

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
German 1**

Date: October 2004

Proposed Grade Level(s): 9-12

Grading: A – F

Prerequisites: None

Subject Area: World Language

Course Length: 1 Year

Number of Credits: 5/Semester

BRIEF COURSE DESCRIPTION:

German 1 is an introductory course to the German language and culture of today. Emphasis is on development of the four major language skills: listening, speaking, reading, and writing. In addition to these skills, students will explore the many facets of German culture and heritage through the use of a text, video, audio, and workbook program. The course is conducted in the target language using the immersion method.

GENERAL GOALS/PURPOSES:

Students will develop a basic proficiency in the target language and develop cultural awareness and sensitivity to others.

STUDENT READING COMPONENT:

The reading selections in each chapter expose students to a wide variety of German texts, including author-written passages as well as authentic literary and non-literary reading selections.

STUDENT WRITING COMPONENT:

The writing assignments in each chapter guide students through the prewriting, writing, and editing processes and facilitate their use of chapter vocabulary and grammatical structures in a personalized context.

STUDENT ORAL COMPONENT:

The speaking activities in each chapter provide a combination of role-playing and partner and group activities. This gives students a chance to integrate what they have learned in real communication with others.

DETAILED UNITS OF INSTRUCTION:

Each chapter covers activities in communication, vocabulary, grammar, and culture that focus on a specific theme.

Introduction Chapter:

- Greetings; classroom objects; days of the week; and the alphabet

Chapter 1:

- Identifying family members
- Introduction to present tense verb conjugation and pronouns

Chapter 2: Free time activities

- Extended verb conjugation of regular verbs
- Introduction to the nominative and accusative case

Chapter 3: Rooms in a house and furnishings

- Present tense of irregular verbs; negation

Chapter 4: Where and how one lives – city vs. country

- Sentence structure of questions including use of question words;

Chapter 5: Festivals; seasons

- Further work with accusative case including accusative personal pronouns and accusative prepositions
- Attributive adjectives

Chapter 6: Parts of the body and health terms

- Modal auxiliaries

Chapter 7: Articles of clothing; travel-relative vocabulary

- Imperatives
- Two-part verbs

Chapter 8: Vacation activities and accommodations

- Present perfect tense, part I
- Simple past tense of haben, sein and wissen

Chapter 9: European countries and landscapes

- Present perfect tense, part II
- Simple past tense of modals

Chapter 10: School environment

- Dative case – indirect objects and word order
- Pronouns

Chapter 11: Academic subjects; school systems

- Accusative vs. dative – motion vs. no motion
- Prepositions

Chapter 12: Fairy tales

- Verbs of knowing: können, kennen, wissen
- Dative specific prepositions

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXIT EXAMS IN:

Though not designed for direct correlation to the exit exams, some preparation in some or all areas of math, reading, writing, language arts and social science will take place.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The five National Standards of Communication of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See Appendix.

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners** who take responsibility for their learning as they master the target language.
- **Effective Communicators** who speak, write, and read and listen in the target language.
- **Constructive Thinkers** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens** who attend class regularly in order to contribute to not only their own but also their peers' learning of the target language.

Appendix

World Languages National Standards – The Five C's and 11 Content Standards

Communication

Communicate in Languages Other Than English

Standard 1.1 Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Students use the language both within and beyond the school setting.

Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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