

Glendale Unified School District

High School

(Date will be entered after Board approval.)

Department: World Languages

Course Title: German 5-6 Honors

Course Code: 8164D/8165D

Grade Level(s): 10-12

Course Credits: 10

Recommended  
Prerequisite: German 3-4 with a grade of A or B

Recommended  
Textbook: Holt German Komm Mit Level 3

Course Overview: German 5-6 Honors is designed for students who excelled in German 3-4 to offer a more rigorous, challenging curriculum consisting of listening, speaking, reading and writing skills aligned with ACTFL and State of California learning goals and standards. Focus is on expanding vocabulary to include a wide variety of subject areas; advanced grammar concepts while continuing to reinforce material from the first two years; further focus on German geography, history, and culture. Course materials include a variety of reading, audio and video materials, and students will produce a variety of spoken and written assignments including interviews, role-plays, oral presentations, summaries and essays.

I. Unit 1: Holt German Level 3 Chapters 1 and 2 (8 weeks)

1. Language topic: Review of important vocabulary and grammar concepts from German 2; short story: "Eine alltägliche Verwirrung" by Franz Kafka".

A. Students are introduced to the reading strategy: Using timelines for comprehension and answer questions about the story.

B. Using the time line they created, students are asked to reconstruct the story

in writing in a more comprehensible way.

2. Cultural topic: The island of Rügen (cultural video)

- A. Students learn about the location, scenery, and tourist attractions by watching the video and filling out a worksheet.
- B. The Euro: Students find out about the history of the currency, exchange rates, and the values and appearance of the Euro bills and coins.

3. KEY ASSIGNMENTS:

- A. Skit, playing the role of two friends getting together for the first time since summer vacation. Students will work with a partner, roughly write out a draft, and prepare to perform their skit live, with minimal glancing at notes. They will demonstrate mastery of vacation vocabulary, some cultural awareness, and ability to speak using reasonably correct past tense sentences.
- B. Writing assignment: A letter telling all about their own "vacation" in Germany, in conversational past tense.
- C. Jugendherbergen in Deutschland: Students select a youth hostel in Germany and prepare an oral presentation supported by visuals (poster board, power point, etc.). The project will include information regarding the location of the hostel (city/region) as well as services provided (types of rooms, amenities, recreational facilities). Students will work in groups of 3-4 to research and create this presentation over 2-3 class periods, and each will present a subtopic: city, the hostel itself, sightseeing, food and drink. They will demonstrate understanding of German geography, culture, and travel-related vocabulary.
- D. They finish each chapter with a comprehensive chapter test.

II. Unit 2 Holt German Level 3 Chapters 3-4

(8 weeks)

- 1. Language Topic: Relationship with parents, friends and others, grammar (relative clauses, genitive case), review of conversational language to express suggestions, preferences, reasons why (subordinate clauses); focus on adjective endings, subjunctive mood, and accusative case.
  - A. Sympathy, advice, expressing regret.

- B. Further subjunctive mood for both present and past tense.
  - C. They read the short story "Ein Tisch ist ein Tisch" by Peter Bichsel. Students are introduced to the reading strategy: "Determining the main idea of a story", and answer questions about the story.
2. Cultural Topic: Fashion, fitness and appearance, family/generational relationships, German family life.
- A. Students read texts about how German teenagers get along with their parents and friends. They also find out how German family life differs from that of a typical American family and how they are similar.
  - B. The students are asked to write a composition where they will describe their relationship with their parents and friends.
3. KEY ASSIGNMENTS:
- A. Students prepare and perform a fashion show, bringing props; each student writes a script to describe their groupmates' outfits reflecting pop culture trends, expressing individuality through style or being influenced by and fitting in with a group (pre AP content).
  - B. Later, they create a skit about generation conflicts. The suggested topics are arguments about clothes, choices in friends or use of media. Students will work in pairs or groups of three, where one student represents the teenager and the others the parents. Skits need to include concepts discussed in class as well as language structures learned, and performed with minimal use of notes.
- III. Semester Project - Cultural Participation and Research Project and Presentation (one each semester). Time frame for presentations: about one week, staggered throughout the semester.
- 1. Students complete two cultural research projects on the topic of their choice per year (e.g. famous people, science, history, art, music, travel, foods). Projects are graded on language, completeness, quality of presentation, and originality. Students choose the topic and their due date; this is to encourage them to take responsibility and to plan ahead. There is no class time devoted to preparation; this is done on their own. Students will learn in depth on a topic of interest to them, and will share that learning with one another.

2. Students watch the film *Goodbye, Lenin* with vocabulary support; they take notes, and write a plot summary. Time frame: about one week

IV. Comprehensive Semester Final Exam – Details:

1. Each semester students take a 2-hour exam covering all vocabulary, culture and structures from that semester. About 1/4 of the exam (vocabulary and case endings for articles and adjectives) is multiple choice, but overwhelmingly questions are either short-answer (one to three words) or require complete sentences. Demonstrating ability to conjugate verbs correctly in sentences (irregular and stem-changing verbs in present tense, regular and irregular verbs in both perfect and imperfect, and present and imperfect modal verbs.) Students must use conjunctions and subordinating conjunctions and follow them with correct word order. Second semester they must use past and present subjunctive, and more extensively use the imperfect.
2. There are 4 writing prompts each semester, each focused on a different subject area and each requiring response in a different tense or mood -- two short responses and two longer, about 200-300 words total.

V. Unit 3 Holt German Level 3 Chapter 5 National German Exam (4 weeks)

1. Language topic: Preparation for the AATG National German Exam Level 3. *Students take released AATG exams for practice, and the teacher reviews important strategies and concepts with students. (Two days prep, two days testing).*
2. Language topic: Comparing US and German rights and duties, coming of age; political parties in Germany; media -- news sources, purpose, importance, and bias in US and German media. Grammar (conditional clauses, imperfect forms of modals), composition (If you were eighteen, what would you do?)
3. Cultural topic: The German military; turning 18 (becoming an adult). In this unit, the focus is on how life changes for a German teenager when he or she turns 18. Students learn about rights and duties that come with adulthood, and discover how the German military differs from the American military (though military service in Germany is no longer mandatory). Students discuss pros and cons of mandatory or voluntary service as well as the difference between men and women in the German army. Reading selections include excerpts from speeches by Hitler,

for high-level vocabulary and use of narrative past tense. This inspired the follow-up unit, *Weißerose*.

4. KEY ASSIGNMENTS:

- A. Write a composition about what they would do if they were 18 in Germany. Students explore the implications of living in a different culture, and practice using present subjunctive to express "if I lived". They demonstrate mastery of the cultural differences, vocab related to the topic, and facility with subjunctive mood.
- B. Read and discuss a current article (*Zeit*, *Tagesspiegel* online, or other German print media) on military service or a military action, or a political event and summarize in writing. Students will gain cultural awareness, increase vocabulary, and gain reading, speaking, listening and writing practice.

VI. Unit 4 Weißerose (6 weeks)

1. Language Topic: Literary past tense (imperfect) and subjunctive mood, reported speech. Advanced reading comprehension.
2. Cultural topic: World War Two Germany, life under Hitler and the actions of the White Rose resistance.
3. Students read, with extensive vocabulary support, Inge Scholl's Weißerose, summarizing and answering vocabulary, comprehension, and chronology questions along the way. As a summative activity they write a plot summary in the conversational past, and a short essay in past subjunctive on what it would have been like for them to have lived in WWII Germany, what they would have done and why.
4. There are vocabulary quizzes, oral and written comprehension questions, and they write a detailed summary. (Zusammenfassung). As a summative assessment, they write two 100-word compositions.
5. Students then watch the film *Sophie Scholl: The Final Days* with vocabulary support (with signed parental permission due to disturbing content).

6. This unit is tremendously challenging but results in a great deal of improvement in both their reading and listening comprehension and their writing ability.

VII. Unit 5 Holt German Chapters 6-7 (7 weeks)

1. Language topics: media, (internet, radio, newspapers), grammar (narrative past/imperfect, superlative forms of adjectives, compositions (compare and contrast the different types of media), fairy tale "Rumpelstilzchen: by the Grimm Brothers.
2. Cultural topics: German media (TV stations, newspapers, advantages/dangers of the Internet); a tangent into fairy tales; Geography and culture: the city of Frankfurt am Main.
3. This unit has two main topics: media and advertising. About the media, students read a text about the advantages and disadvantages of different types of media, which includes a discussion about the benefits and dangers of the internet; students are asked to write an essay that incorporates many of the points discussed in class. They demonstrate critical thinking, vocabulary acquisition, cultural awareness, and practice the skill of evaluation.
4. Fairy tales: students get a general overview of the genre and then read, "Rumpelstilzchen", by the Grimm Brothers. Students are introduced to the reading strategy of "predicting outcomes and answering questions about the story. In addition, they read one more fairy tale -- Rapunzel or Schneewittchen.
5. Key Assignments: Video, readings and questions to answer on Frankfurt am Main
  - A. Students find "Innfloh" or another Schülerzeitung (German school newspaper) online and compare to our school paper, and share/summarize an article.
  - B. Students write their own original fairy tale.
  - C. Advertising -- manipulation or information? Students read and view various German ads and evaluate their purpose and effect. Grammar concepts: plural adjective endings, relative and dependent clauses, relative pronouns.
  - D. Students create a short TV commercial for a product of their **choice** working with one or two partners they choose a product, an angle

for their ad, and rehearse and deliver their commercial either live or on video. They increase vocabulary, planning and speaking ability.

- E. Students write a formal letter of complaint (pre-AP content) to a manufacturer of something they bought, but which didn't live up to the advertised value. Students practice using formal writing, and learn to politely complain in a way that is suitable in German culture; while increasing vocabulary, grammar and sentence structure, and cultural awareness.
- F. Students watch Edeka and other German ads (prescreened by the teacher for appropriate content) as they are released online, and compare them to typical ads in US markets.

VIII. Unit 6 Holt German Chapter 8

(2 weeks)

- 1. Time permitting; this year with separate third and fourth year classes, the students will complete this chapter.
- 2. Language topics: discussing beliefs, assumptions, conviction and uncertainty. Prejudice, stereotype, cliché.
- 3. Grammar: Subordinating conjunctions, inseparable prefix verbs.
- 4. Key Assignments:
  - A. Comparing cultural norms and stereotypes between German and American young people -- fact, cliché and prejudice; exchange programs; a short story *Sabines Eltern*, exploring problems between Turkish residents and ethnic Germans, and we explore rhetorical devices and the voice of the story to try to evaluate the truth vs exaggeration of what is being said.
  - B. Students write a short story about two groups that differ, but who develop better mutual understanding through some event or process. Students show creativity, mastery of the vocabulary from the unit, and the ability to plan and write a short story based on the given criteria.

IX. Additional Recommended Materials - (*Must be approved by Board of Education.*)

- 1. *Die Weiße Rose* (The White Rose) by Inge Scholl, ER Easy Readers, 1994

2. *Tagesschau.de, Zeit.de* mainstream German news outlets
3. American Association of Teachers of German National German Exam practice materials
4. Films:
  - A. *Goodbye, Lenin* (2003) (shown only with signed parental permission, and omitting 4 scenes with inappropriate content)
  - B. *Sophie Scholl, die letzten Tage* (2005), (shown only with signed parental permission, and with reflective discussion on the emotions evoked).