

German 3 Honors: Big Walnut High School
(updated 2019)

ACTFL /Linguafolio Proficiency Guidelines: Novice High – Intermediate Low

Ohio's Learning Standards: Communication

I. Interpretative

1. Derive meaning from messages and texts using listening, reading and viewing strategies.
2. Identify how authentic sources convey viewpoints and use authentic sources critically.
3. Comprehend and interpret information in authentic messages and informational texts.
4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

II. Interpersonal

1. Negotiate meaning using requests, clarifications and conversation strategies.
2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.
3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

III. Presentational

1. Convey meaning using writing processes and presentation strategies.
2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

3. Present a range of literary, creative and artistic endeavors to audiences near or far.

IV. Cultures

1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.
2. Experience the target language and culture(s) and share information and personal reactions with others.

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Possible Materials

German in Review

Till Eulenspiegel

Various Grimms ‘ Fairy Tales

Geheime Mission

Die Spur Fuehrt nach Bayern

Various authentic videos, articles, music, podcasts

These are overviews of possible units in German 3 Honors. Units can be substituted, replaced or modified, depending on the need and interest of students.

Course Overview: 1st semester

- **Summer Vacation/Assignment**

- **Reading Story: *Till Eulenspiegel***
- **Vacation Project**
- **Garden Gnome Project (This can begin first or second semester)**

Summer Vacation/Assignment

Presentational Speaking

Students will present what they did during their summer break.

Interpretive Listening

Students will watch a series of short videos and answer content questions. Students will also listen to classmates' presentation about their summer break and actively takes notes.

Vacation Project

Students will research sites in a German speaking country in order to plan a vacation. This includes research on flights, hotel, restaurants, attractions and activities and transportation.

Interpersonal Writing

Students will write an email in which they will describe their trip.

Presentational Speaking

Students will present their vacation to classmates.

Interpretive Listening

Students will actively take notes when listening to classmates' presentations.

Till Eulenspiegel

Interpretive Reading

Students will be reading *Till Eulenspiegel* and answering questions about each chapter.

Presentational Writing

Students will be writing summaries and opinions based on this story. In their writings they will be incorporating the grammar items below.

Interpersonal Speaking

Students will be discussing each chapter with a partner.

Presentational Speaking

Students will give presentations about different sections of the story and orally answering questions. Students will plan a vacation in a German speaking country and present their vacation daily to their classmates.

Interpretive Listening

Student will be assessed on listening skills with regards to the story. Who said what? They will also be assessed at being able to identify grammar structures when they hear them. They will take notes when other students give presentations in class.

Garden Gnome (GG) Project (This can happen first or second semester)

Students and their families will host an exchange ‘garden gnome’

Interpersonal Writing

Students will write an email posing as their GG to introduce themselves to their host families. Later, the GG will write a letter home to their parents. Specific grammar points listed below will be required on these assignments.

Presentational Speaking

Students will then present facts about their GG to the class in an oral presentation. Students will present what their GG did for the entire week.

Interpretive Reading

Student will read material about GG culture to incorporate into their projects

Presentational Writing

Students GG will accompany them for a week. Students will write their GG daily diary to recount what they did for the week. Specific grammar points listed below will be required.

Interpretive Listening

Students will listen to a dialogue from the GG teacher and take notes. In addition, students will listen to the presentations of their classmates and take notes.

Supporting Grammar

Irregular Verbs\ (review and new ones)

Review of the Perfect tense

Imperfekt

Future Tense

Review of the Nominativ, Akkusativ and Dativ addition of cases uses, forms and prepositions (Dative Verbs and Adjectives, Definite Time, Duration of Time), Genitive all case uses, forms and prepositions.

Genitive Case

Relative Pronouns

Cultural Items for First Semester

The social role of the church in European history. The attitude toward alcohol consumption as it relates to history. Customs and culture: Reunification, Oktoberfest, Halloween/St. Martin's Day, Christmas. Students will research cities and sites of their interest.

Second Semester

Interpretive Reading

Students will read selected fairy tales and a mystery.

Presentational Writing

Students will be writing a number of summaries, answering questions in writing, and opinion pieces with regards to characters in the stories and/or their opinions of fairy tales.

Interpersonal Speaking

Students will discuss with one another questions about the reading selections.

Presentational Speaking

Student will give presentations about the different reading selections. They will orally summarize a selected fairy tale and an aspect of the mystery that they read.

Interpretive Listening.

Students will listen to selected chapters of all the reading selections for interpretation. In addition they will listen to classmates presentations for interpretation. Students will listen to some of the fairy tales as opposed to reading them and answer questions about the content.

Cultural Items

We will discuss the structure of a typical fairy tales and discuss the depiction of gender roles. We will discuss the landmarks mentioned in the mysteries which we read: Munich, Vienna and traveling with mass transit in Europe as compared to the United States.

Supporting Grammar

Students will be incorporating new grammar structures in their writing, speaking, reading and listening

Relative Pronouns continued

Past Perfekt

Future Perfect

Past tenses: Imperfect and Perfect

Passive Voice

All types of conjunctions

Assessments

Summative

Students will be assessed in interpretive listening, interpretive reading, either interpersonal or presentational speaking and either interpersonal or presentational writing. In addition, questions on cultural items which fit the chapter themes will be included.

A) Speaking:(Presentational and Interpersonal)

- skits
- presentations
- prepared dialogues
- interviews

B) Reading:

Materials - dialogues, readers, culturally authentic texts (menus, schedules, etc...), short stories

- true/false
- multiple choice
- short answer
- translation

C) Writing: (Presentation and interpersonal)

- short answer

- **fill in the blank**
- **dialogues**
- **paragraphs, letters/emails**
- **translate into target language**

D) Listening: (Interpretive)

Materials – Students listen to native speakers (tapes/CDs), teacher, other students and answer questions to demonstrate comprehension.

- **true/false**
- **short answer**
- **summary**
- **fill in the blank**

Formative Assessments

- **Homework/classwork**
- **small quizzes or exit slips**
- **surveys and show of hands**
- **work with white boards**
- **student response technology (Kahoot!)**

Differentiation

Differentiation in the World Language classroom is dealt with by way of differentiating instructional technique and assessment. Students will be involved in activities and assessments that accommodate different learning styles: aural, oral, written, reading and visual.

Extending Learning

Students will always have the opportunity through assignments and assessments to use the language in new and creative ways to show additional language proficiency.

- **Extension of dialogues**
- **Choice in writing prompts**
- **Making resources for independent activities available: website, podcasts, videos, books**

Remediation

Student will correct assessments. Skills in each chapter will be reinforced in subsequent chapters and students will have opportunities to reinforce skills and be reassessed.

- **Differentiated assignments: fill in boxes**
- **Differentiated assessments: word bank, limited multiple choice**
- **Offering test retakes/corrections as is appropriate for individual students and/or assessment**
- **Differentiated grading strategy to meet individual student needs**
- **Use of selected accommodations to fit student need and level.**