

Big Walnut High School: German II

**ACTFL/LinguaFolio Proficiency Guidelines for Level II:
(Novice High-Intermediate Low)**

Ohio's New Learning Standards for World Languages

Interpretive Communication

- 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.**

Presentational Communication

- 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.**

Interpersonal Communication

- 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.**

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.**

Deutsch II: Chapter Targets

Materials:

- *Komm Mit* Level II, Holt:Textbook
- Grammar and Vocabulary Worksheets
- Practice and Activity Book
- CD Audio Program
- Video Program
- Authentic texts, audio and visual material

Chapters Covered: 11,1-8

Semester 1: Comprehensive review then ch.11 (German I book), 1-3

Semester 2: ch. 4-8

Each chapter takes 2 ½ - 3 weeks to cover

Kapitel 11 (from Deutsch I book)

Student can...

- Use the phone in Germany
- Extend and respond to invitations
- Express good wishes for a holiday/occasion. Use ordinal numbers correctly
- Discuss gift ideas and giving gifts

Student will demonstrate control of the following Grammatik:

- Trennbare Verben
- Können, müssen
- Ordinal Zahlen
- Dativ
- Schenken

Culture:

Customs with regards to using the phone, celebrating birthdays

Kapitel 1 (depending on student skill, this chapter can be skipped)

Student can ...

- ask for and give information about themselves and others
- describe themselves
- express likes and dislikes
- identify people and places
- give and respond to compliments
- express wishes when buying things

Student will demonstrate control of the following Grammtik:

- Sein
- Haben
- moechten, wollen
- Possessive Pronouns in Nominative und Akkusative

Kapitel 2 Family/Everyday Life

Student can

- a. express obligation
- b. extend and respond to an invitation
- c. offer help
- d. shop for food effectively at the grocery store
- e. report events in the past
- f. express giving gifts
- g. express likes and dislikes
- h. offer more or another of something

Student will demonstrate control of the following Grammatik

- Modals: Müssen, wollen, können
- Weil vs. denn
- Für and the accusative case
- Use of noch and noch eine
- Forms of 'waren'
- Perfekt Tense
- Dative case and possessive pronouns
- Commands

Culture: find out what German teenagers do to help out at home

Kapitel 3: Vacation

Students can....

- a. report past events
- b. ask how someone likes/like something
- c. express enthusiasm or disappointment

Student will demonstrate control over the following Grammatik

- Perfekt tense of verbs p. 59
- Imperfekt of sein and haben
- Use of prepositions in, an with the Dative
- Use of gefallen and Dative pronouns
- Mit w/Dative

Culture: typical vacation spots for German. Investigate the city of Frankfurt. Youth Hostels

Kapitel 4: Living Healthy

Student can...

- a. express approval or disapproval
- b. ask for information and respond
- c. agree or disagree with reservations

Students will demonstrate control over the following Grammatik

- Use of dass
- Reflexiv Verbs: sich fühlen, sich fit halten
- Use of jed with the accusative
- Use of kein with the accusative
- Use of duerfen

Culture: typical forms of exercise in German speaking countries

Student can...

- a. express regret, skepticism, and down play
- b. call someone's attention to something
- c. expressing preference and favorites

Student will demonstrate control of the following Grammatik

- Identifying Nominativ, Akkusativ and Dativ
- Use of dies- and Welch
- Use of auf w/Dativ
- Use of Schmecken with Dativ
- Use of zu

Culture: typical meals, foods in Germany

Kapitel 6: Dealing with Getting sick

Student can...

- a. inquire about someone's health and respond
- b. make suggestions
- c. ask about and express pain
- d. ask for and give advise
- e. express hope

Student will demonstrate control of the following Grammatik

- Dativ Verbs: gehen, fehlen, weh tun,
- Dativ Reflexive Verbs: brechen, verstauchen, verletzen
- Akkusativ Reflexive Verbs: fühlen, freuen
- Use of sollen
- Use of müssen
- Use of hoffen w/dass, hoffentlich
- Messen

Culture: German healthcare vs. American

Kapitel 7: Living in the city or country

Student can...

- a. express preference and give a reason
- b. express wishes
- c. describe using adjectives

Student will demonstrate control of the following Grammatik

- Use of lieber, am liebsten
- Vor ziehen
- Gefallen
- Comparative structures in equal und unequal comparisons
- Sich wünschen
- Adjektive endings after 'ein' words
- Nominativ, Akkusativ und Dativ
- Comparative with adjectives in front of nouns

Culture: German vs. American homes, where do German speaking people prefer to live, how is this different than American?

Kapitel 8: Fashion

Student can...

- a. describe clothes
- b. express interest, disinterest and indifference
- c. persuade and dissuade

Student will demonstrate control of the following Grammatik:

- Adjective endings after 'der' words
 - Identifying Nominativ, Akkusativ and Dativ
 - Sich interessieren für
 - Stehen and passen w/Dativ
- Culture:** fashion trends in Germany, different clothing types

Assessments

Summative

For each chapter 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:

- skits
- presentations
- prepared dialogues
- interviews

B) Reading:

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

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

C) Writing:

- short answer
- fill in the blank
- dialogues
- paragraphs
- translate into target language

D) Listening:

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 or assessments**
- **Differentiated grading strategy to meet individual student needs**
- **Use of selected accommodations to fit student need and level**