

Foreign Language  
Subject Area

<u>COURSE TITLE:</u>	German I
<u>GRADE LEVEL:</u>	Grade 9-12
<u>COURSE LENGTH:</u>	One year
<u>PREREQUISITE:</u>	None
<u>CREDIT:</u>	10 units
<u>UC/CSU CREDIT:</u>	Receives UC/CSU credit for Foreign Language, "e"
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of Foreign Language/Visual and Performing Arts graduation requirement
<u>STANDARDS AND BENCHMARKS</u>	Standard 1-1.1 a-c, 1.2 a, 1.3 a-b, 1.4 a-e; Standard 2-2.1 a-f, Standard 3-3.1 a-c; Standard 4-4.1 a-d; Standard 5-5.1 a-c, 5.2 a-b
<u>COURSE DESCRIPTION</u>	This introductory course in foreign language provides students who have no prior training in the language an opportunity to develop listening, speaking, writing, and reading fundamentals. In addition to functional language skills, students are given an introduction to the culture of countries whose language they are studying.
<u>COURSE GOALS</u>	Students will: <ol style="list-style-type: none"><li>1. Develop basic verbal and written language skills necessary to be successful at subsequent levels of study.</li><li>2. Acquire linguistic and verbal skills to communicate effectively in a pluralistic society.</li></ol>
<u>TEXTBOOK MATERIALS</u>	<u>Deutsch Aktuell 1</u> , 3 <sup>rd</sup> Ed.; EMC Publishing, 1993
<u>TEACHER RESOURCES</u>	Tapes, videos, text, workbook, lab manual

**Acalanes Union High School District  
Course Content and Performance Objectives  
German – Level 1**

CAT-6      HSEE      Standards & Assessment      Timeline  
Benchmarks

<b><u>STANDARD 1</u></b>	CAT-6	HSEE	Standards & Benchmarks	Assessment	Timeline
<p>1.0 Student communicates in German language.</p> <p>1.1 Understands basic spoken language about personal routines and daily life.</p> <p style="padding-left: 20px;">a. Recognizes and interprets vocabulary relating to topics such as: daily activities, family, hobbies, school, sports, travel, clothing, shopping, restaurants and health.</p> <p style="padding-left: 20px;">b. Learns appropriate vocabulary relating to the topics listed above, along with greetings and classroom expressions.</p> <p style="padding-left: 20px;">c. Recognizes major phonetic differences in the target language</p> <p>1.2 Interprets basic written language about personal routines and daily life.</p> <p style="padding-left: 20px;">a. Comprehends brief written messages and short personal notes on familiar topics such as family, school events and celebrations.</p> <p>1.3 Expresses himself orally on a variety of topics pertaining to personal routines and daily life.</p>	N/A	N/A	1.0  1.1          1.2          1.3	Q/A, PR OP          RC, Q/A          OP, PR Q/A, D	70%

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<p>a. Pronounces basic sounds of target language.</p> <p>b. Expresses likes and dislikes, and relates personal experiences.</p> <p>1.4 Expresses himself in writing on a variety of topics pertaining to personal routines and daily life.</p> <p>a. Becomes proficient in basic grammatical structures of the target language, such as the present, present perfect, future tenses, as well as the command form.</p> <p>b. Expresses likes and dislikes, and relates personal experiences.</p> <p>c. Uses the following grammatical structures: definite and indefinite articles, possessive adjectives, personal pronouns, the use of the nominative, accusative and dative cases, comparison of adjectives and adverbs, negation, formation of questions,</p> <p>d. Learns the following irregular verbs: <i>haben, sein, wissen</i>, the modal auxiliaries and those verbs with a stem vowel change.</p> <p>e. Answers questions in writing.</p>			1.4	WS, D	

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<b><u>STANDARD 2</u></b>					
2.0 Student gains knowledge and understanding of other cultures.	N/A	N/A	2.0		10%
2.1 Demonstrates basic understanding of the culture of the target language, including practices and resources.			2.1	D, OP, Q/A, LC, CP	
a. Uses appropriate gestures and body language typical of the target culture.					
b. Makes comparisons on a variety of topics, including school and youth culture.					
c. Knows the familiar and formal forms of address.					
d. Recognizes cultural differences in the appropriate use of number.					
e. Locates target language countries and major cities on map.					
<b><u>STANDARD 3</u></b>					
3.0 Student develops insights into the nature of language through comparisons of the language studied and his own.	N/A	N/A	3.0		10%
3.1 Acquires basic understanding of the target language by comparing and contrasting features of the target language and his own.			3.1		

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<p>a. Understands and contrasts the following: written expressions such as letters and characters, gender, parts of speech, verb conjugation, tense and meaning, grammar and syntax.</p> <p>b. Demonstrates knowledge of punctuation, capitalization, accents and writing systems.</p> <p>c. Recognizes cognates and idiomatic expressions.</p> <p><b><u>STANDARD 4</u></b></p> <p>4.0 Student makes connections with other disciplines and acquires information.</p> <p>4.1 Develops understanding of other disciplines through the study of the target language and its culture.</p> <p>a. Acquires basic knowledge in interdisciplinary areas, such as geography, history, English, art, music.</p> <p>b. Gains life skills in the areas of health, social etiquette, travel, money exchange.</p> <p>c. Recognizes important dates, events, and figures.</p> <p>d. Becomes aware of additional disciplines</p>				SR, PR, OP RC, WS	
	N/A	N/A	4.0		5%
			4.1	CP, LC, PR SR	

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such as sociology, politics and current events.					
<b><u>STANDARD 5</u></b>					
5.0 Student participates in multilingual communities at home and around the world.	N/A	N/A	5.0		5%
5.1 Demonstrates basic use of the target language in the school setting and becomes aware of opportunities to use it in real world situations.			5.1	Q/A, SR OP, LC	
a. Describes the unique characteristics of people, places and objects.					
b. Discusses differences regarding specific cultural topics.					
c. Displays awareness of target language words used in English.					
5.2 Understands the value of knowing a foreign language.			5.2	CR	
a. Is aware of target language use in the global community.					
b. Understands the need for second language ability in today's world.					

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**TEACHING STRATEGIES AND PROCEDURES**

Lecture  
Modeling  
Group work  
Language lab activities  
Cultural projects, including preparation and participation in meals  
Visual prompts: overhead projector, video

**GRADING CRITERIA**

Tests & Quizzes	60-70%
Projects, homework Class participation, oral work	30-40%

WS-Writing Sample    QA-Question/Answer    PR-Physical Response  
D-Dialogue    OP-Oral Performance    RC-Reading Comprehension  
CP-Cultural Project    SR-Selected Response    L-Listening Comprehension  
CR-Constructed Response