

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
German 2**

**Date:** October 2003

**Subject Area:** World Language

**Proposed Grade Level(s):** 10-12

**Course Length:** 1 Year

**Grading:** A – F

**Number of Credits:** 5/Semester

**Prerequisites:** Minimum grade of ‘C-‘ in German 1, or instructor approval

**BRIEF COURSE DESCRIPTION:**

German 2 is a continuation of the German 1 course. It completes the introduction begun in German 1 to the language and culture of the German-speaking world. The four skills of language learning are again stressed: understanding, reading, speaking, and writing. There is continued focus on understanding and speaking. Through the use of text, video, audio, and workbook program, each student has the opportunity to gain basic mastery of everyday German and to learn skills that will enable him/her to function in a German-speaking environment.

**GENERAL GOALS/PURPOSES:**

The program provides a realistic balance among all five National Standards and is aimed at developing proficiency in each one. Students begin to assume a more active role in their learning, working with each other and the instructor to accomplish linguistic tasks in the target language.

**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, 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.

**Chapter 13: Work and occupations**

- Review sentence structure; review imperative; and review nominative, accusative and dative case

### **Chapter 14: Resume and job offers**

- Review present perfect tense

### **Chapter 15: Food and drink**

- Review pronoun word order; genitive case

### **Chapter 16: Free time and shopping**

- Use of der words and the expression “Was für ein” to point out specific persons, places and things
- Two way prepositions review; motion versus no motion

### **Chapter 17: Federal Republic of Germany; Legends, festivals, customs**

- Future tense with werden
- Adjective endings with der and ein words

### **Chapter 18: Politics and Geography**

- Genitive prepositions
- Negations, nicht and kein

### **Chapter 19: University Life; Food and Kitchenware**

- Reflexive verbs and pronouns
- Comparatives and superlatives

### **Chapter 20: Environment and problems with modern society**

- Subjunctive (Polite requests and giving advice)
- Relative clauses and pronouns

### **Chapter 21: Fashion, media, advertising, television**

- Passive voice I
- Passive voice II

### **Chapter 22: Downtown, asking for directions**

- Simple past tense
- Subordinating conjunctions

### **Chapter 23: Family equality, sports**

- Subjunctive (Expressing unreal situations and wishes)
- Past subjunctive (Expressing what might have been)

### **Chapter 24: Traveling and Germany today**

- Past perfect tense
- Infinitive clause with zu

### **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 writing, reading, language arts, math, 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.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, [cmwilson@fcusd.org](mailto:cmwilson@fcusd.org) (grades K-5) and Jim Huber, ED. D., [jhuber@fcusd.org](mailto:jhuber@fcusd.org) (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**