

Foreign LanguageSubject Area

<u>COURSE TITLE:</u>	German 4 Honors
<u>COURSE CODE:</u>	L0314H
<u>GRADE LEVEL:</u>	Grades 11 - 12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	German 3 or equivalent experience (recommended C- or better), and/or teacher recommendation
<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/Career-Technical graduation requirement
<u>STANDARDS AND BENCHMARKS:</u>	Foreign Language: 1.1.4-1.5.4; 2.1.4; 3.1.4; 4.1.4; 5.1.4-5.2.4

COURSE DESCRIPTION: This fourth year language course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of language, and continue to study the culture and literature of countries using German.

COURSE GOALS: Students will:

1. Reinforce and improve verbal and written language skills necessary to be successful at subsequent levels of study.
2. Understand the value of second language acquisition.
3. Compare and appreciate different genres of literature and non-fiction.
4. Deepen understanding of differing cultural values.

TEXTBOOK MATERIALS: Second and Third Year German (Amsco)  
German in Review; 2nd Edition; Holt, Rinehart, Winston; 1986  
A Practical Review of German Grammar; Gerda Dippmann; Prentice Hall  
Siddhartha; Hermann Hesse; MEP School Division  
Der Besuch der alten Dame; Friedrich Dürrenmatt; Houghton Mifflin - College Division  
Die Physiker; Friedrich Dürrenmatt; Oxford University Press  
Der Blaue Engel; Hart Wegner (ed.)

Das Urteil und andere Erzählungen; Franz Kafka; MEP School Division;  
Kaleidoskop, 1991.

TEACHER

Realia, such as newspaper and magazine articles, literary texts.

RESOURCES:

Films, teacher-prepared tests and worksheets, and lab materials.

**Acalanes Union High School District  
 Course Content and Performance Objectives  
 GERMAN – Level 4**

	HSEE	Standards & Benchmarks	Assessment	Timeline
<b>STANDARD 1</b>				
<b>1.0 STUDENT COMMUNICATES IN LANGUAGES OTHER THAN ENGLISH.</b>	N/A	1.0		70% of class time
<b>LISTENING</b>				
1.1 Understands spoken language that pertains to both personal and global issues and specific cultural topics via authentic media and other resources.		1.1.4	LC, OP	
<ul style="list-style-type: none"> <li>a. Distinguishes among tenses and modes, such as past, present perfect, present and future, imperative and subjunctive.</li> <li>b. Listens to and understands movies and news broadcasts that cover such topics as reunification, the environment, etc.</li> <li>c. Uses the German language in all classroom interactions.</li> <li>d. Comprehends more complex grammatical structures, such as: passive voice, indirect discourse, compound sentences (with subordinate conjunctions or relative pronouns), compound tenses.</li> </ul>				
<b>READING</b>				
1.2 Interprets written language that pertains to both personal and global issues and specific cultural topics via authentic media and other resources, including literature.		1.2.4	RC, QA	

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      T-Translation

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<p>a. <u>Understands</u> uses of the subjunctive mood and the passive voice and alternatives to passive voice, as well as infinitive clauses.</p> <p>b. Understands complex language involving past, present and future events.</p> <p>c. Reads and understands short plays, newspaper and/or magazine articles, literary selections:</p> <ul style="list-style-type: none"> <li>▪ Idiomatic expressions</li> <li>▪ Varying lengths</li> <li>▪ Varying subject matter</li> </ul> <p><b>SPEAKING</b></p> <p>1.3 Expresses himself <u>orally</u> on a variety of topics such as daily life, societal issues, literature- and culture-based themes.</p> <p>a. Uses a broad range of idiomatic expressions.</p> <p>b. Prepares and presents oral projects which may include debates, skits, dialogues, individual reports and current event discussions.</p> <p>c. Uses grammatical structures such as subordinate clauses, the passive voice and the subjunctive mood (in response to teacher-directed activities).</p> <p><b>WRITING</b></p> <p><u>1.4</u> Expresses himself <u>in writing</u> on a variety of topics such as daily life, societal issues, literature- and culture-based themes.</p>		1.3.4	OP, QA	
		1.4.4	WS, CR, D	

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<ul style="list-style-type: none"> <li>a. Writes essays of at least 160 words on personal, social, literary and cultural topics.</li> <li>b. Answers open-ended questions to readings that involve critical-thinking skills.</li> <li>c. Uses with increasingly greater accuracy grammatical structures, such as: subordinate clauses, subjunctive, passive voice, relative clauses, infinitive phrases, case declension, and irregular verbs.</li> </ul>				
<b><u>STANDARD 2</u></b>				
<b>2.0 STUDENT GAINS KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES.</b>	N/A	2.0		10% of class time
2.1 Demonstrates advanced understanding of cultural practices and values. <ul style="list-style-type: none"> <li>a. Compares and contrasts cultural practices, including references to government, education, ecology, multi-cultural concerns, and issues of social responsibility.</li> <li>b. Reads selections on German history, such as the “Wirtschaftswunder’, “Gastarbeiter”.</li> <li>c. Knows major geographic and demographic features of the countries where the language is spoken (e.g., population distribution, etc., in post-unified Germany).</li> <li>d. Analyzes visual representations such as cartoons, and ads.</li> </ul>		2.1	RC, CP	

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	HSEE	Standards & Benchmarks	Assessment	Timeline
<b><u>STANDARD 3</u></b>				
<b>3.0 STUDENT DEVELOPS INSIGHTS INTO THE NATURE OF LANGUAGE THROUGH COMPARISONS OF THE GERMAN LANGUAGE STUDIED AND HIS OWN.</b>	N/A	3.0		10% of class time
3.1 Demonstrates advanced understanding of the German language and an appreciation of its unique characteristics.		3.1.4	WS, SR	
<ul style="list-style-type: none"> <li>a. Uses verb tenses and moods to differentiate between fact, speculation and opinion.           <ul style="list-style-type: none"> <li>▪ Present, future, present perfect, imperfect of regular and irregular verbs</li> <li>▪ Use of modal verbs</li> </ul> </li> <li>b. Shows some facility with idiomatic uses of certain verb expressions, involving time, for example.</li> <li>c. Uses with increased accuracy the following: adverbs, adjectives, pronouns, relative pronouns and prepositions.</li> <li>d. Continues to expand dictionary skills.</li> <li>e. Distinguishes between colloquial and literary style.</li> <li>f. Understands relationship of word order and meaning (position of adverbs and objects).</li> </ul>				

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	HSEE	Standards & Benchmarks	Assessment	Timeline
<b>STANDARD 4</b>				
<b>4.0 STUDENT MAKES CONNECTIONS WITH OTHER DISCIPLINES AND ACQUIRES INFORMATION.</b>	N/A	4.0		5% of class time
4.1 Applies knowledge and skills acquired via other disciplines in his study of the German language.		4.1.4	RC, LC, WS	
a. Interprets/Defines the perspectives of German-speaking writers through cultural and non-fiction readings in the areas of history, politics, art or music.				
b. Compares information about historical and political institutions of the German culture.				
<b>STANDARD 5</b>				
<b>5.0 STUDENTS PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD.</b>	N/A	5.0		5% of class time
5.1 Demonstrates advanced use of the German language within and beyond the school setting.		5.1.4	QA/ OP	
a. Uses a range of idiomatic expressions.				
b. Participates in teacher-directed activities such as fieldtrips and cultural excursions (Oktoberfest, San Francisco International Film Festival, Museum exhibits.)				

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5.2 Appreciates the value of foreign language study and understands related career or study opportunities.  a. Interacts with native speakers (exchange programs, Internet activities). b. Becomes aware of career opportunities involving German.		5.1.5	?	



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**TEACHING STRATEGIES AND PROCEDURES**

Direct instruction  
Lectures  
Collaborative Group Work  
Inquiry strategies  
Writing strategies  
Language Lab activities  
Cultural projects  
Transparency/Overhead Projections  
Video/computer software  
Oral performance (including partner work, modeling)

**GRADING GUIDELINES**

Tests and Essays (Performance)	60-70%
Projects, homework, quizzes, and oral work (Process)	30-40%