

SD World Language Content Standards

GOAL ONE:

Students will communicate in world languages for multiple purposes within various contexts.

1.1 Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications.	1.2 Comprehend the main ideas and significant details in oral and written presentation in the target language.	1.3 Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations.	1.4 Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages.
<p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>respond appropriately to basic social interactions.</i> <i>express basic needs and wants in the target language.</i> <i>recognize sounds/symbol relationships in the target language.</i> <ul style="list-style-type: none"> understand and use appropriate forms of address in courtesy expressions (e.g., greetings and introductions, leave takings) make routine classroom requests (e.g., what page, please repeat) describe feelings and physical needs recognize numbers, letters, and basic words in print and speech (e.g., names, days of the week, familiar objects) follow simple directions (e.g., open book, go to chalkboard, close the door) 	<p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>use recognized words to understand basic concepts in the target language.</i> <i>recognize differences found in illustrations and oral language from the target culture.</i> <i>illustrate/retell significant details presented in text from the target language.</i> <ul style="list-style-type: none"> identify key ideas found in various media (e.g., illustrations, posters, advertisements) use role playing to present various ideas, thoughts, and actions found in various target language texts understand brief written messages and short personal notes on familiar topics (e.g., family, school events, and celebrations) identify main ideas and principal characters in stories or children's literature 	<p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>initiate proper pronunciation of basic words and phrases of the target language.</i> <i>model culturally appropriate gestures to convey meaning.</i> <i>recognize the need for appropriate pronunciation in formal and informal situations.</i> <ul style="list-style-type: none"> practice vowel and consonant sounds, as well as other language specific problem areas use real life scenes to emulate appropriate gestures and properly pronounce rote phrases recognize mispronunciation can change the meaning of a phrase/sentence reproduce specific phrases from the target language understand different words are appropriate in formal and informal situations recognize that deliberate use of informal address may indicate insult/disgust/put down 	<p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>recognize there are various ways to express ideas in the target language when personal vocabulary is limited.</i> <i>use appropriate question words to gain information.</i> <i>use non-verbal language to clarify a verbal message.</i> <ul style="list-style-type: none"> use pantomime/gesture to illustrate meaning and provide additional clarification of intended message memorize key interrogatives (e.g., who, what, when, where, why, how much) use diagrams, drawings, or visual aids to deliver a message

These grade levels are only given for a K-12 world language program.

*In a perfect world, world language study would begin at this level.

In most SD schools, however, it begins in high schools.

The Beginning / Intermediate / Advanced levels would parallel then first, second, and third / fourth year programs.

*See glossary

SD World Language Content Standards

GOAL ONE:

Students will communicate in world languages for multiple purposes within various contexts.

<p>1.1 Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications.</p> <p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> initiate basic social conversations with others. initiate and respond to everyday information using the target language. prepare simple forms of written communication in the target language. 	<p>1.2 Comprehend the main ideas and significant details in oral and written presentation in the target language.</p> <p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> determine the main ideas from various oral and written presentations in the target language. interpret cultural differences found in various forms of communication. use the target language to summarize ideas and details found in oral and written communication. 	<p>1.3 Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations.</p> <p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> use correct pronunciation when communicating everyday word phrases. use culturally acceptable gestures in formal and informal situations. use appropriate pronunciation in formal and informal situations. 	<p>1.4 Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages.</p> <p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> recognize the limitations of personal vocabulary in the target language. use various questioning strategies to gain information. use alternative strategies to clarify meaning in the target language (e.g. gestures, alternative phrases).
Intermediate (5-8) Standards			
<ul style="list-style-type: none"> exchange basic information in formal and informal settings (e.g., health, personal needs, family members, daily activities) introduce one individual to another prepare lists, personal reminders, and simple notes in the target language (e.g., things to do, shopping list) write simple narrative paragraphs on everyday topics (e.g., home, family, school, likes/dislikes) write personal messages in the target language (e.g., e-mail, party invitations, friendly letters) 	<ul style="list-style-type: none"> explain main ideas/concepts from print and electronic media (e.g., videos, newspapers, classroom magazines) identify principal characters and comprehend main ideas and themes in selected literary texts (e.g., fairy tales, stories, poetry) compare/contrast the format/presentation of various target culture media (e.g., advertisements, obituaries, comics, phone books) create presentations which demonstrate understanding of ideas, concepts, and information acquired through the target language (e.g., posters, videos, essays) 	<ul style="list-style-type: none"> demonstrate correct pronunciation in basic conversations use appropriate gestures in daily activities among peers and adults differentiate between oral and written variations in formal/informal speech select and use culturally appropriate oral and visual cues to enhance communication compare/contrast verbal and nonverbal behaviors within particular activities 	<ul style="list-style-type: none"> reflect on various communication errors to enhance personal target language skills improvise ways to communicate information or requests/needs in various real life situations (e.g., travel, medical, purchases) draw upon descriptive vocabulary to convey a message (e.g., describe the product, item, or problem) ask questions/request clarification in various situations (e.g., getting directions, answering a request)
Intermediate (5-8) Standards			

SD World Language Content Standards

GOAL ONE:

Students will communicate in world languages for multiple purposes within various contexts.

Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards
<p>1.1 Use oral and written language to provide information, exchange ideas, and explain concepts in formal and informal communications.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>initiate, sustain and conclude conversations with others in various social situations.</i> <i>interpret and respond to information on a wide variety of topics.</i> <i>prepare various forms of formal and informal written communication.</i> 	<p>1.2 Comprehend the main ideas and significant details in oral and written presentation in the target language.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>interpret the main ideas and details found in oral and written presentations.</i> <i>summarize information using an appropriate cultural perspective.</i> <i>use the target language to present a personal synthesis of ideas and details found in oral and written communication.</i> 	<p>1.3 Use accurate pronunciation and culturally appropriate gestures to clarify meaning and intent in formal and informal situations.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>produce proper pronunciation of unknown words from the target language.</i> <i>determine the culturally appropriate use of gestures to convey meaning.</i> <i>use situationally appropriate communication.</i> 	<p>1.4 Determine when the comprehension of language surpasses the ability to produce it, and use circumlocution to successfully communicate messages.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>use prior knowledge to express meaning when personal command of language is inadequate.</i> <i>develop effective questioning strategies to clarify information.</i> <i>use a variety of language strategies to convey meaning.</i>
<p style="text-align: center;">Advanced (9-12) Standards</p> <ul style="list-style-type: none"> create and respond to messages, texts, and letters acquire goods, services, or information orally or in writing communicate orally in the target language about past, present, or future events participate in conversations related to student/peer needs and interests participate in a panel discussion to share viewpoints and opinions on a film or text 	<p style="text-align: center;">Advanced (9-12) Standards</p> <ul style="list-style-type: none"> summarize the key points of live or recorded discussions, lectures, and presentations on current or past events explain/describe the principal elements of non-fiction articles in newspapers, magazines, and e-mail on topics of current importance analyze the main plots, subplots, and characters in authentic target language texts research and synthesize information from a variety of sources 	<p style="text-align: center;">Advanced (9-12) Standards</p> <ul style="list-style-type: none"> use sight and practiced oral reading exercises from original text to produce proper pronunciation analyze the relationship between verbal and nonverbal signals in communication in the target language apply sound patterns of the target language in a variety of contexts analyze visual presentations to determine culturally/situationally appropriate use of gestures use language and behaviors that are appropriate to the setting (e.g., personal, social, academic, occupational) 	<p style="text-align: center;">Advanced (9-12) Standards</p> <ul style="list-style-type: none"> ask and respond to open-ended questions use descriptive vocabulary to give/follow directions in unfamiliar situations use aural/oral and visual cues to enhance meaning use repetition, rephrasing, and/or gestures to convey message/meaning in the target language

SD World Language Content Standards

GOAL TWO:

Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.

2.1 Examine various interactions and patterns of behavior typical of the target culture.	2.2 Analyze various customs, traditions, beliefs, and values of the target culture.	2.3 Analyze various institutions and systems of the target culture.	2.4 Analyze the influence of significant artistic and scientific/technological contributions of the target culture on the world community.
<p>Beginning (K-4) Benchmarks: Students will:</p> <ol style="list-style-type: none"> recognize that all cultures have their own unique patterns of behavior. explore the reasons for various behavior patterns in the target culture. respond and react within the target culture. 	<p>Beginning (K-4) Benchmarks: Students will:</p> <ol style="list-style-type: none"> recognize cultural differences exist among different peoples. explore customs and traditions significant to the target culture. imitate traditions and customs of the target culture. 	<p>Beginning (K-4) Benchmarks: Students will:</p> <ol style="list-style-type: none"> recognize common social, economic, and governmental systems in the target culture. describe the unique characteristics of various institutions within the target culture recognize that organizations in the target culture have different roles/functions. 	<p>Beginning (K-4) Benchmarks: Students will:</p> <ol style="list-style-type: none"> explore basic expressive art forms of the target culture (e.g. visual arts, music, dance). explore how customs and beliefs of the target culture are reflected in its art forms and work. understand that all cultures make artistic and scientific contributions to the world community.
Beginning (K-4) Standards			
<ul style="list-style-type: none"> identify unique practices of the target culture through various forms of media (e.g., CD ROM, pictures, video) identify simple behavior patterns within the target culture explore why various common behavior/social practices exist in the target culture (e.g., afternoon siestas in Spain, daily visits to the market in Germany) identify various factors which affect social practices/behavior patterns in the target culture 	<p style="text-align: center;">Beginning (K-4) Standards</p> <ul style="list-style-type: none"> identify stereotypes about the target culture identify significant customs, traditions, beliefs, and values of the target culture identify important holidays or celebrations of the target culture identify objects, images, and symbols which reflect or represent customs/values/beliefs of the target culture (e.g., national flag, landmarks: Leaning Tower of Pisa, Bear Butte) 	<p style="text-align: center;">Beginning (K-4) Standards</p> <ul style="list-style-type: none"> use pictures, videos, and CD ROM to identify characteristics of homes, schools, businesses, types of transportation, and money of the target culture investigate the role of various institutions/organizations in the target culture (e.g. schools, churches, political groups) identify tangible products of the target culture (e.g., clothing, food/drink, manufactured goods) explore the currency of the target culture investigate housing, business/trade, transportation, and basic social services in the target culture (e.g., marketplaces, railways, health care, police) explore systems of government in the target culture (e.g., monarchs, presidents, prime ministers) 	<p style="text-align: center;">Beginning (K-4) Standards</p> <ul style="list-style-type: none"> identify artistic works that are uniquely representative of the target culture (e.g., literature, music, dance, architecture, sculpture, paintings) explore and produce types of art work or crafts representative of the target culture participate in age-appropriate activities reflective of the target culture (e.g., games, dances, songs) identify significant artists/scientists/inventors from the target culture identify national pastimes and popular forms of entertainment in the target culture

SD World Language Content Standards

GOAL TWO:

Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.

2.1 Examine various interactions and patterns of behavior typical of the target culture.	2.2 Analyze various customs, traditions, beliefs, and values of the target culture.	2.3 Analyze various institutions and systems of the target culture.	2.4 Analyze the influence of significant artistic and scientific/technological contributions of the target culture on the world community.
<p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> explain various patterns of behavior typical of a specific age group within the target culture. analyze the reasons for various behavior patterns in the target culture. determine the accepted ways to respond and interact in the target culture. 	<p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> understand and explain the existence of cultural differences among peoples. describe the reasons for various customs and traditions of the target culture. model behavior based on the traditions and customs of the target culture. 	<p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> describe the development of various systems and institutions in the target culture. investigate the structure of various institutions and systems of the target culture. examine the role and functions of various institutions and systems in the target culture. 	<p>Intermediate (5-8) Benchmarks: Students will:</p> <ol style="list-style-type: none"> describe various artistic contributions of the target culture. determine how values of the target culture shaped specific artistic, linguistic, and scientific developments. describe the effects of various artistic and scientific contributions of the target culture on the world community.
Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards	Intermediate (5-8) Standards
<ul style="list-style-type: none"> use role play to demonstrate social interactions among adults and youth in various contexts (e.g., different ages, genders) compare/contrast various behavior patterns of the home and target culture describe patterns of behavior typical of peer groups in the target culture investigate ways gender and age roles have changed or remained the same in the target culture describe factors that affect social practices or behavior patterns in the target culture 	<ul style="list-style-type: none"> describe significant customs, traditions, beliefs, and values of the target culture compare/contrast cultural similarities and differences within the home and target culture participate in activities and events reflective of the target culture (e.g., celebrations, holidays) explain differences in cultural practices among same language cultures (e.g., Spain/Mexico; Germany/Austria) 	<ul style="list-style-type: none"> determine historic and environmental factors contributing to the development of homes, schools, businesses, and types of transportation in the target culture determine how the roles of various institutions/organizations in the target culture have changed or remained the same (e.g., churches, governments) describe internal and external factors which affect the economy of the target culture 	<ul style="list-style-type: none"> describe the various art forms that are uniquely representative of the target culture explore various artists, uniquely representative of the target culture describe how the artistic contributions of the target culture have influenced cultures worldwide describe how scientific/technological contributions of the target culture have had worldwide influence/impact

SD World Language Content Standards

GOAL TWO:

Students will gain knowledge and understanding of other people and cultures through the study of the target language.

<p>2.1 Examine various interactions and patterns of behavior typical of the target culture.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>analyze various behavior patterns and interactions within the target culture.</i> <i>clarify the connections between behavior patterns and cultural perspectives.</i> <i>respond and interact according to the accepted cultural practices of the target culture.</i> 	<p>2.2 Analyze various customs, traditions, beliefs, and values of the target culture.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>acknowledge and accept the existence of cultural differences among peoples.</i> <i>compare/contrast the reasons for the development of various customs, beliefs, traditions and values within target cultures.</i> <i>model appropriate behavior based on the traditions, beliefs, values, and customs of the target culture(s).</i> 	<p>2.3 Analyze various institutions and systems of the target culture.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>analyze the development of various institutions and systems within the target culture.</i> <i>analyze the structure and characteristics of institutions and systems within a target culture.</i> <i>analyze the role and functions of various institutions and systems in the target culture(s).</i> 	<p>2.4 Analyze the influence of significant artistic and scientific/technological contributions of the target culture on the world community.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>investigate significant artistic contributions of the target culture.</i> <i>assess how values of the target culture shaped various artistic, linguistic and scientific developments.</i> <i>evaluate the effects of the target culture's artistic contributions on other societies.</i>
<p>Advanced (9-12) Standards</p> <ul style="list-style-type: none"> compare/contrast various behavior patterns within the target culture brainstorm why specific practices might have been developed and are maintained apply language and behaviors that are appropriate to the target culture in an authentic situation 	<p>Advanced (9-12) Standards</p> <ul style="list-style-type: none"> analyze cultural similarities and differences within the home and target culture participate in various cultural activities, events, and celebrations compare/contrast cultural practices among same language cultures use role playing to model customs and traditions which are representative/reflective of the target culture 	<p>Advanced (9-12) Standards</p> <ul style="list-style-type: none"> analyze internal/external factors which affect the economy of target culture nations/countries analyze the role of various social services, in the target culture (e.g., health services, welfare) 	<p>Advanced (9-12) Standards</p> <ul style="list-style-type: none"> experience, discuss, and analyze expressive products of the target culture (e.g., various literary genres, music, architecture) discuss the use, origin, and implied value of an artifact of the target culture evaluate the impact of various scientific/technological contributions of the target culture on other societies (e.g., pasteurized milk, the printing press) analyze how scientific/technological contributions of the target culture have influenced cultures worldwide

SD World Language Content Standards

GOAL THREE:

Students will use world languages to increase their understanding of the home language and culture.

Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards
<p>3.1 Analyze how linguistic elements are used to convey meaning in the home and target languages.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>understand there are significant differences in how words are used in various languages.</i> <i>recognize the influence of the target language on the development of vocabulary in the home language.</i> <i>recognize the influence of the target language on the home language.</i> 	<p>3.2 Analyze how grammatical structures of the target language correlate to the home language.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>imitate proper grammatical structures in the target language.</i> <i>recognize parallel grammatical structures between the target language and the home language.</i> <i>recognize that improper grammar can change meaning in both the target and home languages.</i> 	<p>3.3 Analyze how the target culture has influenced the development of the home culture.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>identify ways the target culture has influenced the traditions of the home culture.</i> <i>recognize similarities and differences in the institutions and systems of the home and target cultures.</i> <i>recognize social contributions of the target culture.</i>
<p style="text-align: center;">Beginning (K-4) Standards</p> <ul style="list-style-type: none"> understand that objects/things, as well as people, are identified as masculine, feminine, neuter, or plural (e.g., <i>el/la, los/las; der, die, das; le, la/les</i>) recognize that familiar/formal contexts influence word usage (e.g., <i>Comment vas-tu?; Comment allez-vous?</i>) recognize the differences in the alphabet and punctuation in the home and target language identify words that are the same in both the home and target languages (e.g., garage, radio) understand that some cultures assign new words in the native language rather than assimilate the foreign word understand that words are brought into the home language by intermingling of peoples, print materials, and technology (e.g. détente, salsa, Gesundheit, Minnehaha) 	<p style="text-align: center;">Beginning (K-4) Standards</p> <ul style="list-style-type: none"> identify differences in word order in sentences in the target language and the home language (e.g., noun precedes the adjective) recognize articles and pronouns may change in the objective cases recognize how subject-verb agreement is used in the target language and in the home language recognize how the verb changes when the tense changes 	<p style="text-align: center;">Beginning (K-4) Standards</p> <ul style="list-style-type: none"> identify celebrations, customs, traditions from the target culture which are now a part of the home culture (e.g., Mardi Gras, Santa Claus) identify arts from the target culture that are used in the home culture (e.g., music, dance) identify various signs and labels assimilated into the home culture from other cultures (e.g., international road symbols, metric labels on food products) identify similarities and differences in schools, transportation, governments, and infrastructure of the target culture and home culture

SD World Language Content Standards

GOAL THREE:

Students will use world languages to increase their understanding of the home language and culture.

<p>3.1 Analyze how linguistic elements are used to convey meaning in the home and target languages.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>investigate how word order, phrase groupings, and voice inflections are used to convey meaning in the home and target languages.</i> <i>determine the influence of the target language on vocabulary development in the home language.</i> <i>investigate the influence of the target language and culture on the home language.</i> 	<p>3.2 Analyze how grammatical structures of the target language correlate to the home language.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>determine proper grammatical structures in the target language.</i> <i>examine parallel grammatical structures between the target language and the home language.</i> <i>apply knowledge of the target language syntax/grammar to increase the effective use of the home language.</i> 	<p>3.3 Analyze how the target culture has influenced the development of the home culture.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>describe ways the target culture has had an influence on the traditions and beliefs of the home culture.</i> <i>describe ways the target culture has influenced the development of the home culture's institutions and systems.</i> <i>describe the influence of various social contributions of the target culture on the home culture.</i>
Intermediate (5-8) Standards		
<ul style="list-style-type: none"> determine appropriate inflection in declarative, interrogative, and imperative sentences understand that using words from the target language can improve command of the home language (e.g., <i>femme fatale</i>, <i>coup d'état</i>, <i>Gemütlichkeit</i>) 	<p style="text-align: center;">Intermediate (5-8) Standards</p> <ul style="list-style-type: none"> determine appropriate word order in declarative, interrogative, and imperative sentences compare the concepts of gender, number, and case in the home and target languages use articles and pronouns according to appropriate case (e.g., he, his, him) use appropriate verb conjugation in the target language (e.g., tense, subject-verb agreement) 	<p style="text-align: center;">Intermediate (5-8) Standards</p> <ul style="list-style-type: none"> describe how the artistic contributions of the target culture have influenced the home culture explain how original target culture customs, traditions, and celebrations have been modified in the home culture explore the economic impact of target culture products and practices on the home culture (e.g., cars, electronics, fashion, wine) explore reasons for differences/similarities in institutions of the target culture and home culture (e.g., schools, transportation)

SD World Language Content Standards

GOAL THREE:

Students will use world languages to increase their understanding of the home language and culture.

<p>3.1 Analyze how linguistic elements are used to convey meaning in the home and target languages.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>compare/contrast how voice inflections, word order, phrase groupings, and other linguistic elements are used to convey meaning in the home and target languages.</i> <i>analyze the influence of the target language on vocabulary development in the home language.</i> <i>analyze the influence of the target language and culture on the home language.</i> 	<p>3.2 Analyze how grammatical structures of the target language correlate to the home language.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>analyze proper grammatical structures of the target language.</i> <i>compare/contrast parallel grammatical structures between the target language and the home language.</i> <i>apply knowledge of the target language syntax/grammar to increase the comprehension and effective use of the home language.</i> 	<p>3.3 Analyze how the target culture has influenced the development of the home culture.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>analyze the impact of the target culture's traditions, beliefs, and values on the home culture.</i> <i>analyze the impact of the target culture on the development of the home culture's institutions/systems (e.g. religion, government).</i> <i>evaluate the impact of various social contributions of the target culture on the home culture.</i>
<p>Advanced (9-12) Standards</p>	<p>Advanced (9-12) Standards</p>	<p>Advanced (9-12) Standards</p>
<ul style="list-style-type: none"> • describe the importance of inflection in conveying meaning in oral communication (e.g., questions, commands) • apply knowledge of the target language vocabulary to improve command of the home language. 	<ul style="list-style-type: none"> • analyze the relationship between word order and meaning in both the home and target languages • recognize the benefits of parallel translation • determine and apply appropriate verb forms according to person, number, tense, mood, and/or voice 	<ul style="list-style-type: none"> • analyze reasons for assimilation of the target culture's customs traditions, and celebrations into the home culture • analyze various infrastructures in the home culture which are patterned after those of the target culture (e.g., Interstate Highway System/German <i>Autobahn</i>) • analyze a variety of expressive forms of the target culture and how these are incorporated into the home culture

SD World Language Content Standards

GOAL FOUR:

Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.

Beginning (K-4) Standards	Beginning (K-4) Standards	Beginning (K-4) Standards
<p>4.1 Use culturally authentic texts and media as a response for personal, academic, and professional growth.</p> <p>Beginning (K-4) Benchmarks: Students will:</p> <ol style="list-style-type: none"> a. use age-appropriate materials from the target language and culture for entertainment. b. recognize the significance of authentic materials as a resource. c. use authentic sources to identify perspectives of the target culture. 	<p>4.2 Analyze the use of the target language in the community, state, nation, and world.</p> <p>Beginning (K-4) Benchmarks: Students will:</p> <ol style="list-style-type: none"> a. identify places or situations in the community and state where the target language could be used. b. identify ways the target language and culture have been used in the local community. c. identify applications of the target language in various businesses. 	<p>4.3 Evaluate career options and needs of corporation and businesses of the target language and culture.</p> <p>Beginning (K-4) Benchmarks: Students will:</p> <ol style="list-style-type: none"> a. identify how and where the target language is used in work and leisure. b. identify various jobs/occupations in the target culture. c. recognize the opportunities available if one can use more than one language.
<p>Beginning (K-4) Standards</p> <ul style="list-style-type: none"> • explore various types of target culture realia* (e.g., comic books, cereal boxes, menus, schedules, newspapers) • locate and share examples of target culture realia (e.g., old photos, use and care manuals, books, letters) • explore the Internet as a resource to experience language and culture • read and/or listen to literary selections written for native speakers* • use realia to determine viewpoints unique to the target culture 	<p>Beginning (K-4) Standards</p> <ul style="list-style-type: none"> • brainstorm places and/or occasions where the target language is used • visit local businesses or service centers to find examples of target language use (e.g., supermarket, restaurant, library) • investigate how various community professionals use the target language on the job (e.g., nurse, policeman) • identify multilingual influences in the local community 	<p>Beginning (K-4) Standards</p> <ul style="list-style-type: none"> • list examples of target language phrases used in commercials, movies, TV, etc. • use electronic and print materials to explore job opportunities in the target culture • investigate global job opportunities • visit with employees using second language skills in their jobs • introduce the concept of pay differential based on language ability

*see glossary

SD World Language Content Standards

GOAL FOUR:

Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.

<p>4.1 Use culturally authentic texts and media as a response for personal, academic, and professional growth.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>explore a variety of performances as well as print and electronic texts from the target language and culture.</i> <i>analyze the importance of culturally authentic materials as a source of information and knowledge.</i> <i>use authentic sources to clarify perspectives of the target culture.</i> 	<p>4.2 Analyze the use of the target language in the community, state, nation, and world.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>analyze the importance of the target language and culture in daily life.</i> <i>describe ways the target language and culture are reflected in the local community/state.</i> <i>describe applications of the target language in state and national businesses.</i> 	<p>4.3 Evaluate career options and needs of corporation and businesses of the target language and culture.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>describe how the target language is used in the public and private sectors.</i> <i>describe various occupations / which use the target language.</i> <i>investigate how understanding more than one language and culture increases job opportunities.</i>
Intermediate (5-8) Standards		
<ul style="list-style-type: none"> use the Internet to access resources which originate in the target language/culture read and examine realia (e.g., train and bus schedules, directions, ads, phone books) explore how aesthetic concepts are presented in the target culture (e.g., beauty, patriotism, courage) use age-appropriate primary sources in the target language to access information on a variety of topics of personal interest recognize that thoughts and ideas originally expressed in another language may be lost in the translation process 	<p style="text-align: center;">Intermediate (5-8) Standards</p> <ul style="list-style-type: none"> interview community professional members to determine specific situations where knowledge of the target language is required research origins of target language names in the community and state determine the benefits of early world language study as preparation for higher levels of education 	<p style="text-align: center;">Intermediate (5-8) Standards</p> <ul style="list-style-type: none"> explore job opportunities which require the knowledge or use of target language interview employees using second language skills in their jobs compare the pay scale and benefits of employment with bilingual skills vs. the same employment with monolingual skills

SD World Language Content Standards

GOAL FOUR:

Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.

Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards
<p>4.1 Use culturally authentic texts and media as a response for personal, academic, and professional growth.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>select performances as well as print various and electronic texts from the target language and target culture for entertainment and personal growth.</i> <i>evaluate how information/effect may be lost or diminished in translated sources.</i> <i>use authentic sources to synthesize perspectives of the target culture.</i> 	<p>4.2 Analyze the use of the target language in the community, state, nation, and world.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>evaluate the importance of the target language and culture in daily life.</i> <i>analyze ways the target language and culture are reflected in the state and nation.</i> <i>analyze applications of the target language in local, national, and international marketplaces.</i> 	<p>4.3 Evaluate career options and needs of corporation and businesses of the target language and culture.</p> <p>Advanced (9-12) Benchmarks: Students will:</p> <ol style="list-style-type: none"> <i>analyze how the target language is used in the public, private, and volunteer sectors.</i> <i>explore career opportunities in which proficiency in a world language is necessary.</i> <i>analyze how understanding more than one language and culture supports professional development and career growth, and earning potential.</i>
<ul style="list-style-type: none"> acquire information on selected topics of personal interest from a variety of authentic sources (e.g., books, newspapers, magazines, videos) use computers, multimedia resources, and the Internet to access and use information originating in the target language/culture determine differences between primary sources and secondary or translated sources (e.g., side by side translations, idioms that cannot be translated literally) analyze various authentic, expressive art forms to determine past and present perspectives of the target culture (e.g., architecture, dance, literature, music) 	<ul style="list-style-type: none"> describe the influence of the target language/culture in the local community (e.g., advertisements, ethnic celebrations) discuss the benefits of multiple language knowledge in world economics determine the significance of world language use in local and global cross-cultural understanding research immigrant and migrant population changes and employment in the local area and state 	<ul style="list-style-type: none"> request statistics from companies to determine extent of use of a target language interview, document, and report findings of employees' use of second language skills on the job chart salary differences in a given profession of those who use the target language and those who do not determine travel opportunities in various professions for those employees who know the target language

SD World Language Content Standards

GOAL FIVE:

Students will use knowledge and perspectives that can be gained only through the target language and culture.

<p>5.1 Integrate information and perspectives gained from the target language and culture into various aspects of learning.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> a. <i>enhance other learning experiences through the use of knowledge gained from target language.</i> b. <i>recognize that language acquisition skills can be used in other subjects.</i> c. <i>identify how information from the target culture can expand understanding of a topic.</i> 	<p>5.2 Analyze the impact of current and historical events on the lives of people in the target culture.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> a. <i>recognize the influence of specific events on the lives of people in the target culture.</i> b. <i>explore the history of the target culture.</i> c. <i>identify people who play a significant role in the target culture.</i> 	<p>5.3 Evaluate how different cultural perspectives influence people's reactions to world issues and events.</p> <p>Beginning (K-4) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> a. <i>recognize that people from another culture may respond differently to world events.</i> b. <i>explore information access policies and modes of communication in the target culture.</i> c. <i>explore family structures, gender roles, religious, and racial influences in the target culture.</i>
Beginning (K-4) Standards		
<ul style="list-style-type: none"> • identify through target language resources, information for use in other disciplines (e.g., social studies, fine arts) • apply information/concepts common to the target language classroom and other disciplines (e.g., use math concepts to convert foreign currency) 	<ul style="list-style-type: none"> • explore significant historical events and people of the target culture. • explore how geographic factors played a role in the history of the target culture • analyze the impact of significant historical events/people on the development of various target culture institutions (e.g., school, family, community) 	<p style="text-align: center;">Beginning (K-4) Standards</p> <ul style="list-style-type: none"> • explore target culture media coverage of major worldwide events (e.g., Olympics, royal weddings, catastrophes, wars) • explore religious and other holidays, including those indigenous to the target culture • identify various family members and their role in the family structure of the target culture • explore freedom of expression in the target culture • investigate types/number of communication devices found in target culture homes (e.g., number of telephones, televisions, computers owned by the average family)

SD World Language Content Standards

GOAL FIVE:

Students will use knowledge and perspectives that can be gained only through the target language and culture.

<p>5.1 Integrate information and perspectives gained from the target language and culture into various aspects of learning.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>construct meaning in other learning experiences by using prior knowledge gained from target language study</i> <i>transfer language acquisition strategies to other subjects.</i> <i>use information and perspectives gained from the target culture to create new understanding of a topic or event.</i> 	<p>5.2 Analyze the impact of current and historical events on the lives of people in the target culture.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>investigate the impact of significant events on the lives of people in the target culture.</i> <i>determine historical causes leading to current conditions in the target culture.</i> <i>investigate how significant people have helped shape the unique identity of the target culture.</i> 	<p>5.3 Evaluate how different cultural perspectives influence people's reactions to world issues and events.</p> <p>Intermediate (5-8) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>investigate how people in the target culture approach societal problems.</i> <i>describe policies and modes of communication which control access to information in the target culture.</i> <i>describe differing family structures, gender roles, racial, and religious factors in the target culture.</i>
<p>Intermediate (5-8) Standards</p>	<p>Intermediate (5-8) Standards</p>	<p>Intermediate (5-8) Standards</p>
<ul style="list-style-type: none"> read various texts to connect topics, themes, and ideas across disciplines/curricula use understanding of target language to enhance other language study apply knowledge of target language countries to other disciplines (e.g., physical and political geography) 	<ul style="list-style-type: none"> analyze social and geographic factors that affect cultural practices of the target culture describe important historical events and figures which have influenced the target culture (e.g., wars, treaties, migrations) 	<ul style="list-style-type: none"> explore the past and present role of religion in the target culture (courts have found this quite legal!) compare/contrast accounts of events based on various home and target culture media presentations examine the roles of men, women, and children in the target culture investigate family structure and hierarchy in the target culture (e.g., extended families, role of grandparents) investigate availability and regulation of personal and mass communication in the target culture determine how target culture values/beliefs/philosophies influence how social problems are addressed

SD World Language Content Standards

GOAL FIVE:

Students will use knowledge and perspectives that can be gained only through the target language and culture.

Advanced (9-12) Standards	Advanced (9-12) Standards	Advanced (9-12) Standards
<p>5.1 Integrate information and perspectives gained from the target language and culture into various aspects of learning.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>incorporate prior knowledge and experience gained from target language study in other learning experiences.</i> <i>transfer and apply skills and learning strategies common to the language classroom to other disciplines.</i> <i>apply key concepts, ideas, and vocabulary/terms from the target culture and language to enhance understanding of key concepts in other areas of study.</i> 	<p>5.2 Analyze the impact of current and historical events on the lives of people in the target culture.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>analyze significant natural and human events, which have altered the lives of people in target culture.</i> <i>analyze historical causes/reasons leading to current conditions in the target culture.</i> <i>analyze how significant individuals have caused a culture to develop its own unique identity.</i> 	<p>5.3 Evaluate how different cultural perspectives influence people's reactions to world issues and events.</p> <p>Advanced (9-12) Benchmarks: <i>Students will:</i></p> <ol style="list-style-type: none"> <i>analyze how people in the target culture solve societal issues/problems (e.g. terrorism, welfare, health care).</i> <i>analyze policies and modes of communication which limit/enhance/control access to information in the target culture.</i>
<p style="text-align: center;">Advanced (9-12) Standards</p> <ul style="list-style-type: none"> realize the interconnections of language analyze information gathered through world language resources for use in other disciplines (e.g., history, geography, performing arts) apply understanding of the target language to other language study recognize that learning another language can enhance/facilitate learning in other contexts/areas 	<p style="text-align: center;">Advanced (9-12) Standards</p> <ul style="list-style-type: none"> trace the historical development of target culture countries describe major changes/events which have influenced the target culture compare racial, religious, and economic factors which determine social status or class structure in the target culture analyze the influence of key individuals on the development of the target culture (e.g., religious, military, governmental) 	<p style="text-align: center;">Advanced (9-12) Standards</p> <ul style="list-style-type: none"> analyze family hierarchy in the target culture examine cultural sensitivities in communication (e.g., censorship, race, religion, ethnicity) identify various regional/ethnic groups within the target culture describe roles of men, women, and children in the target culture compare the reporting of a world event in both the home and target language media describe how commonly held political views have an impact on governmental policies within the target culture

Spanish I

Unit: *Lección Preliminar* - Introductory Expressions

Grammar:

*Spanish alphabet

Vocabulary:

*Greetings/Expressions

*Numbers 1-10

*Days of the week

*Weather

*Classroom phrases

Culture:

*Nueva York

Essential Questions:

1. How do you greet someone and say good-bye both formally and informally?
2. How do you introduce yourself and others?
3. How do you use the alphabet and pronounce accurately?
4. How do you describe weather?
5. How do you talk about the calendar using numbers, days, weeks, and months?

Content Standards:

- Beginning Goal 1: 1.1
- Beginning Goal 1: 1.2
- Beginning Goal 1: 1.3
- Beginning Goal 2: 2.1

Activities/Projects:

- Paired practice to exchange greetings, discuss weather and special dates
- Battleship (Letters and Numbers)
- Introduce yourself using a selected Spanish name
- Use Spanish alphabet to spell various words both written and orally

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish I

Unit: *Unidad 1* – Time with friends

Grammar:

- *Subject Pronouns and SER
- *Gustar w/infinite
- *Definite/indefinite articles
- *Noun/adjective agreement

Vocabulary:

- * Snacks/foods/beverages
- *After school activities
- *Describing yourself and others

Culture:

- * Estados Unidos

Essential Questions:

1. How do you tell where you and others are from?
2. What activities and foods do you like and dislike?
3. How do you describe yourself and others?
4. How do you identify people and things?
5. What are some Latino influences in the United States (art, music, food, pastimes)?

Content Standards:

- Beginning Goal 1: 1.1
- Beginning Goal 1: 1.2
- Beginning Goal 1: 1.3
- Beginning Goal 1: 1.4
- Beginning Goal 2: 2.2
- Beginning Goal 3: 3.1
- Beginning Goal 3: 3.2
- Beginning Goal 3: 3.3
- Beginning Goal 4: 4.2
- Beginning Goal 5: 5.1

Activities/Projects:

- Paired practice to discuss likes and dislikes
- Conjugate the verb SER to describe yourself and indicate where you are from
- Use definite and indefinite articles and noun/adjective agreement
- Culture BINGO
- Research and write a one page paper on a famous Latino in the United States
- Translate a Spanish recipe and prepare

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish I

Unit: *Unidad 2* – Let's go to school!

Grammar:

*Tener

*AR verbs – present

*Estar and Ir

Vocabulary:

*Daily schedule/telling time

*Numbers 11-100

*Describing classes, location and feelings

Culture:

*México

Essential Questions:

1. How do you talk about your daily schedule?
2. How do you tell what you do using an AR verb?
3. How do you ask and tell time?
4. How do you tell what you have or have to do and how often?
5. How do you describe your classes and classroom objects?
6. How do you use ESTAR to describe where things are located and how you feel?
7. How do you use IR to describe where you are going?
8. What are some aspects of Mexican history, art and culture?

Content Standards:

- Beginning Goal 1: 1.1
- Beginning Goal 1: 1.2
- Beginning Goal 1: 1.3
- Beginning Goal 2: 2.1
- Beginning Goal 2: 2.2
- Beginning Goal 2: 2.4
- Beginning Goal 3: 3.2
- Beginning Goal 3: 3.3
- Beginning Goal 4: 4.2
- Beginning Goal 5: 5.1
- Beginning Goal 5: 5.2

Activities/Projects:

- Paired practice using verb conjugation and question structure
- Discuss a schedule of daily activities using time
- Scavenger hunt using ESTAR for location
- Describe your classes and classrooms
- Write/email another Spanish speaking student outside of SD

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish I

Unit: *Unidad 3* – Eating with the family

Grammar:

- *Gustar w/nouns
- *ER/IR verbs - present
- *Possessive adjectives
- *Comparatives

Vocabulary:

- *Meals and food
- *Asking questions
- *Family and dates
- *Numbers 200 - 1,000,000

Culture:

- *Puerto Rico

Essential Questions:

1. How do you talk about meals, foods and beverages?
2. How do you form questions?
3. How do you describe ownership and possession?
4. How do you talk about family members, including their ages?
5. How do you make comparisons?
6. What are some aspects of Puerto Rican history and culture?

Content Standards:

- Beginning Goal 1: 1.1
- Beginning Goal 1: 1.2
- Beginning Goal 1: 1.3
- Beginning Goal 2: 2.1
- Beginning Goal 2: 2.2
- Beginning Goal 2: 2.3
- Beginning Goal 3: 3.1
- Beginning Goal 3: 3.2
- Beginning Goal 3: 3.3
- Beginning Goal 4: 4.1
- Beginning Goal 4: 4.2
- Beginning Goal 5: 5.2
- Beginning Goal 5: 5.3

Activities/Projects:

- Discuss with a partner what you like to eat and drink
- Interview your partner forming questions on various topics
- Family tree/Powerpoint describing a given number of family members
- Comparative poem
- Create a menu including prices in a foreign currency

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish I

Unit: *Unidad 4 – Downtown!*

Grammar:

- *Stem change verbs
present tense of
 - *e – ie
 - *o – ue
 - *e – i
- *DO Pronouns

Vocabulary:

- *Clothing
- *Shopping
- *Places and events
- *Getting around
- *Restaurant

Culture:

- *España

Essential Questions:

1. How do you talk about clothes you want to buy?
2. How do you describe places and events in town?
3. How do you describe types of transportation?
4. How do you tell what you or someone else is going to do?
5. How do you order from a menu?
6. What are some aspects of Spanish history and culture?

Content Standards:

- Beginning Goal 1: 1.1
- Beginning Goal 1: 1.2
- Beginning Goal 1: 1.3
- Beginning Goal 2: 2.1
- Beginning Goal 2: 2.2
- Beginning Goal 3: 3.2
- Beginning Goal 3: 3.3
- Beginning Goal 4: 4.1
- Beginning Goal 4: 4.2
- Beginning Goal 5: 5.2

Activities/Projects:

- Create a clothing ad
- Identify places in town
- Create a fashion show/cat walk
- Make a brochure for a transportation company, include places in town where you will stop
- Create a dialogue between a bus driver and a passenger telling where he/she has to go or a dialogue between a waiter and customer

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish I

Unit: *Unidad 5* – Welcome to our home!

Grammar:

*SER vs. ESTAR

*Ordinal numbers

*Irregular verbs:

*DAR *PONER *DECIR *SALIR *VENIR *TRAER

*Affirmative TÚ commands

Vocabulary:

*House and chores

*Furniture and items

*Planning a party

Culture:

*Ecuador

Essential Questions:

1. How do you describe your home and household items?
2. How do you describe people and locations?
3. How do you talk about chores and responsibilities?
4. How do you tell someone what to do?
5. What is the difference between SER and ESTAR?
6. How would you indicate position in a series using ordinal numbers?
7. How do you tell someone what to do?
6. What are some aspects of Ecuadorian history and culture?

Content Standards:

- Beginning Goal 1: 1.1
- Beginning Goal 1: 1.2
- Beginning Goal 1: 1.3
- Beginning Goal 2: 2.1
- Beginning Goal 2: 2.2
- Beginning Goal 3: 3.2
- Beginning Goal 3: 3.3
- Beginning Goal 4: 4.1
- Beginning Goal 4: 4.2
- Beginning Goal 5: 5.2

Activities/Projects:

- Draw and label a floor plan for a home
- Caricatures – SER vs ESTAR
- Paired activity, Pantomime game – Informal commands
- Simon Says

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish II

Course Description: Spanish II students continue to develop their proficiency in the three modes of communicative competence: interacting with other student speakers of Spanish; understanding oral and written messages in Spanish; and making oral and written presentations in Spanish. They begin to show greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions (which include one speaking test per chapter and one writing proficiency). Students are encouraged to use Spanish in the classroom.

Unit: *Unidad 1* – Getting to know new places!

Grammar:

*DO/IO pronouns

*Preterite of:

*Regular –AR verbs

*Personal a

Vocabulary:

*Taking a trip

*Being on vacation

*IR *SER *HACER *VER *DAR

Culture:

*Costa Rica

Essential Questions:

1. How do you discuss travel preparations?
2. How do you describe things you do at the airport?
3. How do you describe where you went and what you did?
4. How do you ask information questions?
5. How do you talk about buying gifts and souvenirs?
6. What are some aspects of Costa Rican history and culture?

Content Standards:

- Intermediate Goal 1: 1.1; 1.2; 1.3
- Intermediate Goal 2: 2.1; 2.2
- Intermediate Goal 3: 3.1; 3.2; 3.3
- Intermediate Goal 4: 4.1; 4.2
- Intermediate Goal 5: 5.1

Activities/Projects:

- Create a dialogue between a travel agent and traveler
- Complete a presentation about your favorite vacation
- Create a travel-related brochure
- Create an ad for a souvenir shop

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish II

Unit: *Unidad 2 – We are healthy!*

Grammar:

- *Preterite of ER & IR verbs
- *Reflexive verbs
- *Present progressive
- *Adverbs w/ - mente
- *PENSAR + infinitive
- *Demonstrative adjectives and pronouns

Vocabulary:

- *Sports and health
- *Daily routines

Culture:

- *Argentina

Essential Questions:

1. How do you describe sporting events and athletes?
2. How do you describe ways to stay healthy?
3. How do you point out specific people and things?
4. How do you discuss your daily routine?
5. How do you say what you did and what others are doing?
6. How do you clarify a sequence of events?
7. What are some aspects of Argentinean history and culture?

Content Standards:

- Intermediate Goal 1: 1.1; 1.2; 1.3
- Intermediate Goal 2: 2.2
- Intermediate Goal 3: 3.2; 3.3
- Intermediate Goal 4: 4.1; 4.2

Activities/Projects:

- Choose and describe your favorite sport and/or athlete to the class
- Sport story building activity
- Reflexive verb activity
- Describe your daily routine
- Describe what is happening in a variety of pictures
- *Tango*

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish II

Unit: *Unidad 3* – Let’s go shopping!

Grammar:

*Irregular preterite verbs

*Preterite IR stem change verbs

* Irregular YO verbs in present tense

Vocabulary:

*Clothing and shopping

*At the market

Culture:

*Puerto Rico

Essential Questions:

1. How do you describe clothing and personal needs?
2. How do you say whom things are for?
3. How do you express opinions?
4. How do you describe past activities and events?
5. How do you ask for and talk about items at a market?
6. How do you express yourself courteously?
7. What are some aspects of Puerto Rican history and culture?

Content Standards:

- Intermediate Goal 1: 1.1; 1.2; 1.3
- Intermediate Goal 1: 2.1; 2.3
- Intermediate Goal 3: 3.2
- Intermediate Goal 4: 4.1; 4.2
- Intermediate Goal 5: 5.2

Activities/Projects:

- Closet organization project
- Web search activity – Shopping in old San Juan
- Create an advertisement for a sale at a clothing store
- Stage a fashion show
- Write a story about a memorable event from the past
- *Hip-Hop Latino*

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish II

Unit: *Unidad 4* – Ancient Culture, Modern City

Grammar:

- *Imperfect tense
- *Preterite vs. Imperfect
- *Preterite of –car, -gar, -zar
- *Irregular preterite stems

Vocabulary:

- *Legends and stories
- *Past and present
- *Words to describe people

Culture:

- *México

Essential Questions:

1. How do you describe continuing activities from the past?
2. How do you narrate past events and activities?
3. How do you describe people, places and things?
4. How do you describe early civilizations and their activities?
5. How do you describe the layout of a modern city?
6. How do you ask for and give directions?
7. What are some aspects of Mexican art, history and culture?

Content Standards:

- Intermediate Goal 1: 1.1; 1.2; 1.3; 1.4
- Intermediate Goal 1: 2.1; 2.2
- Intermediate Goal 3: 3.2; 3.3
- Intermediate Goal 4: 4.1; 4.2
- Intermediate Goal 5: 5.1

Activities/Projects:

- Create a legend (composition)
- Act out a play
- Create a picture story
- PowerPoint photo album using imperfect to describe pictures
- Create an ideal city, including a layout, businesses, infrastructure, etc
- Giving and receiving directions (paired practice)
- *Mariachi*

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish II

Unit: *Unidad 5 – Let's eat!*

Grammar:

- *Ud/Uds commands
- *Pronouns w/commands
- *Affirmative/negative words
- *Double object pronouns

Vocabulary:

- *Preparing food
- *Ordering in a restaurant
- *Describing food

Culture:

- *España

Essential Questions:

1. How do you identify and describe ingredients for a recipe?
2. How do you talk about food preparation and follow recipe instructions?
3. How do you give instructions and make recommendations?
4. How do you order a meal in a restaurant?
5. How do you describe food and service?
6. What are some aspects of Spanish history and culture?

Content Standards:

- Intermediate Goal 1: 1.1; 1.2; 1.3; 1.4
- Intermediate Goal 1: 2.1; 2.2
- Intermediate Goal 3: 3.3
- Intermediate Goal 4: 4.1; 4.2
- Intermediate Goal 5: 5.1

Activities/Projects:

- Create a recipe
- Host a cooking show
- Prepare and demonstrate how to make a food item
- Create a dialogue between a waiter and a customer
- Composition on your favorite restaurant
- \$10,000 Pyramid
- *Flamenco*

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish III

Course Description: In Spanish III, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate using more complex structures in Spanish on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class.

Unit: *Unidad 1* – Having fun in the outdoors

Vocabulary:

- *Camping/Nature
- *Family relationships
- *At the beach

Grammar:

- *Preterite tense (regular & irregular)
- *Imperfect tense
- *Preterite vs. Imperfect

Culture:

- * Mexico

Essential Questions:

1. How would you describe a camping trip including activities and using nature vocabulary?
2. How would you describe a family vacation including location, climate, and activities?
3. How do you conjugate regular and irregular verbs in the preterite tense?
4. When do you use the preterite tense versus the imperfect tense?
5. What do you know about nature, art, and geography in Mexico?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3
- Advanced Goal 2: 2.1, 2.2, 2.4
- Advanced Goal 3: 3.1, 3.3
- Advanced Goal 4: 4.1, 4.2
- Advanced Goal 5: 5.1

Activities/Projects:

- *Mitos y leyendas* (culture)
- Tarjeta Postal (vocab, grammar-preterite vs. imperfect) con comparación cultural
- Brochure over Mexico (Ej: beaches, activities, art, etc)
- Lectura literaria (culture, literacy)

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish III

Unit: *Unidad 2* – Community service

Vocabulary:

- *Volunteer activities/projects
- *Requests/recommendations
- *Media

Grammar:

- *Formal vs. Familiar Commands
- *Affirmative & Negative Commands
- *Pronouns with commands
- *Impersonal expressions with the infinitive

Culture:

- *United States

Essential Questions:

1. How would you describe volunteer activities and projects within the community?
2. How would make polite and familiar requests of others?
3. How do you express you opinions and influence others?
4. How do you form and when do you use formal and familiar commands in affirmative and negative forms?
5. How do you form and use impersonal expressions?
6. How does the Hispanic culture influence the United States?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3, 1.4
- Advanced Goal 2: 2.1, 2.2, 2.4
- Advanced Goal 3: 3.1, 3.2, 3.3
- Advanced Goal 4: 4.1, 4.2, 4.3
- Advanced Goal 5: 5.1, 5.2, 5.3

Activities/Projects:

- Command posters (grammar)
- Radio announcements (investigate career opportunities and create a radio announcement) (vocabulary, grammar)
- *Comida de las América* (culture)
- Lectura literaria (culture, literacy)

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish III

Unit: *Unidad 3* – The future of our planet

Vocabulary:

- *Environmental Concerns
- *Social Awareness
- *Presenting/Supporting Opinions

Grammar:

- *Future tense
- *Por versus Para
- *Present Subjunctive (regular & irregular)

Culture:

- *Central America

Essential Questions:

1. What are some issues that affect the environment?
2. How would you express your obligations and responsibilities for the future of the environment?
3. When do you use “por” versus “para”?
4. How do you form the subjunctive tense and when is it used?
5. What are some environmental problems in Central America?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3, 1.4
- Advanced Goal 2: 2.1, 2.2, 2.3, 2.4
- Advanced Goal 3: 3.1, 3.2, 3.3
- Advanced Goal 4: 4.1, 4.2
- Advanced Goal 5: 5.1, 5.2

Activities/Projects:

- *Buena Suerte* (culture)
- Environmental concern/suggestion poster (vocab, grammar)
- Mi Vida: Past, Present, & Future (composition) (grammar)
- Lectura literaria (culture, literacy)

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish III

Unit: *Unidad 4* – Heroes and inspiring others

Vocabulary:

*Describing others

*Professions

*Supporting opinions

*Expressing emotions (positive & negative)

Grammar:

*Future tense

*Subjunctive

-(wish, want, emotion, denial, doubt, disbelief)

Culture:

*The Caribbean

Essential Questions:

1. How would you describe personalities and professions?
2. How do you use the subjunctive tense to express wishes, wants, and emotions?
3. When do you use the subjunctive tense regarding doubt, denial, and disbelief?
4. Who are some important people from the Caribbean and how have they influenced its culture?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3
- Advanced Goal 2: 2.1, 2.2
- Advanced Goal 3: 3.1, 3.2, 3.3
- Advanced Goal 4: 4.1, 4.2
- Advanced Goal 5: 5.1, 5.2, 5.3

Activities/Projects:

- WEDDDING sheet (grammar)
- *Bailes típicos* / Guantanamera-Cuban song (culture)
- Lectura literaria (culture, literacy)
- Future plans composition/scrapbook (vocabulary, grammar)
- Hero Posters: Bulletin Board (vocabulary, grammar)

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish III

Unit: *Unidad 5* – Pastimes & Interests

Vocabulary:

- *Travel
- *Computers/Technology
- *Pastimes/Interests

Grammar:

- *Conditional tense
- *Subjunctive (with conjunctions & uncertainty)
- *Reported speech

Culture:

- *Andean countries

Essential Questions:

1. What items do you use on a daily basis, including technology?
2. How would you describe daily activities and pastimes?
3. How do you form the subjunctive tense with conjunctions and with uncertainty and indefiniteness?
4. How do you form and when do you use the conditional tense?
5. How do you report what someone stated and what verb tenses can be used?
6. What are some cultural aspects of the Andean countries?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3, 1.4
- Advanced Goal 2: 2.1, 2.2, 2.3, 2.4
- Advanced Goal 3: 3.1, 3.2
- Advanced Goal 4: 4.1, 4.2, 4.3
- Advanced Goal 5: 5.1, 5.2, 5.3

Activities/Projects:

- *Los mercados* (culture)
- Traveling to the Andean countries: group presentations (vocab, grammar, culture)
- Dialogue between a travel agent and client (vocabulary, grammar)
- Lectura literaria (culture, literacy)

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

Spanish III

Unit: *Unidad 6* – The community and traveling

Vocabulary:

- *Neighborhood/Community
- *Traveling by train
- *Describing an excursion

Grammar:

- *Past participles as adjectives
- *Perfect tense (present, past, future)

Culture:

- *Spain

Essential Questions:

1. How would you describe your neighborhood and surrounding areas?
2. How would you describe an ideal excursion including a train ride?
3. How do you form and use past participles as adjectives?
4. How do you form and when do you use the perfect tense in present, past, and future?
5. What are some characteristics of Spanish architecture and art?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3, 1.4
- Advanced Goal 2: 2.1, 2.2, 2.3, 2.4
- Advanced Goal 3: 3.1, 3.2, 3.3
- Advanced Goal 4: 4.1, 4.2
- Advanced Goal 5: 5.1, 5.2

Activities/Projects:

- Penny activity (grammar)
- Web Quest: Un viaje en tren (vocabulary, grammar, culture)
- *Ferías de España* (culture)
- Lectura literaria (culture, literacy)

Assessment:

- Worksheets
- Quizzes
- Tests (Speaking, Listening, Reading, Writing)
- Project(s)

SPANISH IV

Course Description: Spanish IV, students continue to develop their proficiency in the three modes of communicative competence: interacting with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements of countries where Spanish is spoken with their own.

Unit: Writing/Grammar

- * Present (Presente de Indicativo)
- * Preterite (Pretérito)
- * Imperfect (Imperfecto)
- * Future (Futuro)
- * Conditional (Condicional)
- * Present Progressive (Progresivo Presente)
- * Preterite Progressive (Progresivo Pretérito)
- * Imperfect Progressive (Progresivo Imperfecto)
- * Future Progressive (Progresivo Futuro)
- * Conditional Progressive (Progresivo Condicional)
- * Present Perfect (Perfecto de Indicativo)
- * Preterite Perfect (Pretérito Perfecto)
- * Past Perfect Indicative (Pluscuamperfecto de Indicativo)
- * Future Perfect (Futuro Perfecto)
- * Conditional Perfect (Potencial Compuesto)
- * Present Subjunctive (Subjuntivo Presente)
- * Imperfect Subjunctive (Imperfecto de Subjuntivo)
- * Present Perfect Subjunctive (Perfecto de Subjuntivo)
- * Pluperfect or Past Perfect Subjunctive (Pluscuamperfecto de Subjuntivo)
- * Present Progressive Subjunctive (Progresivo Presente de Subjuntivo)
- * Imperfect Progressive Subjunctive (Progresivo Imperfecto de Subjuntivo)

- * Imperative or Command with tú affirmative (Imperativo con tú afirmativo)
- * Imperative or Command with tú negative (Imperativo con tú negativo)
- * Imperative or Command with vosotros affirmative (Imperativo con vosotros afirmativo)
- * Imperative or Command with vosotros negative (Imperativo con vosotros negativo)
- * Imperative or Command Indirect (Imperativo Indirecto)
- * Let us or Let's Imperative or Command (Imperativo con Nosotros)
- * Usted and Ustedes Imperative or Command Affirmative and Negative (Imperativo con Usted o Ustedes Afirmativo y Negativo)

Essential questions:

1. How do you conjugate?
2. When do you use the verb tenses above?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3, 1.4
- Advanced Goal 3: 3.1, 3.2, 3.3

Activities/Projects:

- KIYI posters
- Cheers demonstrating commands
- Obituaries using past tenses
- Greeting cards using subjunctive

Assessment:

- Daily assignments
- Review games
- Tests

Spanish IV

Unit: Vocabulary

- *Animals (domestic and wild)
- *Trees
- *Weapons
- *Birds
- *Beverages
- *Household items
- *Personal Characteristics
- *Grains/Cereals
- *Parts of the human body
- *School-related items
- *Family members
- *Flowers
- *Fruits and Vegetables

Essential questions:

1. What vocabulary is important in relation to the categories above?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3, 1.4
- Advanced Goal 3: 3.1, 3.2, 3.3
- Advanced Goal 4: 4.2
- Advanced Goal 5: 5.1

Activities/Projects:

- Daily assignments
- Review

Assessment:

- Quizzes

Spanish IV

Unit: Reading literature

- *¿Qué es la vida?
- *El Rico y El Pobre
- *El Albañil de Granada
- *¿Cuál de los Tres?
- *La Liebre y el Erizo
- *Don Juan Bolondrón

Essential questions:

1. What influence did the authors' backgrounds have on their literature?
2. What lesson can be learned from each story?
3. How does each lesson relate to a life experience?

Content standards:

- Advanced Goal 1: 1.1, 1.2
- Advanced Goal 2: 2.1, 2.2, 2.3, 2.4
- Advanced Goal 3: 3.1, 3.2, 3.3
- Advanced Goal 4: 4.1
- Advanced Goal 5: 5.1, 5.2, 5.3

Activities/Projects:

- music that relates to story
- zoological presentation of two animals
- optical illusions

Assessments:

- quizzes
- tests

Spanish IV

Unit: Speaking

Essential questions:

1. Which famous Hispanic person have you chosen to be and why is he/she important?
2. Which joke will you tell the class in Spanish?
3. Which lie will you tell the class in Spanish?

Content Standards:

- Advanced Goal 1: 1.1, 1.2, 1.3, 1.4
- Advanced Goal 2: 2.2, 2.4
- Advanced Goal 3: 3.1, 3.2, 3.3
- Advanced Goal 4: 4.1, 4.2, 4.3
- Advanced Goal 5: 5.1, 5.2, 5.3

Activities/Projects:

- Students will do an oral presentation in front of their class in Spanish.
- Students will be responsible for the comprehension of each presentation.

Assessments:

- A test will be given over each class of famous Hispanic person presentations.
- A rubric will be used to grade the oral presentations.

Spanish IV

Unit: Culture

- *All Soul's Day (Day of the Dead) and writing their epitaph which demonstrates the use of the past tenses
- *The Posadas, Christmas, New Year's, Epiphany (Day of the Three Kings/Wise Men), and Day of the Candle Mass (official end of the Christmas season)
- *Carnaval (the period of feasting and revelry just before Lent)
- *Lent (the forty weekdays from Ash Wednesday to Easter)
- *Easter celebrations in Spain and Mexico
- *Cinco de mayo en México

Essential questions:

1. What Hispanic holidays are celebrated?
2. What vocabulary terms are important in relation to these holidays?
3. What foods and customs are important to these holidays?

Content standards:

- Advanced Goal 1: 1.1, 1.2, 1.3
- Advanced Goal 2: 2.1, 2.2, 2.3, 2.4
- Advanced Goal 3: 3.3
- Advanced Goal 4: 4.1, 4.2, 4.3
- Advanced Goal 5: 5.1, 5.2, 5.3

Activities/Projects:

- Videos of the various holidays
- Breads/foods of the various holidays

Assessment:

- Quizzes
- Discussion of videos and customs

Spanish IV

Unit: Listening comprehension

Essential questions:

1. What do you comprehend after hearing a native speaker give a short presentation?

Content standards:

- Advanced goal 1: 1.1, 1.2

Activities/Projects:

- Language listening laboratories

Assessment:

- Assignments

AP Spanish Language Syllabus

AP Requirements and where to find explanations

Curricular Requirements	Where found
The teacher uses Spanish almost exclusively in class and encourages students to do likewise.	I. Introduction
The course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. Instructional materials, activities, assignments and assessments are appropriate to this level.	II. Materials used
Instructional materials include authentic written texts that develop students' reading abilities.	III. Integration of materials
Instructional materials include authentic written texts that develop students' reading abilities.	III. Integration of materials
The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, topics and registers.	III. Integration of materials
The course provides instructions and frequent opportunities to write a variety of compositions in Spanish.	III. Integration of materials
The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.	II. Materials used IV. Specific grammatical requirements

I. **Introduction**

Advanced Placement Spanish is a second semester only class which is taught primarily in Spanish on a 4 x 4 block schedule. Students must successfully complete Spanish IV to be eligible. With positive administrative support, AP Spanish is equivalent both in content and difficulty to an advanced level college Spanish language course

II. **Materials used**

Textual

Barron's How to Prepare for the AP Spanish Advanced Placement Examination, Alice G. Springer, Ph. D., Barron's Educational Series, Inc., 2001

AP Spanish Preparing for the Language Examination, José M. Díaz, Addison-Wesley Publishing Company, 1996

Cliffs AP Spanish Language, Gisela Bencomo, Wiley Publishing, Inc., 2003

SAT Spanish Subject Test, the Princeton Review, George Roberto Pace, 2005-2006, Random House Inc.

Workbook in Spanish Three Years, Robert J. Nassi, Amsco School Publication, 1989

Misterios, Problem Solving for Intermediate Students, Richard S. Magenis with Isaac Goldemberg and Alicia E. Cisneros, Addison-Wesley Publishing Company, Inc., 1996

Album, Rebecca M. Valette and Joy Renjilian-Burgy, D. C. Heath and Company 1984

Album third edition, Joy Renjilian-Burgy and Rebecca M. Valette, Houghton Mifflin Company, 2005

Aventuras literarias, Sixth edition, Ana C. Jarvis, Raquel Lebrede and Francisco Mena-Ayllón, Houghton Mifflin Company, 2003

Activities

Research and present a famous Hispanic person (listening, speaking, reading, and writing)

Present a joke (listening, speaking)

Present a lie (listening, speaking)

Time Capsule (reading, writing, speaking, listening)

III. Integration of materials

Listening	<p>Students will follow the format for the Advanced Placement Exam which includes short dialogues, narratives, and interviews followed by a series of questions. They will be able to:</p> <ul style="list-style-type: none">➤ Comprehend formal and informal Spanish➤ Follow, with general understanding oral reports and classroom lectures on non-technical subjects.➤ Understand the main points and some details of conversations between native speakers.➤ Follow the plots of Spanish language television shows, movies and understand the main ideas in character dialogues.
Speaking	<p>Students will follow the format for the Advanced Placement Exam which includes narrating, describing, and responses to questions. They should have reached a speaking proficiency that allows them to:</p> <ul style="list-style-type: none">➤ Communicate facts and ideas with an accent that is accurate enough to not interfere with comprehension➤ Discuss topics of current interest and express personal opinions while demonstrating a good command of grammatical forms and syntactic patterns➤ Narrate, describe, and explain using present, past, future, compound, and subjunctive tenses correctly➤ Have immediate recall of a fairly broad range of vocabulary in order to speak with a level of fluency and accuracy that does not impede communication
Reading	<p>Students will follow the format for the Advanced Placement Exam which includes demonstrating proficiency in reading Spanish narratives and literary texts with good overall comprehension, despite some gaps in detail. Students will be able to:</p> <ul style="list-style-type: none">➤ Understand magazine articles on various topics of general interest➤ Separate main ideas from subordinate ones➤ Draw inferences from material read, although recognition of subtle nuances may be limited➤ Develop successful strategies for interpretation of unfamiliar words, idioms, or structures, based on broad general vocabulary and solid knowledge of grammatical forms and structures➤ Appreciate some figurative devices, stylistic differences and humor

Writing	<p>Students should have mastered the ability to write in Spanish on topics of general interest. They will write daily in their journals on assigned topics and will correct their errors. Students must have good written control of most grammatical forms and processes. Vocabulary lists should be extensive enough to cover most topics, although gaps in vocabulary can be compensated by circumlocutions. Students must be able to:</p> <ul style="list-style-type: none"> ➤ Write a narration of description several paragraphs in length ➤ Present and defend ideas and points of view ➤ Provide appropriate examples and draw conclusions from them ➤ Provide introductory remarks, transitions, and a conclusion in an essay
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IV. Specific grammatical requirements

General Topic Area	Specific divisions
A complete review of all verb tenses	
Weekly vocabulary lists which will include	Insects and bugs Materials Metals and minerals Furniture Fish and mollusks Professions and offices In a restaurant Clothing and personal items Weather Stores Transportation and traveling
Nouns and Articles	Gender of nouns Plural of nouns Forms of the articles and special uses Neuter article "lo" Omission of the articles
Possession	Possessive adjectives Possessive pronouns Whose
Demonstratives	Demonstrative adjectives Demonstrative pronouns
Adjectives and Adverbs	
Comparisons	Comparisons of inequality Comparisons of equality Absolute superlative

Personal Pronouns	Subject pronouns Prepositional pronouns Object pronouns Position of object pronouns Double object pronouns
Interrogatives, exclamations and relative pronouns	
Negatives and affirmatives	
Numbers, time and dates	Cardinal numbers Arithmetic expressions Ordinal numbers Time Dates
Prepositions	Prepositions before infinitives Personal "a" Por/Para
Idioms	Dar, haber, hacer and tener Gustar and verbs used like gustar A, de, en Other miscellaneous expressions

Summary

In this AP Spanish language class, students are immersed in the process of learning and using Spanish. Conducted in Spanish, the class models the need for effective listening, speaking, reading and writing skills—to the prescribed AP level. Through a variety of textual reinforcements, projects and day to day use, students will demonstrate knowledge and correct usage of the Spanish language.

Course

German I

Unit 1

Chapter 1 “Hallo” (Hello)

Essential Questions

- Can you greet and say farewell to someone?
- Can you ask and tell someone’s name?
- Can you ask and tell how things are going?
- How do you count from 0 to 20?
- What are the German names and sounds for the letters in the alphabet?

Content Standards

- Beginning Goal 1:1.1a
- Beginning Goal 1:1.1b
- Beginning Goal 1:1.1c
- Beginning Goal 1:1.2a
- Beginning Goal 1:1.3a
- Beginning Goal 1:1.3c
- Beginning Goal 2:2.1c
- Beginning Goal 3:3.1a
- Beginning Goal 3:3.1b
- Beginning Goal 3:3.2a
- Beginning Goal 4:4.2a
- Beginning Goal 4:4.2c
- Beginning Goal 4:4.3c

Content/Activities

1. *Grammatik* (Grammar)

- Conjugating regular verbs in the present tense
- Recognizing cognates

2. *Was weisst du?* (What do you know?)

- Say hello and good-bye to your classmates and teacher.
- Ask a classmate what his/her name is, how old he/she is, where the student lives, who another student is, and if he/she knows somebody else in class. Then reverse roles.

- Count from 0 to 20. Then write down the words for the numbers.
- Identify letters of the German alphabet that are presented orally.

3. Additional Activities

- Handouts
- Lecture
- Textbook
- Workbook
- Quia
- Oral Drills
- PowerPoints
- Games
- White Board Practice
- CD's
- Videos
- Voice Thread
- Sound Recorder
- German Culture Web Sites

Assessment

- Chapter 1 Vocabulary Test (Part 1 and Part 2)
- Alphabet Quiz
- Numbers Quiz
- Conjugation Quiz
- Daily Work (Oral and Written)
- *Praktische Situation* (Practical Situation) Project

Unit 2

Chapter 2 “Zu Hause” (At Home)

Essential Questions

- Are you able to identify family members?
- Do you know the days of the week?
- Can you ask for and give the time?
- How do you make a phone call?
- What are some appropriate and inappropriate German gestures?
- Do you recognize numbers into the hundreds of thousands?

Content Standards

- Beginning Goal 1:1.1a

- Beginning Goal 1:1.1b
- Beginning Goal 1:1.1c
- Beginning Goal 1:1.2a
- Beginning Goal 1:1.2c
- Beginning Goal 1:1.3a
- Beginning Goal 1:1.3b
- Beginning Goal 1:1.3c
- Beginning Goal 1:1.4c
- Beginning Goal 2:2.1c
- Beginning Goal 2:2.2a
- Beginning Goal 2:2.2c
- Beginning Goal 3:3.1a
- Beginning Goal 3:3.1b
- Beginning Goal 3:3.2a
- Beginning Goal 3:3.2b

Content/Activities

1. *Grammatik* (Grammar)

- Formation of questions
- Recognizing gender of nouns

2. *Was weisst du?* (What do you know?)

- Tell your classmates about eight family members—their names, their ages, and where they live.
- Quiz a classmate orally on number recognition into the hundreds of thousands. Include five numbers below 100, five numbers below 1,000, five numbers below 100,000, and five numbers above 100,000.
- List orally the days of the week in their correct order.
- Demonstrate some appropriate and inappropriate German gestures.

3. Additional Activities

- Handouts
- Lecture
- Textbook
- Workbook
- Quia
- Oral Drills
- PowerPoints
- Games
- White Board Practice
- CD's

- Videos
- Voice Thread
- Sound Recorder
- German Culture Web Sites

Assessment

- Chapter 2 Vocabulary Test
- Relatives Quiz
- Numbers Quiz
- Daily Work (Oral and Written)
- Puzzle Maker Project

Unit 3

Chapter 3 “Was machst du?” (What are you doing?)

Essential Questions

- How do you express what you and others like or do not like to do?
- Can you discuss German television and other popular pastimes?

Content Standards

- Beginning Goal 1:1.1a
- Beginning Goal 1:1.1b
- Beginning Goal 1:1.1c
- Beginning Goal 1:1.2a
- Beginning Goal 1:1.2b
- Beginning Goal 1:1.2c
- Beginning Goal 1:1.3a
- Beginning Goal 1:1.3c
- Beginning Goal 1:1.4b
- Beginning Goal 2:2.2b
- Beginning Goal 2:2.4a
- Beginning Goal 2:2.4c
- Beginning Goal 3:3.1a
- Beginning Goal 3:3.1b
- Beginning Goal 3:3.1c
- Beginning Goal 3:3.2a
- Beginning Goal 3:3.2b
- Beginning Goal 3:3.3c
- Beginning Goal 4:4.1a
- Beginning Goal 4:4.1b

- Beginning Goal 5:5.1a
- Beginning Goal 5:5.1b
- Beginning Goal 5:5.3b

Content/Activities

1. *Grammatik* (Grammar)

- Using *nach* and *zu* to mean “to”
- Conjugating the irregular verbs *haben* and *sein*
- Using inverted word order in your sentences

2. *Was weißt du?* (What do you know?)

- Develop a dialogue with a classmate in which you discuss a concert that both of you would like to attend. Your conversation could include such items as the time and place of the concert, where you can buy tickets, the names of others who might come with you, and what time you have to be home.
- Everyone in class writes down the names of five TV programs (including the days and times) they would like to watch during the week. Ask one of your classmates at least two questions about each TV program. Then reverse roles. You might ask these questions: “*Was gibt’s am Sonntag im Fernsehen? Um wie viel Uhr beginnt das Fernsehprogramm? Wie ist das Programm?*”
- Describe what you like to do after school or on the weekend.
- Make a calendar for the week indicating at least four different activities you will be doing. You ought to use the German structure for calendars as well as the German manner of writing the numbers and the German names for the days of the week.

3. Additional Activities

- Handouts
- Lecture
- Textbook
- Workbook
- Quia
- Oral Drills
- PowerPoints
- Games
- White Board Practice
- CD’s
- Videos
- Voice Thread
- Sound Recorder
- German Culture Web Sites

Assessment

- Chapter 3 Vocabulary Test
- *Haben* Quiz
- *Sein* Quiz
- Daily Work (Oral and Written)
- 30 Minute Skit Project

Unit 4

Chapter 4 “Schule” (School)

Essential Questions

- Are you able to discuss the subjects students take in school?
- Do you recognize the words for common objects in a school setting?
- Are you familiar with the major differences between schools in America and schools in Germany?

Content Standards

- Beginning Goal 1:1.1a
- Beginning Goal 1:1.1b
- Beginning Goal 1:1.1c
- Beginning Goal 1:1.2a
- Beginning Goal 1:1.2c
- Beginning Goal 1:1.3a
- Beginning Goal 1:1.3c
- Beginning Goal 1:1.4a
- Beginning Goal 1:1.4c
- Beginning Goal 2:2.1a
- Beginning Goal 2:2.1b
- Beginning Goal 2:2.2a
- Beginning Goal 2:2.3a
- Beginning Goal 2:2.3b
- Beginning Goal 2:2.3c
- Beginning Goal 3:3.1b
- Beginning Goal 3:3.2a
- Beginning Goal 3:3.2b
- Beginning Goal 3:3.2c
- Beginning Goal 3:3.3b
- Beginning Goal 3:3.3c
- Beginning Goal 4:4.1a
- Beginning Goal 4:4.1b

- Beginning Goal 4:4.1c
- Beginning Goal 4:4.3b
- Beginning Goal 5:5.1a
- Beginning Goal 5:5.1c

Content/Activities

1. *Grammatik* (Grammar)

- Correct use of nominative case and accusative case definite articles

2. *Was weißt du?* (What do you know?)

- On your way to school with your friend, you ask about several things. Write five questions that you would like to have answered.
- Discuss in English some of the differences between your school and a German school.
- Point to at least fifteen classroom objects and identify them. Include the definite articles.
- Describe your daily school routine, starting with the time you leave home until you return home.

3. Additional Activities

- Handouts
- Lecture
- Textbook
- Workbook
- Quia
- Oral Drills
- PowerPoints
- Games
- White Board Practice
- CD's
- Videos
- Voice Thread
- Sound Recorder
- German Culture Web Sites

Assessment

- Chapter 4 Vocabulary Test (Part 1 and Part 2)
- Definite Articles Test
- Daily Work (Oral and Written)
- Puzzle Maker Project

Unit 5

Chapter 5 “Stadt” (City)

Essential Questions

- Do you know the names of the months and seasons?
- Are you able to talk about the weather?
- Can you identify countries that are Germany’s neighbors?

Content Standards

- Beginning Goal 1:1.1a
- Beginning Goal 1:1.1b
- Beginning Goal 1:1.1c
- Beginning Goal 1:1.2a
- Beginning Goal 1:1.2c
- Beginning Goal 1:1.3a
- Beginning Goal 1:1.3c
- Beginning Goal 1:1.4a
- Beginning Goal 2:2.2a
- Beginning Goal 3:3.1a
- Beginning Goal 3:3.1b
- Beginning Goal 3:3.1c
- Beginning Goal 3:3.2a
- Beginning Goal 3:3.2c
- Beginning Goal 4:4.1a
- Beginning Goal 4:4.1c
- Beginning Goal 5:5.1a
- Beginning Goal 5:5.1b
- Beginning Goal 5:5.1c

Content/Activities

1. *Grammatik* (Grammar)

- Forming plurals of nouns in German
- Correct usage of indefinite articles in the nominative and accusative cases in German

2. *Was weißt du?* (What do you know?)

- Describe the weather in your area throughout the year. Say something about each season.

- Name the nine countries that border Germany.

3. Additional Activities

- Handouts
- Lecture
- Textbook
- Workbook
- Quia
- Oral Drills
- PowerPoints
- Games
- White Board Practice
- CD's
- Videos
- Voice Thread
- Sound Recorder
- German Culture Web Sites

Assessment

- Chapter 5 Vocabulary Test
- Daily Work (Oral and Written)
- *Praktische Situation* (Practical Situation) Project

Unit 6

Chapter 6 “*Wie Schmeckt’s?*” (How does it Taste?)

Essential Questions

- Can you understand a menu and order from it when you go out to eat in Germany?
- How do you express likes and dislikes regarding foods and beverages?
- How are table manners different in Germany than in the U.S.?

Content Standards

- Beginning Goal 1:1.1a
- Beginning Goal 1:1.1b
- Beginning Goal 1:1.1c
- Beginning Goal 1:1.2a
- Beginning Goal 1:1.2c
- Beginning Goal 1:1.3a
- Beginning Goal 1:1.3c

- Beginning Goal 2:2.1a
- Beginning Goal 2:2.2c
- Beginning Goal 3:3.3a

Content/Activities

1. *Grammatik* (Grammar)

- Correct use of modal auxiliaries
- Formation of the future tense
- Correctly using *nicht* and *kein*

2. *Was weißt du?* (What do you know?)

- Name at least one item that you eat and drink at breakfast, lunch, and dinner.
- Using the modal auxiliaries *möchten* and *müssen*, indicate three activities that you would like to do and three activities that you have to do during the week.
- Respond to each of the following questions.
 - *Was trinkst du gern?*
 - *Was für Eis möchtest du essen?*
 - *Was willst du am Sonnabend oder am Sonntag machen?*
 - *Gehst du lieber in eine Pizzeria oder in ein Eiscafé? Warum?*
 - *Was isst du gern?*
- Describe some differences you might experience when going to a German restaurant versus an American restaurant. (You may do this in English.)
- Complete each of the following sentences.
 - *Zum Frühstück möchte ich...*
 - *Ich will...*
 - *Morgen muss ich...*
 - *Magst du...*
 - *Er soll zum Mittagessen...*
 - *Du darfst...*
 - *Er kann...*
 - *Ich werde...*
 - *Ich esse gern...*
 - *Zum Abendessen trinke ich...*
- Pretend you are a waiter or waitress in a German restaurant. How would you say the following?
 - May I help you?
 - Are you hungry?
 - Would you like a bratwurst with French fries?
 - How does it taste?
 - Would you like a cola?
 - Enjoy your meal!

3. Additional Activities

- Handouts
- Lecture
- Textbook
- Workbook
- Quia
- Oral Drills
- PowerPoints
- Games
- White Board Practice
- CD's
- Videos
- Voice Thread
- Sound Recorder
- German Culture Web Sites

Assessment

- Chapter 6 Vocabulary Test
- Modal Auxiliaries Quiz (Part 1 and Part 2)
- Future Tense Quiz
- Daily Work (Oral and Written)
- Menu Project

Unit 7

Deutsche Bundesländer (German States)

Essential Questions

- Are you able—in German—to greet your classmates, introduce yourself, and give the name of the German state you researched?
- What is the location and size of the German state you were assigned to research?
- Are you able to give background information on the history, sights to see, and common industries in your state?
- What is the *Wappen* (coat-of-arms) of your state, and what are the meanings of its various parts?

Content Standards

- Beginning Goal 1:1.1c
- Beginning Goal 1:1.2a
- Beginning Goal 1:1.2b
- Beginning Goal 1:1.3a

- Beginning Goal 1:1.3c
- Beginning Goal 1:1.4a
- Beginning Goal 2:2.2a
- Beginning Goal 2:2.2b
- Beginning Goal 2:2.2c
- Beginning Goal 2:2.3a
- Beginning Goal 2:2.3b
- Beginning Goal 2:2.4a
- Beginning Goal 2:2.4b
- Beginning Goal 2:2.4c
- Beginning Goal 3:3.1a
- Beginning Goal 3:3.2a
- Beginning Goal 3:3.3c
- Beginning Goal 5:5.1a
- Beginning Goal 5:5.1b
- Beginning Goal 5:5.1c
- Beginning Goal 5:5.2a
- Beginning Goal 5:5.2b
- Beginning Goal 5:5.2c

Content/Activities

- Internet Research
- *Wappen* (coat-of-arms) Art Work
- Multiple Intelligence Presentations

Assessment

- *Wappen* (coat-of-arms) Art Work
- Multiple Intelligence Presentations

Unit 8

German Holidays

Essential Questions

- Do you know why, when, where, and how the Germans celebrate *Oktoberfest*?
- Do you know how the Germans celebrate Advent, Christmas, and New Year's?
- Do you know how the Germans celebrate Easter?

Content Standards

- Beginning Goal 1:1.1a
- Beginning Goal 1:1.1c

- Beginning Goal 1:1.2a
- Beginning Goal 1:1.3a
- Beginning Goal 1:1.3c
- Beginning Goal 1:1.4a
- Beginning Goal 2:2.1a
- Beginning Goal 2:2.1b
- Beginning Goal 2:2.1c
- Beginning Goal 2:2.2a
- Beginning Goal 2:2.2b
- Beginning Goal 2:2.2c
- Beginning Goal 2:2.4a
- Beginning Goal 2:2.4b
- Beginning Goal 2:2.4c
- Beginning Goal 3:3.1a
- Beginning Goal 3:3.1b
- Beginning Goal 3:3.3a
- Beginning Goal 3:3.3c
- Beginning Goal 4:4.1a
- Beginning Goal 4:4.1b
- Beginning Goal 4:4.1c
- Beginning Goal 5:5.2a
- Beginning Goal 5:5.2b

Content/Activities

- Handouts
- Lecture
- Oral Drill
- Videos
- PowerPoints
- Games
- White Board Activities
- CD's
- German Culture Web Sites

Assessment

- Quizzes
- Daily Work
- Greeting Card Project

Unit 9

Deutsch in Unserer Welt! (German in Our World)

Essential Questions

- How are the people of Germany responding to a major world event?
- Who would you identify as being a significant person (in either the past or present) in German culture? Why?
- What is the most important/most interesting news out of Germany, Austria, or Switzerland in the last week?
- How can learning German help you in other areas of learning?
- What influence has Germany had on the United States?
- Where and how is German being used in Watertown, in South Dakota, and in the United States?

Content Standards

- Beginning Goal 1:1.3a
- Beginning Goal 2:2.1a
- Beginning Goal 2:2.1b
- Beginning Goal 2:2.1c
- Beginning Goal 2:2.2a
- Beginning Goal 2:2.3a
- Beginning Goal 2:2.3b
- Beginning Goal 2:2.3c
- Beginning Goal 2:2.4a
- Beginning Goal 2:2.4b
- Beginning Goal 2:2.4c
- Beginning Goal 3:3.3a
- Beginning Goal 3:3.3b
- Beginning Goal 3:3.3c
- Beginning Goal 4:4.1a
- Beginning Goal 4:4.1b
- Beginning Goal 4:4.1c
- Beginning Goal 4:4.2a
- Beginning Goal 4:4.2b
- Beginning Goal 4:4.2c
- Beginning Goal 4:4.3a
- Beginning Goal 4:4.3b
- Beginning Goal 4:4.3c
- Beginning Goal 5:5.1a
- Beginning Goal 5:5.1b
- Beginning Goal 5:5.1c

- Beginning Goal 5:5.2a
- Beginning Goal 5:5.2b
- Beginning Goal 5:5.2c
- Beginning Goal 5:5.3a
- Beginning Goal 5:5.3b
- Beginning Goal 5:5.3c

Content/Activities

- Internet Research
- Multiple Intelligences Presentation

Assessment

- Multiple Intelligences Presentation

Course: German – Level II

Unit I- Kapitel 7: Wie gefaellt dir das? (How do you like it?)

Essential Questions

1. How does one make suggestions?
2. How will you ask about prices?
3. What is the best way to describe and choose clothing items?
4. What is the proper format to write a letter and a card?
5. How would you describe a department store?

Standards (South Dakota World Language Content Standards)

Beginning Goal	1.1 (b)
Beginning Goal	1.2 (a,b,c)
Beginning Goal	1.3 (a,b,c)
Beginning Goal	1.4 (a,b)
Beginning Goal	2.1 (c)
Beginning Goal	2.2 (c)
Beginning Goal	3.1 (b)
Beginning Goal	3.2 (a,b)
Beginning Goal	4.1 (a,b,c)

Content/Activities

1. Grammatik

- Verbs with stem vowel change
- The verb – wissen
- Words used for emphasis

2. Was weisst du? (What do you know?)

- Identify three clothing items and indicate their colors, whether or not you like them, and why?
- Describe some of the differences in shopping in an American versus a German department store. Auf Englisch. (In English)
- Ich habe ... an. Tell your classmate what you are wearing today. Give as many details as possible.
- Identify five items in your classroom, including their colors.
- Write a short letter or e-mail to a friend or relative in which you inform them that you would like to come for a visit. Ask questions concerning clothing items, the weather, the best time to come and so forth.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit II – Kapitel 8 – Der Geburtstag (The Birthday)

Essential Questions

1. Wann haben Sie Geburtstag? (When is your birthday?)
2. Was fuer ein Geschenk wirst du kaufen? (What kind of a gift will you buy?)
3. How do we congratulate someone?
4. What is the correct vocabulary to use in describing rooms and furniture?
5. How would you describe your daily activities?

Standards

Beginning Goal	1.1 (a,c)
Beginning Goal	1.2 (a,c)
Beginning Goal	1.3 (a)
Beginning Goal	2.1 (a,c)
Beginning Goal	2.2 (a,b,c)
Beginning Goal	3.1 (c)
Beginning Goal	3.2 (a,b,c)
Beginning Goal	3.3 (b,c)
Beginning Goal	4.1 (a,c)
Beginning Goal	5.2 (b)
Beginning Goal	5.3 (c)

Content/Activities

Grammatik

- Possessive Adjectives
- Personal Pronouns
- Accusative Prepositions

Was weisst du? (What do you know?)

- Indicate who among your friends or relatives has a birthday soon. In your description include when the birthday takes place, what gift you might buy and the cost of that item.
- Describe similarities and differences of special occasions in this country versus Germany. Auf English!

- Ask your classmates when their birthdays are and be able to write out their responses.
- Indicate the presents you would like to receive, and why.
- Pretend you just moved into a house or an apartment. List the five most important items you would like to have in your room.
- Draw the floor plan of your ideal residence, labeling all the rooms in German. Find pictures of the items you want in the house in magazines or online and attach them to the drawing.

Assessments

Exercises from the Textbook
 Workbook Exercises
 Grammar and Vocabulary Quizzes
 Chapter Test

Unit III – Kapitel 9 – Vergnuegen und Arbeit (Pleasure and Work)

Essential Questions

1. How to talk about a film?
2. How will you express likes and dislikes?
3. How would you describe weekend activities and hobbies?
4. What is the proper way to point out tasks and obligations?
5. How can you make plans?

Standards

Beginning Goal	1.1 – (a,b,c)
Beginning Goal	1.2 – (a,b,c)
Beginning Goal	1.3 – (a)
Beginning Goal	1.4 – (c)
Beginning Goal	2.1 – (a,b,c)
Beginning Goal	2.2 – (c)
Beginning Goal	2.4 – (a)
Beginning Goal	3.2 – (a,b,c)
Beginning Goal	3.3 – (a,b)
Beginning Goal	4.1 – (b,c)
Beginning Goal	5.1 – (c)
Beginning Goal	5.2 – (b,c)
Beginning Goal	5.3 – (b,c)

Content/Activities

Grammatik

Verbs with separable prefixes
Compound nouns
The different ways to give commands

Was weisst du? What do you know?

- Talk to your classmate about the following:
 1. A film you would like to see
 2. Where the film is showing
 3. What time it starts
 4. How much a ticket costs
 5. Who will come along
- Identify someone you know and say what they usually do on weekends or what hobbies they have.
- Describe at least four activities or chores that you are required to do at home.
- Create a brochure describing a rock band or a rock star that you who you like.
- Provide examples of at least ten noun compounds.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit IV – Kapitel 10: Sport (Sports)

Essential Questions

1. How would you talk about various sports and hobbies?
2. How can you express likes and dislikes?
3. How can you describe a sports event?
4. How would you inquire about personal preferences?
5. What are the proper identifications for parts of the body?

Standards

Beginning 1.1 (b)
Beginning 1.2 (a,c)
Beginning 1.3 (a,c)
Beginning 1.4 (b)
Beginning 2.1 (c)

Beginning 2.2 (c)
Beginning 2.3 (c)
Beginning 3.1 (c)
Beginning 3.2 (a,b,c)
Beginning 3.3 (a,c)
Beginning 4.1 (a,b,c)
Beginning 5.1 (c)
Beginning 5.3 (c)

Content/Activities

1. Grammatik

- Dative (Indirect Object)
- Dative prepositions
- Verbs followed by the dative case
- Dative personal pronouns

2. Was weißt du? (What do you know?)

- Describe a sport you are participating in or that you like to follow on TV or in the newspaper.
- List at least four differences or similarities between sports in Germany and those commonly played in the United States.
- Was machst du gern? (What do you like to do?) Write a paragraph on this subject.
- Describe parts of the body.
- Explain which sport is popular at your school.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit V – Kapitel 11: Reisen (Traveling)

Essential Questions

1. How can you talk about travel?
2. What is the best way to ask for and give directions?
3. How would you identify important places in a city?
4. How would you describe a trip?
5. How would you ask for information?

Standards

Beginning 1.1 (a,b,c)
Beginning 1.2 (a,b,c)
Beginning 1.3 (a,c)
Beginning 1.4 (a,b)
Beginning 2.1 (a,c)
Beginning 2.2 (a,b,c)
Beginning 2.4 (a,c)
Beginning 3.1 (a,b,c)
Beginning 3.2 (a,b,c)
Beginning 3.3 (b,c)
Beginning 4.1 (a,b,c)
Beginning 4.2 (b,c)
Beginning 4.3 (a,b,c)
Beginning 5.3 (a,c)

Content/Activities

1. Grammatik

- Present perfect tense – regular verbs
- Present perfect tense – irregular verbs

2. Was weißt du? (What do you know?)

- Describe some of the steps you need to take before going on a trip.
- Select at least three items or facilities found at a German railway station and say at least two sentences about each one.
- Select four means of transportation and describe using each one and the reasons why.
- Pick a place and describe how you get there from your home.
- Write a short description about a visit to someone during the summer.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit VI – Kapitel 12: Spass (Fun)

Review Unit over the five previous units. This is in preparation for the final exam for this level of the language.

Course: German – Level III

Unit I- Kapitel 1: Wohin geht's? (Where are you going?)

Essential Questions

1. How does one discuss travel plans?
2. How would you describe airport facilities?
3. How would you identify pieces of luggage?
4. How can you make comparisons?
5. How would you sequence events?
6. How would you describe means of transportation?

Standards (South Dakota World Language Content Standards)

Intermediate Goal	1.1 (b)
Intermediate Goal	1.2 (a,b,c)
Intermediate Goal	1.3 (a,b,c)
Intermediate Goal	1.4 (a,b)
Intermediate Goal	2.1 (c)
Intermediate Goal	2.2 (c)
Intermediate Goal	3.1 (b)
Intermediate Goal	3.2 (a,b)
Intermediate Goal	4.1 (a,b,c)

Content/Activities

1. Grammatik

- Comparison of adjectives and adverbs
- The use of gern and lieber

2. Was weißt du? (What do you know?)

- Describe a real or imaginary vacation trip that you have taken.
- Name four items that you would find at an airport and describe each in at least one or two sentences.
- Talk with your classmates and make at least five comparisons about others.
- Indicate at least five activities that you would like to be involved in during the weekend.
- Briefly describe the airport in your area.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit II – Kapitel 2 – Im Sommer (In the Summer)

Essential Questions

1. How would you ask for information?
2. How would you talk about youth hostel and camping facilities?
3. How does one write a report?
4. What is the correct vocabulary to use to express likes and dislikes?
5. How would you talk about travel experiences?

Standards

Intermediate Goal	1.1 (a,c)
Intermediate Goal	1.2 (a,c)
Intermediate Goal	1.3 (a)
Intermediate Goal	2.1 (a,c)
Intermediate Goal	2.2 (a,b,c)
Intermediate Goal	3.1 (c)
Intermediate Goal	3.2 (a,b,c)
Intermediate Goal	3.3 (b,c)
Intermediate Goal	4.1 (a,c)
Intermediate Goal	5.2 (b)
Intermediate Goal	5.3 (c)

Content/Activities

Grammatik

- Reflexive verbs
- Word order of dative and accusative cases

Was weißt du? (What do you know?)

- Upon arrival at a youth hostel, you go directly to the reception desk. The director asks you several questions and you answer them.
- Name five items that you would need if you were staying at a youth hostel.

- Describe two activities or events that you are looking forward to, and give reasons why.
- Write a short description about you and your friend deciding to go camping during your summer vacation.
- Make a list of things you do every morning to get ready for school, using as many reflexive verbs as possible.

Assessments

Exercises from the Textbook
 Workbook Exercises
 Grammar and Vocabulary Quizzes
 Chapter Test

Unit III – Kapitel 3 – Ferien (Vacation)

Essential Questions

1. How would you talk about past events?
2. How will you discuss current weather conditions?
3. How would you talk about weather forecasts?
4. What would you describe a trip?
5. How can you make plans?

Standards

Intermediate Goal	1.1 – (a,b,c)
Intermediate Goal	1.2 – (a,b,c)
Intermediate Goal	1.3 – (a)
Intermediate Goal	1.4 – (c)
Intermediate Goal	2.1 – (a,b,c)
Intermediate Goal	2.2 – (c)
Intermediate Goal	2.4 – (a)
Intermediate Goal	3.2 – (a,b,c)
Intermediate Goal	3.3 – (a,b)
Intermediate Goal	4.1 – (b,c)
Intermediate Goal	5.1 – (c)
Intermediate Goal	5.2 – (b,c)
Intermediate Goal	5.3 – (b,c)

Content/Activities

Grammatik

- Past tense (narrative past tense) of regular verbs
- Past tense (narrative past tense) of irregular verbs

Was weißt du? What do you know?

- Imagine that you have two weeks off from school and enough money to go on a vacation trip. List five activities related to your trip.
- Pick an area of a German-speaking country that you would like to see. What is unique about this area and why do you want to visit there?
- Using a newspaper or the Internet describe the local or national weather conditions.
- Using the narrative past tense, write what you had to buy for a real or an imaginary party and what you did for the party.
- Write at least six sentences in the narrative past tense about a trip made during the past year.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit IV – Kapitel 4: Bei uns (With us)

Essential Questions

1. How would you talk about obligations?
2. How can you express likes and dislikes?
3. How can you identify animals?
4. How would you describe daily activities?
5. How would you talk about a farm?

Standards

Intermediate Goal 1.1 (b)
Intermediate Goal 1.2 (a,c)
Intermediate Goal 1.3 (a,c)
Intermediate Goal 1.4 (b)
Intermediate Goal 2.1 (c)

Intermediate Goal 2.2 (c)
Intermediate Goal 2.3 (c)
Intermediate Goal 3.1 (c)
Intermediate Goal 3.2 (a,b,c)
Intermediate Goal 3.3 (a,c)
Intermediate Goal 4.1 (a,b,c)
Intermediate Goal 5.1 (c)
Intermediate Goal 5.3 (c)

Content/Activities

1. Grammatik

- Past tense of modal auxiliaries
- Infinitives used as nouns

2. Was weißt du? (What do you know?)

- Describe three activities or tasks that you need to do at home, either after school or on weekends.
- Write about three different pets.
- Talk about “A day with me at my house.”

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit V – Kapitel 5: Guten Appetit! (Eating)

Essential Questions

1. How can you describe an eating establishment?
2. What vocabulary would you use to identify foods?
3. How would you order meals in a restaurant?
4. How would you express likes and dislikes?
5. How would you discuss a menu?

Standards

Intermediate Goal 1.1 (a,b,c)
Intermediate Goal 1.2 (a,b,c)
Intermediate Goal 1.3 (a,c)
Intermediate Goal 1.4 (a,b)
Intermediate Goal 2.1 (a,c)

Intermediate Goal 2.2 (a,b,c)
Intermediate Goal 2.4 (a,c)
Intermediate Goal 3.1 (a,b,c)
Intermediate Goal 3.2 (a,b,c)
Intermediate Goal 3.3 (b,c)
Intermediate Goal 4.1 (a,b,c)
Intermediate Goal 4.2 (b,c)
Intermediate Goal 4.3 (a,b,c)
Intermediate Goal 5.3 (a,c)

Content/Activities

1. Grammatik

- Genitive Case
- Additional der-words

2. Was weißt du? (What do you know?)

- You and your friend are deciding in which restaurant you want to eat.
- Develop a short menu listing some of the foods that you like to eat for lunch or dinner.
- Pretend that you have borrowed several items from family members or friends and describe what you have in your possession.
- Describe the differences that you have observed between German and American restaurants.
- Make a list of at least six items that you would take along on a picnic.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit VI – Kapitel 6: Einkaufen (Shopping)

Essential Questions

1. How would you make a shopping list?
2. What vocabulary would you use to talk about going shopping?
3. How would you request and pay for items?
4. How would you describe a store?
5. How would you identify fruits and vegetables?

Standards

Intermediate Goal 1.1 (a,b,c)
Intermediate Goal 1.2 (a,b,c)
Intermediate Goal 1.3 (a,c)
Intermediate Goal 1.4 (a,b)
Intermediate Goal 2.1 (a,c)
Intermediate Goal 2.2 (a,b,c)
Intermediate Goal 2.4 (a,c)
Intermediate Goal 3.1 (a,b,c)
Intermediate Goal 3.2 (a,b,c)
Intermediate Goal 3.3 (b,c)
Intermediate Goal 4.1 (a,b,c)
Intermediate Goal 4.2 (b,c)
Intermediate Goal 4.3 (a,b,c)
Intermediate Goal 5.3 (a,c)

Content/Activities

1. Grammatik

- a. Demonstrative Pronouns
- b. Questions Words

2. Was weißt du? (What do you know?)

- Make a shopping list of at least ten items that include items from each food category. Determine a price for each item and add up the total.
- Write at least five sentences describing where the closest supermarket is in your area.
- Describe a department store close to your home.
- Write a conversation between a customer and an employee in a grocery store.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Course: German – Level IV

Unit I- Kapitel 7: Hobbys und Interessen

Essential Questions

1. How does one discuss hobbies and interests?
2. How would you talk about daily activities?
3. How would you sequence daily events?
4. How can you describe outdoor activities?
5. How would you describe outdoor activities?

Standards (South Dakota World Language Content Standards)

Advanced Goal	1.1 (b)
Advanced Goal	1.2 (a,b,c)
Advanced Goal	1.3 (a,b,c)
Advanced Goal	1.4 (a,b)
Advanced Goal	2.1 (c)
Advanced Goal	2.2 (c)
Advanced Goal	3.1 (b)
Advanced Goal	3.2 (a,b)
Advanced Goal	4.1 (a,b,c)

Content/Activities

1. Grammatik

- Adjectives after der-words
- Adjectives used as nouns

2. Was weißt du? (What do you know?)

- Describe in at least six sentences your special interests or hobbies.
- State three activities that you would like to do.
- Describe your school band.
- Plan a field trip with one of your classmates.
- Describe some competition that you were involved in recently.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit II – Kapitel 8 – Feste und Feiertage

Essential Questions

1. How would you express preferences in what you eat and drink?
2. How would you talk about a special event?
3. How does one identify holidays?
4. What is the correct vocabulary to use to describe a festival?
5. How would you talk about what you did in the past?

Standards

Advanced Goal	1.1 (a,c)
Advanced Goal	1.2 (a,c)
Advanced Goal	1.3 (a)
Advanced Goal	2.1 (a,c)
Advanced Goal	2.2 (a,b,c)
Advanced Goal	3.1 (c)
Advanced Goal	3.2 (a,b,c)
Advanced Goal	3.3 (b,c)
Advanced Goal	4.1 (a,c)
Advanced Goal	5.2 (b)
Intermediate Goal	5.3 (c)

Content/Activities

Grammatik

- Adjectives after ein-words
- Adjectives not preceded by articles
- Adjectives after nichts, etwas, and viel
- Adjectives following quantity words

Was weißt du? (What do you know?)

- Choose a ride at an amusement park and give reasons for your selection.
- Choose any holiday and list some of the activities that you would do at that time.

- Pick a German holiday or festival and compare it to a similar event in this country.
- Describe what your ideal birthday would be like.

Assessments

Exercises from the Textbook
 Workbook Exercises
 Grammar and Vocabulary Quizzes
 Chapter Test

Unit III – Kapitel 9 – Kommunikation

Essential Questions

1. How would you read and address an envelope.
2. How will you identify mail-related items?
3. How would you describe daily papers or weekly magazines?
4. What would you discuss computer-related topics?

Standards

Advanced Goal	1.1 – (a,b,c)
Advanced Goal	1.2 – (a,b,c)
Advanced Goal	1.3 – (a)
Advanced Goal	1.4 – (c)
Advanced Goal	2.1 – (a,b,c)
Advanced Goal	2.2 – (c)
Advanced Goal	2.4 – (a)
Advanced Goal	3.2 – (a,b,c)
Advanced Goal	3.3 – (a,b)
Advanced Goal	4.1 – (b,c)
Advanced Goal	5.1 – (c)
Advanced Goal	5.2 – (b,c)
Advanced Goal	5.3 – (b,c)

Content/Activities

Grammatik

- Prepositions with dative or accusative
- Da- and wo-compounds

Was weißt du? What do you know?

- Address and envelope to someone in Germany.
- Write a postcard to a friend or relative.
- Pick three newspapers or magazines that you would like to subscribe to, and tell why.
- Outline the steps that you would take to find information on the Internet.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit IV – Kapitel 10: Gesundheit

Essential Questions

1. How would you explain a health-related problem?
2. How can you describe how you feel?
3. How can you state a complaint?
4. How would you identify occupations?
5. How would you name some medical items?

Standards

Advanced Goal 1.1 (b)
Advanced Goal 1.2 (a,c)
Advanced Goal 1.3 (a,c)
Advanced Goal 1.4 (b)
Advanced Goal 2.1 (c)
Advanced Goal 2.2 (c)
Advanced Goal 2.3 (c)
Advanced Goal 3.1 (c)
Advanced Goal 3.2 (a,b,c)
Advanced Goal 3.3 (a,c)
Advanced Goal 4.1 (a,b,c)
Advanced Goal 5.1 (c)

Advanced Goal 5.3 (c)

Content/Activities

1. Grammatik

- Past perfect tense
- Da/dahin and dort/dorthin

2. Was weisst du? (What do you know?)

- Describe how many days you were ill, whether you had to see a doctor, and any other details.
- Describe your last experience at the dentist.
- Describe what job you would like to do in the future, and why.
- Using the past perfect tense, explain five activities that you did over the weekend.
- Create a short job application form.

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit V – Kapitel 11: Fahren

Essential Questions

1. How can you identify car parts?
2. What vocabulary would you use to talk about a car?
3. How would you describe a traffic situation or an accident?
4. How would you talk about buying a present for someone?
5. How would you discuss what to do when a bike or another vehicle does not work?

Standards

Advanced Goal 1.1 (a,b,c)
Advanced Goal 1.2 (a,b,c)
Advanced Goal 1.3 (a,c)
Advanced Goal 1.4 (a,b)
Advanced Goal 2.1 (a,c)
Advanced Goal 2.2 (a,b,c)
Advanced Goal 2.4 (a,c)
Advanced Goal 3.1 (a,b,c)
Advanced Goal 3.2 (a,b,c)

Advanced Goal 3.3 (b,c)
Advanced Goal 4.1 (a,b,c)
Advanced Goal 4.2 (b,c)
Advanced Goal 4.3 (a,b,c)
Advanced Goal 5.3 (a,c)

Content/Activities

1. Grammatik

- Verbs with the dative case
- Coordinating and subordinating conjunctions

2. Was weißt du? (What do you know?)

- Write at least five questions that you would ask a salesperson when you go to shop for a new or used car.
- Describe an accident scene and how and when you were able to return home.
- Name three parts of a car and describe what function they serve.
- Your car breaks down and you describe to someone what you think is wrong with your car.
- Talk about three things that you missed by not attending a party on the previous day.

Assessments

Exercises from the Textbook
Workbook Exercises
Grammar and Vocabulary Quizzes
Chapter Test

Unit VI – Kapitel 12: Jugend

Review Unit over the five previous units. This is in preparation for the final exam for this level of the language.

AP German Language

An AP German Language course is intended to be roughly equivalent both in content and in difficulty to an advanced-level college German language course. The exam presupposes extensive language development (three to four years) leading to an additional year of advanced course work.

Goals of the Course

A school's course in AP German Language, emphasizing use of the language for active communication, has as its objective the development of the following competencies:

1. having a strong command of vocabulary and structure;
2. understanding spoken German in various conversational situations;
3. reading newspaper and magazine articles, contemporary fiction, and non-technical writings, without the use of a dictionary; and
4. fluently and accurately expressing ideas orally and in writing.

Instructional content will reflect interests shared by the students and teacher (the arts, current events, literature, sports, and so forth). In addition to standard textbooks and anthologies, materials might well include audio and visual materials, newspapers, magazines, and contemporary literature.

The Exam

The AP German Language Exam is about two and one-half hours in length. It is not based on any particular subject matter but instead attempts to evaluate level of performance in the use of the language, both in understanding written and spoken German and in responding with ease in correct and idiomatic German.

With the exception of directions, German is used exclusively both in the test materials and in the student responses. Use of dictionaries or other reference works during the exam is not permitted.

The AP German Language course has been designed to prepare students for the AP Exam on a high and challenging level. The following skills are covered on the exam.

Listening

Listening skills are tested in two ways on the exam. First, students are asked to listen to a series of brief exchanges between two speakers, after which students choose the most appropriate rejoinder from the four choices printed in their test booklets. Next, students listen to recorded dialogues or brief monologues and then, after each, are asked questions on the CD about what they have just heard.

Reading Comprehension

Students are provided a passage, which they should read carefully for comprehension. Each passage is followed by a number of incomplete statements or questions. They select the completion or answer that is best according to the passage and fill in the corresponding oval on the answer sheet.

Writing

In this section of the exam, students are asked to demonstrate lexical and grammatical proficiency by filling in omitted words or phrases within a short passage, similar to a cloze text. They are also asked to show their ability to express ideas in written German by writing a 40-minute composition on a given topic.

Speaking

The speaking part of the exam consists of two kinds of exercises: (1) a series of questions or directions to which students are asked to respond (directed responses) and (2) the recounting of a story suggested by a series of drawings. Students tape-record their responses, and the administration time is 20 minutes.

Course Objective

The course objective is to perfect the four skills of language learning: listening, speaking, reading, and writing.

Listening

A wide range of current German productions (fictional and non-fictional) on German television, radio, video, and DVD are used in the classroom. Also, German Hoerbuecher (i.e., audio versions of fictional texts) have been a very positive tool for refining students' listening skills.

Speaking

The whole class is conducted primarily in German. In addition to daily class discussions, students give oral presentations and speeches on fictional as well as non-fictional topics. They also practice transforming visual information (e.g., cartoons, picture stories, etc.) into spoken language.

Reading/Writing

The students use a variety of genres that include grammar reviews, short stories, fairy tales, cartoons, poetry, plays, and novels. They also use current articles from German magazines and newspapers whose topics cover politics, culture, sports, and so on. In dealing with these texts, special emphasis is put on the development and refinement of students' essay writing skills.

The course varies from year to year, especially with regard to the amount of grammar review that is necessary; less grammar means more time for something else. I try to be as flexible as I can to meet each student's needs. The students are also tested using material from old AP Exams.

The following list is a brief outline of the responsibilities and expectations of the AP student:

Behavior

Students are expected to behave properly and follow an ethical code. Cheating and plagiarism will not be tolerated. Any infraction of any kind, or degree, will result in disciplinary action, parent involvement, & a grade of F.

Outside of Class

Students will be expected to attend class meetings outside of class. This could include review sessions or class trips. These courses may require as much as 1–2 hours of homework nightly. The course may also require a completion of required summer work.

Participation

A large part of the class will be based on participation. The students will be expected to share opinions and ideas, debate, discuss, answer questions, and critically think.

Grades

Since this course is a college level course students may receive a grade that is lower than they usually receive. To this end the course uses a weighted grade. A weighted grade is when a student's GPA is adjusted upward.

Course Outline

Spring Semester – 4x4 Block Schedule

We use the textbook series: “**Kaleidoskop.**” The text is essentially two books in one: the Lektuere section is a cultural and literary reader with ten Themen; the Grammatik section consists of ten Kapitel, providing a comprehensive review of grammar and introducing some new elements.

The reading section is organized thematically, with the focus on a different theme in each of the ten Themen: Freizeit, Kommunikation, Deutschland im 21. Jahrhundert, Familie, Musik, Arbeit, Multikulturelle Gesellschaft, Jung und Alt, Stereotypen, and Umwelt. Each theme is developed in three types of texts. The first type consists of several authentic cultural texts, the second is a poem or song, and the third is a literary selection. The texts and the accompanying exercises and activities help students improve their reading skills, expand their vocabulary, learn to express themselves more accurately and idiomatically in both oral and written form, and gain greater insights into cultural aspects of the German-speaking world.

The Grammatik section has ten Kapitel, which review most of the grammar normally covered in beginning German courses and introduce enough new elements to offer an expansion of the usual first year material. The grammar is reviewed as it relates to each of the chapters.

Students are given composition topics from the AP Released Exams, both for practice and under exam conditions. Students are also given individual homework assignments that consist of providing them with different newspaper articles on topics of current interest and they are required to speak on a topic for three minutes in front of the class.

Picture sequences, both from the AP Released Exams and from cartoons and other sources so that students can practice and perfect their storytelling skills. The stories are recorded and analyzed in the classroom.

Listening skills are perfected through the use of authentic audio and visual recordings. These include taped news broadcasts from German radio stations, as well as video segments from German news sources. Deutsche Welle makes recordings available that are read slower for students. The broadcasts are followed by comprehension questions and a class discussion. Full-length German Films are also used. The films are watched for pleasure with limited instruction based on the films. The films are selected from those that include Das Wunder von Bern, Good-bye Lenin, Europa-Europa, Jenseits der Stille, Lola Rennt, and others.

Lola Rennt is a good start because the action in all three parts is repetitive. This helps students' comprehension and the slight differences of each section keep up their interest. Afterward, the students complete a series of exercises that check their comprehension of the film.

One of the AP Released Exams is given midway through the course. Their results let them see how successful they are at this point and it shows them their individual strengths and weaknesses. This establishes the plan for the second quarter.

Focused Preparation for the AP Exam

Listening Comprehension Practice

1. Reading fairy tales aloud to the class
2. Listening to taped productions of German radio and television as well as German movies
3. Students listen to each other's presentations of individual assignments
4. Students being tested with the listening comprehension material from Released Exams

Speaking Practice

1. Students receive speaking practice every day in class.
2. Individual presentations
3. Class discussions
4. Working on picture sequences and short questions from Released Exams

Essay Writing

1. Composition topics from the Released Exams
2. All of the literature units in the course
3. Essay writing is always closely related to reading comprehension

Group Work/Cooperative Learning

1. Begin with individual assignments and then coordinate results in a group activity
2. Partner assignments

Exchange Program

1. WHS participates in a GAPP exchange with a school in Dresden, Germany on an every other year basis.
 - a. The main objective of this program is to build up personal contacts between our students and young Germans their own age. This has had a tremendous effect on our students' motivation and proficiency in the target language.
 - b. Students who participate in the trip are asked to present a topic to the class in Germany and the students from Germany have to present a topic to the classes here.

Using Technology

1. **Research on the Internet or Presentations using various software programs is not a problem, since every student at WHS has their own laptop computer.**

Supplementary Materials for each Skill

1. Listening

I use a wide range of German listening resources to practice and perfect listening skills. These include, but are not limited to, clips from television, radio plays, CD's which correspond to the bi-monthly magazine *Authentik auf Deutsch*, German movies, and *Fokus Deutsch*, an on-line mini-drama which incorporates the language and culture of Germany, Austria, and Switzerland. *Fokus Deutsch* increases in difficulty as the episodes progress, which is an excellent opportunity for the students to improve their vocabulary and listening skills. I also make use of guest speakers whenever possible. This is especially easy to organize during our bi-yearly exchange with a school in Dresden, Germany. Teachers and students visit our classroom and discuss with us the topics we are working on.

2. Speaking

I conduct the entire class almost exclusively in German. I use English only when absolutely necessary to clarify grammar or especially confusing portions of texts. I expect students to take part in daily class discussions in German about what we are reading and/or listening to. I also require them on a regular basis to make oral presentations in German, perform in unrehearsed role-plays, and tell stories based on picture series and cartoons they are given. Occasionally, I require them to record journal entries in order to increase their comfort level with the audio equipment they will use on their AP exam in May. Even questions about daily logistics and working of the class or other events of the school day are expected to be in German and are answered in German.

3. Writing

I expect students to write on a variety of topics on a frequent basis (several times a week). The writing can be as short as answering questions about the stories, articles, radio plays, and short novels we are reading, but also more involved, such as once-to-twice-weekly journal entries on a wide variety of topics (based usually on the thematic unit we are working on, but occasionally "open" topics are given in which students can simply write about a topic of their choice). They are also required to work regularly on cloze-text exercises and formal essay writing in class without outside resources, such as dictionaries, grammar books, etc.

4. Reading

I expose students to a wide variety of reading materials to increase their reading comprehension at an advanced level. These materials include both fiction and non-fiction works such as articles from a variety of textbooks (thematically related), on-line newspapers, on-line articles from a variety

of websites, and current magazine articles from the magazine *Authentikauf Deutsch*. The articles in *Authentikauf Deutsch* cover a wide variety of topics, such as sports, politics, science, social issues, and popular culture. We also read a great deal of fiction from a wide variety of sources. Specific works of fiction we read can be found later in the syllabus, but include short stories, short novels (*Jugendliteratur*), and fairytales.