

	Name of Course German 1 https://www.doe.mass.edu/frameworks/scitech/2016-04.pdf https://www.doe.mass.edu/frameworks/health/1999/1099.pdf Syllabus	
	Proficiency Level: Novice Low	
	Unit 1: Hello!	
Essential Questions	How do German speakers greet each other and say goodbye? How do German speakers describe where they live?	
Standards	NL.1.a, NL.1.b, NL.2.a, NL.2.b,NL.3.b, NL.4.a, NL.5.a, NL.5.b, NL.6.a.1, NL.6.b.1, NL.7.b	
Concepts and skills	• Greetings, goodbyes • Introductions • Asking how someone is doing • Recognize the three ways to say you in German	
Content Objectives "I can Statements"	I can: • say hello and goodbye; • introduce myself and ask about other people; • ask how someone how he or she is doing; • differentiate the different ways of saying "you" in German.	
Assessments, products, vocabulary, practice	Formative assessment: -quiz on greetings and goodbyes; Summative assessment: -students introduce themselves and others	
Text, Materials, and Resources	Deutsch Aktuell 1, online textbook Authentic resources examples: easygerman.org, youtube videos	

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	Proficiency Level: Novice Low	
	Unit 2: Family	
Essential Questions	How do German speakers describe family members? How do German speakers describe family life? How do German speakers tell time?	
Standards	NL.1.a, NL.1.b, NL.2.a, NL.2.b, NL.3.b, NL.4.a, NL.5.a, NL.5.b, NL.6.a.1, NL.6.b.1, NL.7.b	
Concepts and skills	- Identifying family members - Telling time - Asking questions - Count	
Content Objectives "I can Statements"	I can: - name the people in my family; - count from 1-20 - say how old I am; - tell time, including the 24-hour clock; - ask simple questions.	
Assessments, products, vocabulary, practice	Formative assessment: -quiz on numbers, family, telling time, and forming questions; Summative assessment: -students describe their families (presentational speaking, presentational writing)	
Text, Materials, and Resources	Deutsch Aktuell 1, online textbook Authentic resources examples: easygerman.org, youtube videos	

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	Proficiency Level: Novice Low	
	Unit 3: Hobbies	
Essential Questions	How do German speakers describe their freetime activities? How do German speakers describe what their likes and dislikes are? How do German speakers extend invitations to friends and family?	
Standards	NL.1.a, NL.1.b, NL.2.a, NL.2.b, NL.3.b, NL.4.a, NL.5.a, NL.5.b, NL.6.a.1, NL.6.b.1, NL.7.b	
Concepts and skills	• Freetime activities and hobbies • Telling time in 24-hour format • Asking questions • Count	
Content Objectives "I can Statements"	I can: • Describe my freetime activities and hobbies; • Talk about my likes and dislikes; • Name the television shows I watch; • Use the verb <i>haben</i> to say what I have and other people have; • Differentiate from saying "at home" and "going home."	
Assessments, products, vocabulary, practice	Formative assessment: -quiz on freetime activities; Summative assessment: -students describe their time outside of school, i.e. extracurricular activities, sports, hobbies (presentational speaking, presentational writing)	
Text, Materials, and Resources	Deutsch Aktuell 1, online textbook Authentic resources examples: easygerman.org, youtube videos	
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	Proficiency Level: Novice Low	
	Unit 4: School	
Essential Questions	How do German students describe their daily school routine? How do German students describe what school supplies they need and use? How do German students describe their school subject, grades, and the German school system?	
Standards	NL.1.a, NL.1.b, NL.2.a, NL.2.b, NL.3.b, NL.4.a, NL.5.a, NL.5.b, NL.6.a.1, NL.6.b.1, NL.7.b	
Concepts and skills	• Daily school routine • School subjects • School supplies • Grades • German school system	
Content Objectives "I can Statements"	I can: • describe my daily school routine; • name my school supplies; • talk about my likes and dislikes in school regarding subjects, homework, etc; • list the differences between school in Germany and the US; • use the verb sein (to be) in all forms; • differentiate between who and whom.	
Assessments, products, vocabulary, practice	Formative assessment: -quiz on school subjects, supplies, and grades; Summative assessment: -students describe their school day (presentational speaking, presentational writing)	
Text, Materials, and Resources	Deutsch Aktuell 1, online textbook Authentic resources examples: easygerman.org, youtube videos	

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	Proficiency Level: Novice Low	
	Unit 5: City	
Essential Questions	How do German speakers describe life in a city? How do German speakers describe the German capital Berlin? How do German speakers talk about the weather, months, seasons?	
Standards	NL.1.a, NL.1.b, NL.2.a, NL.2.b,NL.3.b, NL.4.a, NL.5.a, NL.5.b, NL.6.a.1, NL.6.b.1, NL.7.b	
Concepts and skills	• Weather • Months • Seasons • Holidays • Indefinite article • Languages and countries • Plural forms of nouns	

Content Objectives "I can Statements"	I can: • describe life in a city; • identify sights in the German capital Berlin; • talk about the weather, months, seasons; • name holidays; • use ordinal numbers to describe when specific holidays are; • use the indefinite article to describe things; • talk about languages and countries; • make nouns plural
Assessments, products, vocabulary, practice	Formative assessment: -quiz on weather, months, seasons and the indefinite article; -quiz on the German states and capitals, and the countries bordering Germany; Summative assessment: -students complete a project on the sites of Berlin (presentational speaking, presentational writing)
Text, Materials, and Resources	Deutsch Aktuell 1, online textbook Authentic resources examples: easygerman.org, youtube videos

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	Proficiency Level: Novice Low
	Unit 6: Food

Essential Questions	How do German speakers describe mealtimes? How do German speakers describe foods and drinks available at different meals? How do German speakers talk about dishes they like and don't like? How do Germans use modal verbs to set the tone or mood of a statement? How do German speakers talk about future events? How do German speakers negate a sentence?	
Standards	NL.1.a, NL.1.b, NL.2.a, NL.2.b,NL.3.b, NL.4.a, NL.5.a, NL.5.b, NL.6.a.1, NL.6.b.1, NL.7.b	
Concepts and skills	• Food, snacks, ice cream flavors, desserts • Drinks • Food likes, dislikes • Modal verbs • Future tense • Negation	
Content Objectives "I can Statements"	I can • describe what I eat during the day at mealtimes and for snacks; • talk about dishes I like and don't like; • use modal verbs; • talk about things in the future; • negate a sentence.	
Assessments, products, vocabulary, practice	Formative assessment: -quiz on food and drinks, and mealtimes, modal verbs, future tense, and negation; Summative assessment: -students find online menus for restaurants in Germany and create their own menu (presentational speaking, presentational writing)	
Text, Materials, and Resources	Deutsch Aktuell 1, online textbook Authentic resources examples: easygerman.org, youtube videos	

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	Unit 7: Shopping	
Essential Questions	How do German speakers describe clothes? How do German speakers describe shopping and different types of stores? How do German speakers talk about colors? How do Germans express likes and dislikes regarding clothes? How do German speakers express they know something? How do German speakers express emphasis?	
Standards	NL.1.a, NL.1.b, NL.2.a, NL.2.b,NL.3.b, NL.4.a, NL.5.a, NL.5.b, NL.6.a.1, NL.6.b.1, NL.7.b	
Concepts and skills	• Clothes • Adjectives • Talking about shopping and stores • Verbs with stem vowel change • Colors • Verb “to know” • Words used for emphasis	
Content Objectives "I can Statements"	I can: • describe what I am wearing; • talk about shopping and different stores; • describe things using colors; • use words for emphasis.	

Assessments, products, vocabulary, practice	Formative assessment: -quiz on clothes and colors, adjectives; Summative assessment: -students find clothes available in the bigger department store chains in Germany and share what they found with the class (presentational speaking, presentational writing)
Text, Materials, and Resources	Deutsch Aktuell 1, online textbook Authentic resources examples: easygerman.org , youtube videos