they wore, what they liked and did not like this year. • Present (verbally) a time capsule of this school year including what activities they did, the excuses they gave, how they helped at home, what they wore, what they liked and did not like this year in German using a poster to guide their presentation. (SUMMATIVE)

Vergangenheitsformen (Past Tense Forms) Continued	
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