

German 2/ German IB Ab Initio 2

Course Description: (skill level ~ novice mid to novice high-level learners)

German 2 furthers the study of grammar, vocabulary, an understanding of the culture and uses supplementary materials like movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

Student Self-Assessment:

Based on the **Standards, Topics and Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand German when I hear it?

Speaking: Can I speak German with a variety of people?

Reading: Can I read a variety of materials in German?

Writing: Can I write German for different purposes?

Culture: Can I use my knowledge of German-speaking cultures?

Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st Century:

- **Lifelong Learning** – The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** – A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** – In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** – World languages open doors not only to other languages, but also to other cultures, peoples and lands.

Based on a format developed by Boulder Valley School District, Boulder, Colorado, 2008

ACTFL Standards:

1. Students will communicate in languages other than English.
 - 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1 Students use the language both within and beyond the school setting.
 - 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Nouns & Definite Articles:

-possessive
-agreement

Sentence Structure:

-infinitive construction
-past participle
-affirmative
-negation

Prepositions:

-accusative case
-dative case

Adjectives:

-possessive
-comparative

Key Concepts & Structures

Pronouns:

-direct object
-demonstrative

Idiomatic Expressions

Verbs:

Imperative

Pronunciation:

-sound discrimination

Plus Expansion of Level 1 Key

Culture:

Students know and are able to...
-observe and identify everyday cultural practices.
-distinguish similarities and differences among culture.
-use culturally appropriate gestures and oral expressions.
-listen to or read materials in the language from the cultures being studied.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advanced organizers
- Formative and Summative Assessments

Level 2 Topics:

1. Body Parts & Health
2. Daily Routines
3. Descriptions of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Times
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Music and Pop Culture
12. Plus Expansion of Level I Topics

Body Parts & Health:

- Identification of body parts
 - Expressions of state of health
 - Fitness activities
 - Diet
- ↔ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- ⊕ *Culture:* Health/medical care and diet

Directions:

- Directions to a place
 - Directions on how to do something
 - Metric and English system vocabularies
 - Numbers: 101 – 1000
- ↔ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- ⊕ *Culture:* Metric system for travel and cooking; transportation alternatives

Shopping:

- Variety of stores, merchandise and economy/ prices
 - Clothing, food, beverages
 - Opinions
 - Quantities and size
- ↔ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Descriptions of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- ⊕ *Culture:* Fashion; seasonal availability; Metric system and English systems; electrical and electronic systems

Daily Routines:

- Personal hygiene and habits
- ↔ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Times; School Schedule; Shopping; Sports
- ⊕ *Culture:* Similarities and differences

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Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Sports:

- Names and equipment
 - Preferences
 - Abilities
 - Sports clothing
- ↔ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- ⊕ *Culture:* Popularity of sports; game rules

Description of People, Personalities & Nationalities:

- Physical and personalities attributes
 - Fashion
 - Professions
 - Word formations when referring to nationalities
- ↔ *Connection Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- ⊕ *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

Music & Pop Culture:

- Music and music videos
 - Pop stars
- ↔ *Connecting Topics:* Descriptions of People, Shopping, and Leisure Time, cultural, social, and historical topics relative to cultural context
- ⊕ *Culture:* Similarities and differences through lyrics, contemporary idioms, fashion and styles

Dining Out:

- Table settings
 - Table conversation
 - Toasting
- ↔ *Connecting Topics:* Body Parts; Health & Fitness; Leisure Time; Travel & Transportation
- ⊕ *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

Travel & Transportation

- Local Travel
 - Geographic names
 - Cardinal directions
 - Trip preparation, itinerary, tickets and reservations
 - Modes of transportation'
- ↔ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- ⊕ *Culture:* Similarities and differences

Leisure Time:

- School Clubs
 - Vacations
 - Free time activities
 - Family and community events
- ↔ *Connecting Topics:* All Topics
- ⊕ *Culture:* Similarities and differences

Additional requirements for German 2 ab initio:

-current environmental issues and relative vocabulary
 -scientific and technological vocabulary
 -additional cultural and geographical knowledge about Austria, Germany and Switzerland and well known composers, artists and authors of German speaking countries.

School Schedule:

- Names and order of classes
 - Preferences
 - Locations within school
 - Routine
- ↔ *Connecting Topics:* All previously listed.
- ⊕ *Culture:* Similarities and differences of school systems and societal expectations relative to education.

**Plus Expansion of Level 1
Topics and Key Concepts**

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Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<p>Identifies and presents information on basic body parts.</p> <p>Interprets and presents information about state of health using common expressions.</p> <p>Exchanges, interprets, and presents information on fitness, activities and diet.</p>	<p>Compare and contrasts cultural practices in areas of medical/ health care and diet.</p>
Daily Routines	<p>Exchanges, interprets, and presents information about personal hygiene and habits.</p>	<p>Describes cultural similarities and differences in personal hygiene and physical activity.</p>
Descriptions of People, Personalities and Nationalities	<p>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personal attributes.</p> <p>Exchanges, interprets, and describes information about fashion.</p> <p>Exchanges, interprets, and describes information about professions.</p> <p>Applies correct declensions when referring to nationalities.</p>	<p>Describes similarities and differences in celebrations.</p> <p>Explain the influence of culture on clothing and clothing in folkloric activities.</p> <p>Identifies famous historical, literary, or artistic German-speaking personalities.</p>
Dining Out	<p>Exchanges, interprets, and describes table settings, manners and table conversations.</p> <p>Describes a toast in the context celebrations and appropriateness.</p>	<p>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meals times, mealtime expressions, and toasting in German-speaking cultures.</p>
Directions	<p>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</p> <p>Follows oral and written directions to a specified location or on how to carry out a procedure.</p> <p>Describes similarities and differences between metric and English systems and applies the vocabularies of both.</p>	<p>Identifies transportation alternatives in German – speaking cultures.</p> <p>Recognizes historical and structural differences in the development of European vs. US cities.</p>
Directions (continued)	<p>Exchanges, interprets, and presents information using number 101-1000.</p>	

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Performance Indicators

Topic	Communication	Culture
Leisure Time	Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family and community events.	Compare and contrasts leisure time activities in German-speaking cultures and ones' own.
School Schedule	Exchanges, interprets and presents information about course schedules including names and order of classes. Provides information regarding personal preferences about courses. Describes locations within the school building. Presents information regarding daily routines in school.	Describes similarities and differences in schooling in German-speaking cultures and ones' own.
Shopping	Describes types of stores and merchandise available in a German-speaking country. Presents personal preferences for style and design of clothing, food and beverage. Interprets and presents information about size, price, and quantity of items using authentic items.	Describes the influence of culture on fashion. Describes seasonal availability of merchandise. Compare sizing, currency, measurement, electrical, and electronic systems in the U.S. with those in German-speaking countries.
Travel and Transportation	Describes local travel. Describes locations using geographic names. Asks for or gives simple directions to specified locations using cardinal directions. Follows oral and written directions to a specified location. Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets and reservations. Exchanges, interprets and presents information about modes of transportation.	Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.

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Performance Indicators

Topic	Communication	Culture
Sports	Exchanges, interprets and presents information about names, clothing and equipment used for sport activities. Presents information on personal preferences for sporting activities. Describes the personal abilities required for a sport activity.	Describes the organization of team sports in a German-speaking country. Compares the popularity of sport in German-speaking countries and the U.S.