

# **Anchorage School District German Programs**

## **German I Curriculum Guide**

Novice teachers are highly encouraged to take advantage of the ASD Mentorship Program, and to work with the local AATG (American Association of Teachers of German) chapter. Membership is free for the first year to ASD German teachers. Please contact an AATG officer to receive the cost-free year.

Additionally, new faculty members should consult the “German Resource Guide” for ASD German teachers for many additional activities organized by ASD German teachers for German students. This Guide lists all German teachers in the district, as well as current AATG officers, and includes information regarding National German exams, Declamation, the German-American Partnership Program (GAPP), German Camp, German Day at UAA, and other important information.

This curriculum guide establishes the basic course content the German teacher is expected to teach during a German I class in the Anchorage School District. Teachers are expected to teach all of the materials listed, and may supplement with additional vocabulary, enrichment activities, and cultural knowledge as they see fit.

The current School Board approved text for German I is *Komm Mit! Level I*. This text has many ancillary materials that accompany it, and they should be consulted as you teach your way through the required curriculum. These include the following: *Listening Activities, Grammatikheft, Übungsheft, Student Make Up Assignments, Video Guide, Activities for Communication, Testing Program, TPR Storytelling Book, Alternative Assessment Guide, Lies mit mir!, Lesson Planner with Substitute Teacher Lesson Plans, and Reading Strategies and Skills Handbook*. In addition the textbook has a CD series, a video series, a computer “one-stop planner” and a teacher’s resource manual with teaching transparencies. Check with your World Languages department chair to see if these items are available to you in your school.

A wealth of materials exists for instructors to tap as they teach, and the teacher edition of the textbook references these ancillaries and explains how to best use them if desired. Those new to the profession are again encouraged to make use of the ASD Mentorship Program in which a new teacher is paired with another language teacher in the district to help him or her negotiate the first year of instruction.

The next pages list topics by chapter, and it is expected that students will cover the material from the “Vorschau” and Chapters 1-4 by the end of the first semester, and Chapters 5-9 by the end of the academic year. It is not a rigidly established syllabus, but rather a guide that lists the required topics which teachers

**must teach in Level I German to maintain the basic uniform content of Level I German classes in the Anchorage School District. This information is listed again in the text, but this guide should assist you as you develop your plan for the coming academic year.**

**The teaching of the listed material and the German I class should serve to develop student proficiency in listening comprehension, speaking, reading, writing, and cultural knowledge of German-speaking countries in keeping with ACTFL guidelines.**

### **Course Content for First Semester (Vorschau and Chapters 1-4)**

**The inclusion of only four chapters in the first semester allows for ample time to establish study habits, and to train students how to learn a language while also getting them excited about learning. Topics listed include grammar points, groups of vocabulary and cultural notes. Each chapter also concludes with a reading passage that is helpful as students advance in their reading proficiency.**

#### Vorschau Topics:

- German-speaking countries
- Famous sites and people
- Alphabet and umlauts
- German names and “Wie heißt du?”
- Classroom Expressions
- Numbers 0-20
- Why learn German and tips for learning German

#### Opener for Chapters 1-3: Brandenburg

#### Chapter 1 Topics: “Wer bist du?”

- Greetings, introductions, goodbyes
- Definite articles der, die, and das
- Subject pronouns
- Ask how someone is and tell how you are
- Ask someone’s name/age and give yours
- Present tense of the verb “sein”
- German states and their capital cities
- Talking about places of origin
- Talking about getting to school
- Reading: “Postkarten aus den Ferien”

#### Chapter 2 Topics: “Spiel und Spaß”

- Talking about free time activities
- Express likes and dislikes of things and activities
- Activity vocabulary
- Present tense of verbs – regular verbs

“Du” versus “Sie”

Saying when you do various activities

Seasons

Agreeing and disagreeing

Word Order – Verb in the second position

Asking for an opinion and expressing your own

Present tense of verbs – stems ending in –d, -t, or –n

Present tense of verbs that end in –eln (i.e. segeln)

Reading: “Was machen wir am Wochenende?”

### Chapter 3 Topics: “Komm mit nach Hause!”

Where you and others live

Describing a room, the family, and people

Food and drink

Mineralwasser

The verb “möchten”

Saying please, thank you, and you’re welcome

Subject Pronouns in relation to furniture

Family members

Numbers 21-100

Indefinite Articles (ein, eine)

Possessive Adjectives (mein, dein, etc.)

Describing people’s appearance

Reading: “Wo wohnst du denn?”

### Opener for Chapters 4-6: Schleswig-Holstein

### Chapter 4 Topics: “Alles für die Schule!”

School subjects

Talking about class schedules

American class schedules vs. German class schedules

Expressing time of day (24 hour clock)

Verb “haben”

Sequencing events

Likes, dislikes and favorites

German report cards and grades

Responding to good news and bad news (i.e. grades)

Liebblings- (Lieblingsfächer, etc.)

School supplies

Singular versus plural nouns

Expressing prices of items

Locating items in a store

Adoption of the Euro

Reading: “Lernen macht Spass!”

## **What the students should know and be able to do by the end of first semester:**

### Introductions

Greet adults and friends and ask how they are.  
State name, age and birthday. Ask about someone else.

### Likes and dislikes

State several items you like and several you don't like.  
State several activities you like and several you don't like.

### Survival topics

Get people to restate things differently, more slowly, simply.  
Tell time (including 24-hour clock).  
Asking for food and beverage.  
State classroom needs.

### Descriptions of:

Family and other people  
Room  
Class Schedule

## **Course Content for Second Semester (Chapters 5-9)**

### Chapter 5 Topics: "Klamotten kaufen"

Clothing vocabulary  
European clothing sizes  
Exchanging currency: U.S. dollars and Euros  
Expressing wishes when shopping  
Definite and Indefinite Articles: Nominative and Accusative Cases  
Colors  
Store hours in Germany  
Describing clothing, complimenting others  
Verb gefallen  
Direct Object Pronouns  
Stem Changing verbs/ present tense (i.e. nehmen, aussehen, lesen, essen)  
Separable prefix verbs (anprobieren, aufräumen, etc.)  
Reading: "Kleider machen Leute!"

### Chapter 6 Topics: "Pläne machen"

Starting a conversation: "Wie geht's" and appropriate responses  
Expressing time with "Viertel," "halb," "vor," and "nach"  
Making plans for freetime  
Modal verb "wollen"  
Ordering food and drink at a café  
Asking about taste of food and paying the bill  
Verbs "essen" and "trinken"

Tipping a server in Germany  
Reading: "Wohin in Hamburg?"

### Opener for Chapters 7-9: München

#### Chapter 7 Topics: "Zu Hause helfen"

Household Chores  
Extending and responding to invitations  
Expressing obligations  
Modal verb "müssen"  
Revisit separable prefix verbs "abräumen"  
Recycling and environmental issues in Germany  
Expressions of time – how often?  
Modal Verb: "können"  
Asking for and offering help and telling someone what to do  
Accusative Pronouns (mich, dich, ihn, etc.)  
Weather vocabulary  
Fahrenheit versus Celcius  
Months  
Reading: "Wem hilfst du?"

#### Chapter 8: "Einkaufen gehen"

Groceries: vocabulary and shopping in Germany  
Modal Verb: "sollen"  
Asking what you should do  
Telling someone what to do  
"Du" and "ihr" commands  
Weights and measurements when shopping/ abbreviations for measurements  
Talking about quantities  
Saying that you want something else  
"Denn" vs. "weil"  
Narrative past tense of "sein"  
Saying where you were and what you bought  
Brief introduction to conversational past (Ich habe ein Brot gekauft)  
Reading: "Richtig essen"

#### Chapter 9: "Amerikaner in München"

Places in a City  
Historical development of downtown area in German cities  
Expressing location of places  
Verbs wissen, fahren  
Revisit "gern" / German food specialties  
Asking for and giving directions  
Formal "Sie" commands  
Es gibt: Expressing what there is to eat and drink  
Saying you do or do not want more to eat or drink

Negation with “kein”  
Expressing opinions  
Conjunction “dass”  
Reading “Ein Bummel durch München”

**What the students should know and be able to do by the end of second semester:**

Introductions

Tell where you go to school, your grade, tell where you live, address, your phone number. Ask about your friends.

Describe yourself: what you look like, your personality, state your nationality.

Describe someone else.

Likes and dislikes

State your favorite foods and those you do not like.

State your favorite activities, hobbies, sports, pets, possessions and those you do not like.

Ask a classmate what he/she likes.

Describe your favorite activities in school and after school (time, place, with whom, when, etc.)

Family

Name ten family members

Give the names and ages of family members and state their relationship to you. Ask about a friend's family.

Describe family members' likes and dislikes, appearance and favorite activities. Ask about a friend's family.

Talk about chores that you and other family members have to do.

Community

Name at least ten buildings in the neighborhood or community.

Foods

Name at least fifteen foods.

Name at least seven drinks.

Buy basic food items at a market. Ask about prices and quantity or weight.

Order a variety of foods and drinks in a restaurant related to specific meals (breakfast, lunch, dinner, snack, party.)

Clothes

Name at least 10 articles of clothing.

Describe what you wear—including different colors, different seasonal clothes and the weather.

Ask a classmate about an item of clothing that they are wearing, how much it costs, and where they buy their clothes.

Survival topics

Issue a simple invitation. Make a reservation or an appointment.

Use common telephone phrases.

Write a short letter or email to someone.

Order food or drink in a restaurant or café.

Negotiate a purchase in a grocery store, bakery, butcher shop or at the marketplace.