



German 2

Course Description: Your passport to global opportunities awaits! Be marketable with two or more years of the same language to compete for jobs, colleges, and scholarships! Expand your knowledge of language and culture with focus on enhancing abilities in speaking, listening, reading, and writing on a variety of new topics and past experiences. You will continue to discover products and practices to help you understand global cultural perspectives.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up missed learning.

Essential Skills: In all of our German courses, students will work towards developing proficiency in the following skills. In addition, Hispanic culture will be a focus that is integrated throughout the curriculum.

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.
4. Show respect for your teacher, your peers, and yourself. Our class will be a place of acceptance and growth for everyone.

| Skill 1: Interpersonal Communication | | | |
|---|---|---|---|
| SKILL 1A - I can engage in spoken conversation. | | | |
| EXCEEDS PROFICIENCY (4) | MEETS PROFICIENCY (3) | APPROACHING PROFICIENCY (2) | DEVELOPING FOUNDATIONS (1) |
| I can maintain a spoken conversation using above-level language. | I can maintain a spoken conversation using level appropriate language. | I can maintain a spoken conversation using level and below-level appropriate language. | I can maintain a spoken conversation using below-level appropriate language. |
| SKILL 1B - I can engage in written conversation. | | | |
| EXCEEDS PROFICIENCY (4) | MEETS PROFICIENCY (3) | APPROACHING PROFICIENCY (2) | DEVELOPING FOUNDATIONS (1) |

| | | | |
|--|--|--|--|
| I can maintain a written conversation using above-level language. | I can maintain a written conversation using level appropriate language. | I can maintain a written conversation using level and below-level appropriate language. | I can maintain a written conversation using below-level appropriate language. |
|--|--|--|--|

Skill 2: Presentational Communication

SKILL 2A - I can create an original spoken message.

| EXCEEDS PROFICIENCY (4) | MEETS PROFICIENCY (3) | APPROACHING PROFICIENCY (2) | DEVELOPING FOUNDATIONS (1) |
|--|--|--|--|
| I can create a spoken message using above-level language. | I can create a spoken message using level-appropriate language. | I can create a spoken message using level and below-level appropriate language. | I can create a spoken message using below-level appropriate language. |

SKILL 2B - I can create an original written message.

| EXCEEDS PROFICIENCY (4) | MEETS PROFICIENCY (3) | APPROACHING PROFICIENCY (2) | DEVELOPING FOUNDATIONS (1) |
|---|---|---|---|
| I can create a written message using above-level language. | I can create a written message using level appropriate language. | I can create a written message using level and below-level appropriate language. | I can create a written message using below-level appropriate language. |

Skill 3: Interpretive

SKILL 3A - I can interpret an audio/visual source.

| EXCEEDS PROFICIENCY (4) | MEETS PROFICIENCY (3) | APPROACHING PROFICIENCY (2) | DEVELOPING FOUNDATIONS (1) |
|---|--|--|---|
| I can accurately demonstrate literal and interpretive comprehension of an audio/visual source with details/reasoning. | I can adequately demonstrate literal and interpretive comprehension of an audio/visual source. | I can demonstrate basic comprehension of an audio or visual source. | I can demonstrate minimal comprehension of an audio/visual source. |

SKILL 3B - I can interpret a written passage

| EXCEEDS PROFICIENCY (4) | MEETS PROFICIENCY (3) | APPROACHING PROFICIENCY (2) | DEVELOPING FOUNDATIONS (1) |
|---|--|---|---|
| I can accurately demonstrate literal and interpretive comprehension of a text with details/reasoning. | I can adequately demonstrate literal and interpretive comprehension of a text. | I can demonstrate basic comprehension of a text. | I can demonstrate minimal comprehension of a text. |

Grading

Learning (Practice) includes instructional activities in and outside of class and are not used in grade determination. In German, this includes but is not limited to: taking notes, studying vocabulary and grammar, completing worksheets, speaking, listening, reading and writing activities, games, online resources, etc.

Skyward Assessment (Grades) Individual mastery of the three communication skills (interpersonal, presentational, interpretive) in a variety of assessment forms will determine the grade for German. Types of assessments may include discussions/conversations, flipgrid dialogues, skits, presentations, written responses to scenarios, interpretive reading and listening assessments and more.

| Final Grade | |
|-------------|------------|
| A | 100% - 90% |
| B | 80% - 89% |
| C | 70% - 79% |
| D | 60% - 69% |
| F | 0% - 59% |

Calculations:

| Final Grade Calculation | |
|-------------------------|------------|
| Cumulative Grade | 95% |
| Final Exam(s) | 5% |

Central High School Courses:

- Will determine grades based on student performance and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

Instructional Resources:

- www.conjuguemos.com
- www.quizlet.com
- www.youtube.com (German Pod 101, Meet the Germans, etc)
- www.audiolingua.com (Selected Clips)
- Teacher's Discovery Integrated Performance Assessments (Novice Level)

- Glasgow, Mary. “Schuss” and “Das Rad” Scholastic Magazine (Level 2)
- dw.com

Course Calendar/Pacing:

| Course | German 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| Months | A u g | | | Sept | | | Oct | | | Nov | | | Dec | | | Jan | | | Feb | | | Mar | | | Apr | | | May | | | | | | | | |
| Units | Unit 1: What we do and where we go. (Present) | | | | | | | | | Unit 2: What’s going on and what happened? (Present and Past – conversational past) | | | | | | | | | Unit 3: How things used to be. (past perfect) | | | | | | | | | Unit 4: Telling stories. (Tense choice: narrative past tense) | | | | | | | | |
| Essential Standards | 1.1 Students will 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. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. | | | | | | | | | 1.1 Students will 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. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. | | | | | | | | | 1.1 Students will 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. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. | | | | | | | | | 1.4 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.5 Students understand and interpret written and spoken language on a variety of topics. 1.6 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. | | | | | | | | |
| Additional Supporting Standards **Optional | Cultural elements should be added throughout the year at the teacher’s discretion. Additional units and topics may be added at the teacher’s discretion. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essential Questions | How do I apply German to discuss what we do and where we go? How do I analyze German to understand what people do and where people go? How do basic German and English languages compare? | | | | | | | | | How do I apply German to discuss what’s going on and what happened? How do I analyze German to understand what’s going on and what happened? How do the present and preterite tenses compare in German and English? | | | | | | | | | How do I apply German to discuss how things used to be? How do I analyze German to understand how things used to be? How do the preterite and imperfect tenses compare in German and English? (Recognition) | | | | | | | | | How do I apply German to tell stories? How do I analyze German to tell stories? How do the present, preterite and imperfect tenses compare in German and English? (Application) | | | | | | | | |
| Essential Learning Targets | Students will be able to discuss what we do and where we go. Students will be able to understand what we do and where we go. Students will be able to compare/contrast German and English languages. | | | | | | | | | Students will be able to discuss what’s going on and what happened. Students will be able to understand what’s going on and what happened. Students will be able to compare/contrast the present and preterite tenses in German and English languages. | | | | | | | | | Students will be able to discuss how things used to be. Students will be able to understand how things used to be. Students will be able to compare/contrast the preterite and imperfect tenses in German and English languages. (Recognition) | | | | | | | | | Students will be able to tell a story. Students will be able to understand a story. Students will be able to compare/contrast the present, preterite and imperfect tenses in German and English languages. | | | | | | | | |