

## **German III Honors: Big Walnut High School**

**ACTFL /Linguafolio Proficiency Guidelines:** Novice High – Intermediate Low

**Ohio's New 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*

*Munchhausens Abenteuer*

Grimms ' Fairy Tales

*Geheime Mission*

*Die Spur Fuehrt nach Bayern*

Various authentic videos, articles, music

#### **Course Overview: 1st semester**

#### **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 also be giving presentations over their summer reading. Students will create their own Hexen Schild with designs and colors to represent their lives and present their Hexen Schild (Penn. Dutch barn sign) to the class in German.

### **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.

### **Cultural Items**

The social role of the church in European history. The attitude toward alcohol consumption as it relates to history. German school system structure vs. American school system structure. History of the Pennsylvania Dutch

Holiday Customs: Halloween, Christmas

### **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

## **Second Semester**

### **Interpretive Reading**

Students will read *Munchhausen Abenteuer*, 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.

### **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 chapter from Munchhausens Abenteuer, 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.

### **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.**