

Foreign Language Planned Course Advanced Placement German VI

Unit: **Fairy Tales and the Brothers Grimm**

Content Standard: **Students read and analyze German Fairy Tales, especially those gathered by the Brothers Grimm.**

State Curriculum Standard: **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.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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.
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.

Course Content	Student Performance	Resources	Assessments
A. Biographical Information About the Lives of Jakob and Wilhelm Grimm B. Culture and Geography of The Hartz Mountain Region Associated With Most German Fairy Tales C. Vocabulary Related to Fairy Tales D. General Review of Grammar E. Translation of Original Texts	<ul style="list-style-type: none"> Read and translate stories from German to English Compare and contrast cultural differences of the Hartz Mountains to the Pocono Mountains Research and present information from German myths and children's tales which reflect the cultural perspectives of Germany 	<ul style="list-style-type: none"> Text-based listening and speaking activities Text-based reading and writing activities Computer and internet activities Teacher-generated worksheets and activities 	<ul style="list-style-type: none"> Teacher observation of student performance Text-generated activities and quizzes Teacher-generated tests and quizzes Rubric assessed research assignments Graded homework and class work assignments

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Unit: **The Imperative**

Content Standard: **Students will employ the imperative forms for commands and requests in the formal and informal usage.**

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1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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Course Content	Student Performance	Resources	Assessments
A. Review of the Formal and Informal Uses of Verbs B. Formal Uses of the Imperative C. Informal Singular and Plural Forms of the Verbs in the Imperative D. Inclusive Forms of the Verbs in the Imperative	<ul style="list-style-type: none"> Read and write phrases using all the imperative forms Discuss and act on imperative forms to show understanding Practice the appropriate use of grammar in oral and written form. Refer to grammar text and other resources to speak and write using correct grammatical form 	<ul style="list-style-type: none"> Text-based listening and speaking activities Text-based reading and writing activities Teacher-generated worksheets and activities 	<ul style="list-style-type: none"> Teacher observation of student performance Text-generated activities and quizzes Teacher-generated tests and quizzes Rubric assessed research assignments Graded homework and class work assignments

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Unit: **Negation**

Content Standard: **Students will use the proper forms of negation in the German language in written and spoken forms.**

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1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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.
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Course Content	Student Performance	Resources	Assessments
A. Word Order and the Negation Word <i>Nicht</i> B. <i>Kein/Keine</i> and the Proper Declinations for Each Case C. Other Words to Show Negation, Such as <i>Nicht, Nie</i> D. <i>Sondern</i> and Words Used to Neutralize a Negative Statement	<ul style="list-style-type: none"> Read and translate sentences from selected texts using negation Discuss and compare varying forms of negation used in German Create and write sentences using all forms of negation 	<ul style="list-style-type: none"> Text-based reading and writing activities Text-based negation exercises Teacher-generated worksheets and activities 	<ul style="list-style-type: none"> Teacher observation of student performance Text-generated activities and quizzes Teacher-generated tests and quizzes Rubric assessed research assignments Graded homework and class work assignments

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Unit: **Exclamation And Interrogatives**

Content Standard: **Students note differences and similarities in interrogatives and exclamations between German and English.**

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1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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Course Content	Student Performance	Resources	Assessments
A. General Review of Question Words and Inverted Work Order B. "Flavor" Words in German Used to Enhance Meaning With Nuance Such as <i>Denn</i> , <i>Gerade</i> , <i>Nut</i> , <i>Aber</i> , <i>Bloß</i> C. Proper Declination of the Interrogative <i>Welcher</i> D. General Review of Grammar	<ul style="list-style-type: none"> Read and translate texts from German to English Discuss and compare how cultural differences influence language usage Create surveys using interrogative forms 	<ul style="list-style-type: none"> Text-based listening and speaking activities Text-based reading and writing activities Computer and internet activities Teacher-generated worksheets and activities 	<ul style="list-style-type: none"> Teacher observation of student performance Text-generated activities and quizzes Teacher-generated tests and quizzes Rubric assessed surveys Graded homework and class work assignments

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Unit: *Kaffeeklatsch* Discussion

Content Standard: **Students discuss a variety of topics while fine-tuning their pronunciation, vocabulary, and grammatical skills.**

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2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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Course Content	Student Performance	Resources	Assessments
A. Debates About Philosophical Questions B. Discussions About Current Events C. Talks Pertaining to School and Community Events D. General Review of Grammar, Vocabulary, and Pronunciation	<ul style="list-style-type: none"> Research and prepare topic specific vocabulary lists to prepare for discussions Discuss and compare the differences and similarities of German culture Use prior knowledge and research information to present an opinion in a formal discussion 	<ul style="list-style-type: none"> Teacher-generated list of discussion topics Student-generated vocabulary lists which are topic related Computer and internet activities Teacher-generated worksheets and activities 	<ul style="list-style-type: none"> Teacher observation of student performance Student-generated activities and quizzes Teacher-generated tests and quizzes Rubric assessed research assignments Graded homework and class work assignments

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Unit: **Careers Using Language Skills**

Content Standard: **Students research and explore opportunities to use skills learned in German classes.**

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1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

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.

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.

Course Content	Student Performance	Resources	Assessments
A. Class Discussions About Possible Career Choices B. Field Trips to High School Career Room to Research University Level Study C. Opportunities to Speak With Adults Who Use Foreign languages in Their Work	<ul style="list-style-type: none"> Discussions of personal strengths and interests Research various career choices in the career room Explore possible choices for continuing education Talks with guest speakers Practice essay writing with peer editing 	<ul style="list-style-type: none"> Guest speakers from military (linguists) Career room/guidance office Parents, family, friends Computer and internet activities Teacher-generated worksheets and activities College applications, brochures 	<ul style="list-style-type: none"> Teacher observation of student performance Peer-edited essays Student-generated discussions Rubric assessed research assignments Acceptance letters to colleges, career-related correspondence