

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
German 3**

**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 2, or instructor approval**

**BRIEF COURSE DESCRIPTION:**

German 3 is a course designed to increase communicative proficiency in the target language. Students who have completed German 2 or the equivalent may be admitted. 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. The course is conducted in the target language using the immersion method

**GENERAL GOALS/PURPOSES:**

This course features a fresh approach to function-based communication in all three modes: interpersonal, interpretive, and presentational. The program provides a realistic balance among all five National Standards and is aimed at developing proficiency in each one. Students assume a more active role in their learning, working with each other to accomplish linguistic tasks, with the teacher serving primarily as facilitator.

**STUDENT READING COMPONENT:**

Reading in the third level is an active skill. Students must take an active part in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Readings come from original texts that are accompanied by reading strategies and followed by achievable tasks. Students read a variety of prose, poetry and drama from different periods; answer content questions; demonstrate their critical understanding of literary techniques, such as character development, setting, point of view, satire, figures of speech, and inference.

**STUDENT WRITING COMPONENT:**

Writing in the third level is a continuation of the skills acquired in German 2. Each writing task is designed to develop skills that will help students prepare to take the Advanced Placement Exam in German Language in the following year. Students practice such skills as writing a composition, explaining in detail, narrating a picture sequence, circumlocution, and editing processes in order to develop the ability to express themselves with reasonable fluency and accuracy in written German.

**STUDENT ORAL COMPONENT:**

The oral component at the third level consists of task-based pair and cooperative learning activities to practice using the lesson's vocabulary and structures to express specific functions. Students will be guided through activities such as ordering at a restaurant, conducting surveys and interviews, and doing role-plays for various situations.

## **DETAILED UNITS OF INSTRUCTION:**

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

### **Chapter 25: Family relationships**

- Review simple past tense; review negation; coordinating conjunctions; subordinating conjunction

### **Chapter 26: Youth and political activism**

- Review accusative, dative, genitive case and their prepositions

### **Chapter 27: School**

- Review adjective endings; indefinite numerals and the interrogative pronoun *was für*

### **Chapter 28: University**

- Subjunctive

### **Chapter 29: Work**

- Verbs as adjectives; participial constructions; extended modifiers

### **Chapter 30: Women's rights and related issues**

- Indirect discourse; indirect questions

### **Chapter 31: Leisure time and hobbies; enrichment courses**

- Modal verbs; *da-* and *wo-* compounds

### **Chapter 32: Vacation and travel**

- Review present perfect tense; modal verbs in the present perfect tense

### **Chapter 33: Health care**

- Review reflexive verbs and pronouns; verbs with two-way prepositions

### **Chapter 34: Stereotypes of Germans; immigration**

- Review relative clauses and infinitive clauses with *zu*

### **Chapter 35: Environmental protection**

- Review passive voice and future tense

### **Chapter 36: Theater and film**

- Review past perfect tense; alternatives to the passive; word order with verbs

## **THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE 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 National Standards: Five Cs of Foreign Language Education. These are Communication, Culture, Connections, Comparisons and Community. 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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