

Central Community Unit District #301

Mission Statement

To provide quality education within a nurturing environment which enables all students to become life-long learners who strive for excellence and who are responsible contributors to our ever changing global society.

Foreign Language Mission Statement

Students of Foreign Languages in CCUSD #301 will become responsible contributors to our global community who value and respect cultural diversity. Through listening, speaking, reading and writing in the study of world languages, students will be able to communicate successfully with native speakers.

Adopted by Foreign Language SAC – July, 2008

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FOREIGN LANGUAGE PURPOSE STATEMENTS

World Language

Students will examine world cultures from the view point of language and students will explore Spanish and German languages and cultures primarily through listening and speaking in the target languages.

Level 1

Students will listen, speak, read and write to demonstrate communication in the target language. They will begin to combine communication skills and cultural understanding to apply the target language to real life situations.

Level 2

Students will synthesize meaning of vocabulary and grammar in their listening, speaking, reading and writing as they make cultural connections.

Level 3

Students will demonstrate increasing independence in the target language by analyzing and responding to authentic literature and the arts.

Level 4

Students will engage in increasingly fluent communication through immersion in the target language. They will make cultural connections through historical and literary analyses.

AP Level

Students will engage in advanced applications of the target language including analysis and evaluation of contemporary and traditional media.

World Languages
(7th & 8th Grade)

Outcome: **WL.1** Students will identify language origins and their relationships. Students will make cultural and language connections and identify cultural legacies in the U.S. Students will analyze similarities and differences in the structure of various languages.

Components: **WL.1.1** – Identify locations where certain languages are spoken. 29.E.2
WL.1.2 – Categorize languages based on origins and similarities. 28.A.1a
WL.1.3 – Define and recognize cognates and ‘false friends’. 28.C.1b
WL.1.4 – Identify and analyze cultural, historical, and language legacies within the U.S. 16.D.1(W)
WL.1.5 – Describe the reasons and benefits of language learning. 30.B.1b
WL.1.6 – Compare and contrast different scripts and structures used in languages. 28.A.1a

Outcome: **WL.2** Students will use Spanish and German vocabulary to include colors, greetings, numbers, and other basic conversational themes when speaking and listening. Students will demonstrate proper use of the basic language conventions (conjugation, pronunciation, etc.) for the phrases learned.

Components: **WL.2.1** – Pronounce the alphabet in each language. 28.B.1b
WL.2.2 – Use appropriate greetings and leave takings for the time of day. 28.B.1a, 28.B.2a
WL.2.3 – Ask and respond to simple conversational questions (i.e., How are you? What’s your name? etc…) 28.B.2b, 28.B.1a
WL.2.4 – Identify the basic colors in the target languages. 28.D.1a, 28.D.1b
WL.2.5 – Use the cardinal numbers between 0-30. 28.D.1a, 30.A.1b
WL.2.6 – Apply vocabulary to their personal lives and/or surroundings. (i.e., Family tree or school supplies) 28.D.1b

Outcome: **WL.3** Students will make cultural connections between Spanish and German societies and their own. Students will compare and contrast Spanish and German seasonal holidays and traditions with American ones.

Components: **WL.3.1** – Analyze American traditions for Spanish and/or German influences. 18.A.3

WL.3.2 – Identify important contributions by Spanish and German speaking persons. 18.C.3b

WL.3.3 – Describe major target language festivals and traditions taking place during the quarter. 29.A.3

WL.3.4 – Analyze cultural conventions through their language components. 28.B.2c

Spanish 1

Outcome: **S1.1** Students will say and write specified vocabulary and common phrases including common greetings, numbers, time, school supplies, body parts, weather, seasons, calendar, and they will also respond to simple commands in the target language. 28.D.1a

Components: **S1.1.1** - Apply greetings in real world scenarios. 29.A.1
S1.1.2 – Express common numbers in Spanish from 0-1000. 28.D.1a
S1.1.3 – Ask and express time properly. 28.A.1a
S1.1.4 – Say and write classroom supplies and related vocabulary. 28.D.1a
S1.1.5 – Name seasons and describe the weather. 28.D.1a
S1.1.6 – List and label parts of the body. 28.D.1a
S1.1.7 – Demonstrate knowledge of each letter of the Spanish alphabet. 28.B.1b
S1.1.8 – Respond kinetically to classroom commands. 28.A.1b

Outcome: **S1.2** Students will converse about various social activities, Latin dances and express preferences for these activities. 28.D.1b

Components: **S1.2.1** – Discuss and identify common activities. 28.D.1b
S1.2.2 – Ask and express preferences. 28.B.1a
S1.2.3 – Define “infinitive” and list several examples. 28.D.1b
S1.2.4 – Identify negative words and give examples. 28.A.1a
S1.2.5 – Recognize cognates. 28.C.1b
S1.2.6 – Express agreement and disagreement. 28.D.1b
S1.2.7 – Introduce several Latin dances. 29.B.1a
S1.2.8 – Translate and retell “El día horrible de Juan Pablo”. 28.C.1a

Outcome: **S1.3** Students will describe personality traits using adjectives, definite and indefinite articles, and word placement. Students will explore cultural perspectives on friendship. 28.D.1b

Components: **S1.3.1** – Describe personality traits of various people. 28.D.1b
S1.3.2 – Ask and answer questions about personality. 28.B.1a

S1.3.3 – Identify and recite adjectives through pictures and description. 28.D.1b

S1.3.4 – Match definite and indefinite articles with proper gender and number of nouns. 28.A.1a

S1.3.5 – Recognize and demonstrate proper word placement of adjectives. 28.D.1a

S1.3.6 – Demonstrate an understanding of cultural perspectives on friendship. 29.A.1

S1.3.7 – Create a short skit in which they greet another student and discuss their likes/dislikes. 28.B.1a

Outcome: **S1.4** Students will identify school subjects and schedule vocabulary while mastering proper use of subject pronouns and the conjugations of -ar verbs in the present tense. 28.D.1b

Components: **S1.4.1** – Ask and tell about school schedule. 28.B.1a

S1.4.2 – Ask and tell about subjects liked and disliked. 28.D.1b

S1.4.3 – Describe school subjects. 28.D.1b

S1.4.4 – Memorize and use subject pronouns. 28.A.1a

S1.4.5 – List and reproduce endings of –ar verbs in the present tense. 28.D.1a

S1.4.6 – Conjugate regular –ar verbs in the present tense. 28.D.1a

S1.4.7 - Translate and retell “Pepe el desordenado”. 28.C.1a

Outcome: **S1.5** Students will conjugate the verb *estar* in the present tense and use it to demonstrate location of objects. Students will name classroom objects and label plurals of nouns and adjectives. 28.D.1b

Components: **S1.5.1** – Identify classroom objects. 28.D.1b

S1.5.2 – Ask and tell how someone feels. 28.D.1b

S1.5.3 – Use prepositions and *estar* to distinguish where someone or something is located. 28.D.1a

S1.5.4 – Conjugate the verb *estar* in the present tense. 28.D.1b

S1.5.5 – Apply rules of pluralization to nouns and articles. 28.A.1a

S1.5.6 – Compare and contrast school perspectives between U.S. and Spanish-speaking countries. 29.A.1

S1.5.7 – Create a short skit in a classroom setting. 28.B.1a

Outcome: **S1.6** Students will apply food, beverage, breakfast, lunch and pricing vocabulary to scenarios while using present tense conjugations of –er and –ir verbs as well as the verbs *gustar* and *encantar*. 28.D.1b

Components: **S1.6.1** – Identify food, beverage and meal vocabulary. 28.D.1a
S1.6.2 – Ask and tell what people eat and drink for breakfast and lunch. 28.B.1a
S1.6.3 – List foods liked and disliked. 28.D.1b
S1.6.4 – List and reproduce endings of –ir and -er verbs in the present tense. 28.D.1a
S1.6.5 – Conjugate regular –ir and -er verbs in the present tense. 28.D.1a
S1.6.6 – Correctly use the 3rd person singular and plural forms of the verbs *gustar* and *encantar*. 28.D.1b
S1.6.7 – Compare and contrast snacks and meals between U.S. and Spanish-speaking countries. 29.A.1
S1.6.8 – Translate and retell “La buena comida de todos los días”. 28.C.1a

Outcome: **S1.7** Students will discuss healthy habits while using vocabulary pertaining to dinner, the four basic food groups, and exercise. Students will apply plurals of adjectives and present tense conjugations of the verb *ser*. 28.D.1a

Components: **S1.7.1** – Talk about dinner foods. 28.D.1a
S1.7.2 – Express food preferences using the verb *preferir*. 28.D.1b
S1.7.3 – Describe healthy people and foods. 28.D.1b
S1.7.4 – Compare and contrast healthy and unhealthy lifestyles. 28.D.1b
S1.7.5 – List plurals of adjectives. 28.D.1a
S1.7.6 – Demonstrate the different conjugations of *ser*. 28.D.1a
S1.7.7 – Compare and contrast healthy living between U.S. and Spanish-speaking countries. 29.A.1
S1.7.8 – Identify the four types of stem changing verbs. 28.D.1a
S1.7.9 – Create and present an advertisement for a food product. 28.D.2b

Outcome: **S1.8** Students will read, listen to and explain information about social gathering places. 28.D.1b

Components: **S1.8.1** – Identify leisure activities and places. 28.D.1b
S1.8.2 – Apply expressions for where they go and with whom. 28.D.1b

S1.8.3 – Discuss when things are done and where someone is from. 28.D.1a

S1.8.4 – Use present tense forms of the verb *ir* to discuss going to a particular place. 28.D.1b

S1.8.5 – Produce questions using interrogative words. 28.B.1a

S1.8.6 – Read and answer questions about “¡Vamos a la Playa!” 28.C.1a

Outcome: **S1.9** Students will listen to and understand information about activities outside of school. 28.D.1b

Components: **S1.9.1** – Describe how someone feels. 28.A.1a

S1.9.2 – Use expressions to extend, accept, or decline invitations. 28.D.1a

S1.9.3 – Use expressions for what time something happens. 28.A.1a

S1.9.4 – Use present tense forms of the stem-changing verb *jugar*, and the grammar equation *ir* + *a* + infinitive as well as *tener* + *que* + infinitive. 28.D.1b

S1.9.5 – Write and present an interview about student plans for the weekend. 28.D.2c

S1.9.6 – Construct a family tree and present information about family members. 28.D.2b

Outcome: **S1.10** Students will listen to and explain information about families, parties and celebrations. 29.A.3

Components: **S1.10.1** – Label family members. 28.D.1a

S1.10.2 – Use present tense forms of the verb *tener*. 28.D.1b

S1.10.3 – Use possessive adjectives. 29.D.2a

S1.10.4 – Observe family celebrations in Mexican culture. 29.A.3

S1.10.5 – Apply vocabulary in a restaurant setting. 28.D.2c

Outcome: **S1.11** Students will listen to and explain information about family members, restaurant vocabulary and table settings. 28.B.1a

Components: **S1.11.1** – Describe people and things. 28.A.1a

S1.11.2 – Apply expressions for feelings and needs. 28.A.1a

S1.11.3 – Produce vocabulary for restaurants and table settings. 28.B.1a

S1.11.4 Recognize the present tense irregularities of the verbs *venir*, *ser* and *estar*. 28.D.1b

S1.11.5 – Begin to apply the differences between the two ‘to be’ verbs, *ser* & *estar*. 28.D.1b

Outcome: **S1.12** Students will read, listen to and explain information about bedroom items, electronic equipment and colors. 28.D.1b

Components: **S1.12.1** – Recognize and apply vocabulary of bedroom items, electronic equipment and colors. 28.D.1b

S1.12.2 – Describe things and make comparisons using adjectives.
28.D.1b

S1.12.3 – Form and use the superlative. 28.A.1a

S1.12.4 Use present tense of stem-changing verbs *poder* and *dormer*.
28.D.1b

Spanish 2

Outcome: **S2.1** (Para empezar): Students will select adjectives to describe themselves and others in terms of physical appearance and nationality. They will compare and contrast their pastimes with those of others. Students will utilize their knowledge of cardinal numbers 0-100 to form numbers through 1,000. 28.D.1a

Components: **S2.1.1** – Apply the verb *Ser* to discuss nationalities. 28.D.1a
S2.1.2 – Use forms of the verb *Ser* with the preposition *de* to describe places of origin. 28.D.1a
S2.1.3 – Analyze information that describes pastime activities. 28.D.1b
S2.1.4 – Respond to questions pertaining to an article about the Spanish singer Enrique Iglesias. 28.B.1a
S2.1.5 – Write a poem that uses adjectives to describe students’ pastime activities, likes and dislikes. 28.D.2a
S2.1.6 – Demonstrate their understanding of subjects and/or subject pronouns by reading a question and writing an appropriate response. 28.A.1a
S2.1.7 – Produce correct present tense conjugations of *-ar*, *-er* and *-ir* verbs. 28.D.1a
S2.1.8 – Pronounce and produce numbers from 0-1,000. 28.D.1a
S2.1.9 – Identify the four types of stem-changing verbs and conjugate them in context. 28.A.1a

Outcome: **S2.2** Students will talk about classroom rules and describe classroom activities. They will express their ideas about the school rules using affirmative and negative constructions. 28.C.2b

Components: **S2.2.1** – Differentiate between *Hay que* (one must) & *Se prohíbe* (it’s prohibited) when referring to school activities, school rules and items needed for class. 28.D.1a
S2.2.2 – Outline stem-changing verbs using a graphic organizer. 28.A.1a
S2.2.3 – Differentiate the pronunciation of the letters b, v and d in the target language. 28.B.2b
S2.2.4 – Divide classroom rules into categories using affirmative and negative constructions. 28.C.2a
S2.2.5 – Identify previously learned vocabulary and grammatical structures by reading “Isabel y el nuevo alumno”. 28.C.2b

S2.2.6 – Prepare for the video series “En busca de la verdad” by reading and analyzing information about Guanajuato, Mexico. 29.D.1

Outcome: **S2.3** Students will discuss extracurricular activities, places and pastimes. Students will differentiate between the two forms of “to know”: *saber* and *conocer*. 28.D.2a.

Components: **S2.3.1** – Examine the different extracurricular activities in Spanish-speaking countries. 29.A.1

S2.3.2 – Recognize and apply the uses and constructions of *saber* and *conocer*. 29.A.1

S2.3.3 – Use the preposition *a* in context. 28.D.1a

S2.3.4 – Respond to questions pertaining to an article about the Cuban performer Celia Cruz. 29.D.1

S2.3.5 – Produce the *Hace que* grammar construction to discuss duration of time. 28.A.1a

S2.3.6 – Create, edit and memorize a dialogue in which student pairs discuss their extracurricular activities. 28.D.2b

S2.3.7 – Apply knowledge of the grammatical equation “Ir + a+ infinitive” in order to talk about attending after school activities. 28.D.2a

Outcome: **S2.4** Students will discuss their daily routine using reflexive verbs. Students will identify clothing appropriate for different situations and seasons. Students will build on and apply their knowledge of the two forms of “to be” to various situations. 28.D.1a

Components: **S2.4.1** – Demonstrate correct usage of the verbs *Ser* and *Estar* in the present tense. 28.D.1a

S2.4.2 – Construct sentences using reflexive verbs. 28.D.1a

S2.4.3 – Demonstrate correct usage of the short form of possessive adjectives. 28.D.1a

S2.4.4 – Apply the grammar construction *conjugated verb + infinitive*. 28.D.1a

S2.4.5 – Construct sentences using the grammar construction *antes de/después de* (before/after) + *infinitive*. 28.D.1a

S2.4.6 – Create, memorize and present an oral presentation about a special event that the student will attend including how one gets ready, the type of clothing worn for the event and how one feeling at the event. 28.D.2c

Outcome: **S2.5** Students will discuss going shopping using the preterit tense. They will use demonstrative adjectives to discuss where an item is located. In addition, they will use adjectives as nouns. 28.D.1a

Components: **S2.5.1** – Construct the regular *-ar*, *-er* and *-ir* preterit conjugations. 28.D.1a

S2.5.2 – Describe clothing and fashion orally and in written form. 28.D.1b

S2.5.3 – Differentiate between shoe sizing systems in the U.S. and those in Spanish-speaking countries. 29.A.1

S2.5.4 – Identify Spanish words with Arabic origins. 29.D.1

S2.5.5 – Use demonstrative adjectives to identify the location of various items. 28.D.1a

S2.5.6 – List nouns used as adjectives in conjunction with the grammar construction *indirect object + parecer*. 28.D.1a

S2.5.7 – Read, discuss and respond to questions about the short story “*La invasión de las iguana’s moradas*”. 29.C.1a

Outcome: **S2.6** Students will discuss activities that took place in the recent past using regular and irregular preterite constructions. Students will use direct objects to formulate responses to questions. 28.D.1a

Components: **S2.6.1** – Apply vocabulary related to running errands around town. 28.D.1a

S2.6.2 – Discuss and write about items purchased. 28.D.1b

S2.6.3 – Distinguish between pharmacies in the U.S. and those in Spain. 29.A.1

S2.6.4 – Produce the direct object pronouns *me, te, lo, la, nos, os, los, las* in the context of a sentence. 28.D.1a

S2.6.5 – Apply all irregular preterite verb conjugations in spoken and written form. 28.D.1a

S2.6.6 – Discuss article “*Los mercados al aire libre*”. 29.C.1b

S2.6.7 – Apply prior knowledge in order to comprehend the first episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c

S2.6.8 – Create, memorize and present a dialogue using the preterite tense. 28.D.2c

Outcome: **S2.7** Students will use vocabulary of places in a city or town in order to give and interpret directions. Students will identify good and bad driving habits. 28.D.1a

Components: **S2.7.1** – Read, listen to and understand information about driving, transportation, and places in a city or town. 28.C.2a

S2.7.2 – Review the direct object pronouns *me, te, lo, la, nos, os, los, las* in the context of a sentence. 28.D.1a

S2.7.3 – Form regular and irregular affirmative *tú* commands. 28.D.1a

S2.7.4 – Create a typed map and give written directions for traveling from point A to point B using affirmative *tú* commands. 28.B.1a

S2.7.5 – Form the present progressive to indicate that an action is happening right now. 28.D.1a

S2.7.6 – Examine the lives of Frida Kahlo and Diego Rivera. 29.D.1

S2.7.7 – Apply prior knowledge in order to comprehend the second episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c

Outcome: **S2.8** Students will discuss childhood toys and games and describe what they were like as children using the imperfect tense. Students will use indirect objects to discuss to whom or for whom an action is performed. 28.D.1a

Components: **S2.8.1** – Read and listen to information about childhood toys and games. 28.D.1b

S2.8.2 – Discuss past habitual activities using the regular and irregular conjugations of the imperfect tense. 28.D.2b

S2.8.3 – Produce the indirect object pronouns *me, te, le, nos, os, les* in the context of a sentence. 28.D.1a

S2.8.4 – Read, discuss and respond to questions about the short story “*El grillo y el jaguar*”. 28.C.3a

S2.8.5 – Create an oral presentation in which students will describe their childhood activities and/or toys. 28.D.3c

S2.8.6 – Apply prior knowledge in order to comprehend the third episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c

Outcome: **S2.9** Students will examine and discuss holiday celebrations in Spanish-speaking countries while differentiating between the preterite and the imperfect tenses. 28.D.1a

- Components: **S2.9.1** – Read and discuss common etiquette in Spanish-speaking countries in terms of greeting and leave-takings. 29.A.1
- S2.9.2** – Differentiate between the use of the preterite and imperfect tenses. 28.D.1a
- S2.9.3** – Identify the common Spanish prefixes *im-*, *in-*, *des-*, and *ir-*. 28.A.1a
- S2.9.4** – Differentiate between reciprocal and reflexive actions. 28.D.1a
- S2.9.5** – Research and create an English presentation about a holiday celebration in a Spanish-speaking country. 28.D.3b
- S2.9.6** – Apply prior knowledge in order to comprehend the fourth episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c

Outcome: **S2.10** Students will describe weather and emergency situations using the imperfect and preterite tenses. 28.D.1a

- Components: **S2.10.1** – Read and listen to information about emergency situations, rescues and heroic acts. 28.D.1a
- S2.10.2** – Apply the rules of preterite and imperfect to create complex written and spoken sentences. 28.D.2a
- S2.10.3** – Apply prior knowledge of *i-y* (basement or yo-yeron) stem-changing verbs in the preterite tense. 28.D.1a
- S2.10.4** – Apply prior knowledge in order to comprehend the fifth episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c

Spanish 2 Honors

Outcome: **S2H.1** (Para empezar): Students will select adjectives to describe themselves and others in terms of physical appearance and nationality. They will compare and contrast their pastimes with those of others. Students will utilize their knowledge of cardinal numbers 0-100 to form numbers through 1,000. 28.D.1a

Components: **S2H.1.1** – Apply the verb *Ser* to discuss nationalities. 28.D.1a

S2H.1.2 – Use forms of the verb *Ser* with the preposition *de* to describe places of origin. 28.D.1a

S2H.1.3 – Analyze information that describes pastime activities. 28.D.1b

S2H.1.4 – Respond to questions pertaining to an article about the Spanish singer Enrique Iglesias. 28.B.1a

S2H.1.5 – Write a poem that uses adjectives to describe students' pastime activities, likes and dislikes. 28.D.2a

S2H.1.6 – Demonstrate their understanding of subjects and/or subject pronouns by reading a question and writing an appropriate response. 28.A.1a

S2H.1.7 – Produce correct present tense conjugations of *-ar*, *-er* and *-ir* verbs. 28.D.1a

S2H.1.8 – Pronounce and produce numbers from 0-1,000. 28.D.1a

S2H.1.9 – Identify the four types of stem-changing verbs and conjugate them in context. 28.A.1a

Outcome: **S2H.2** Students will talk about classroom rules and describe classroom activities. They will express their ideas about the school rules using affirmative and negative constructions. 28.C.2b

Components: **S2H.2.1** – Differentiate between *Hay que* (one must) and *Se prohíbe* (it's prohibited) when referring to school activities, school rules and items needed for class. 28.D.1a

S2H.2.2 – Outline stem-changing verbs using a graphic organizer. 28.A.1a

S2H.2.3 – Differentiate the pronunciation of the letters b, v and d in the target language. 28.B.2b

S2H.2.4 – Divide classroom rules into categories using affirmative and negative constructions. 28.C.2a

S2H.2.5 – Identify previously learned vocabulary and grammatical structures by reading “Isabel y el nuevo alumno”. 28.C.2b

S2H.2.6 – Prepare for the video series “En busca de la verdad” by reading and analyzing information about Guanajuato, Mexico. 29.D.1

Outcome: **S2H.3** Students will discuss extracurricular activities, places and pastimes. Students will differentiate between the two forms of “to know”: *saber* and *conocer*. 28.D.2a

Components: **S2H.3.1** – Examine the different extracurricular activities in Spanish-speaking countries. 29.A.1

S2H.3.2 – Recognize and apply the uses and constructions of *saber* and *conocer*. 29.A.1

S2H.3.3 – Use the preposition *a* in context. 28.D.1a

S2H.3.4 – Respond to questions pertaining to an article about the Cuban performer Celia Cruz. 29.D.1

S2H.3.5 – Produce the *Hace que* grammar construction to discuss duration of time. 28.A.1a

S2H.3.6 – Create, edit and memorize a dialogue in which student pairs discuss their extracurricular activities. 28.D.2b

S2H.3.7 – Apply knowledge of the grammatical equation “Ir + a+ infinitive” in order to talk about attending after school activities. 28.D.2a

Outcome: **S2H.4** Students will discuss their daily routine using reflexive verbs. Students will identify clothing appropriate for different situations and seasons. Students will build on and apply their knowledge of the two forms of “to be” to various situations. 28.D.1a

Components: **S2H.4.1** – Demonstrate correct usage of the verbs *Ser* and *Estar* in the present tense. 28.D.1a

S2H.4.2 – Construct sentences using reflexive verbs. 28.D.1a

S2H.4.3 – Demonstrate correct usage of the short form of possessive adjectives. 28.D.1a

S2H.4.4 – Apply the grammar construction *conjugated verb + infinitive*. 28.D.1a

S2H.4.5 – Construct sentences using the grammar construction *antes de/después de* (before/after) + *infinitive*. 28.D.1a

S2H.4.6 – Create, memorize and present an oral presentation about a special event that the student will attend including how one gets ready, the

type of clothing worn for the event and how one feeling at the event.
28.D.2c

Outcome: **S2H.5** Students will discuss going shopping using the preterit tense. They will use demonstrative adjectives to discuss where an item is located. In addition, they will use adjectives as nouns. 28.D.1a

Components: **S2H.5.1** – Construct the regular *-ar*, *-er* and *-ir* preterit conjugations. 28.D.1a

S2H.5.2 – Describe clothing and fashion orally and in written form. 28.D.1b

S2H.5.3 – Differentiate between shoe sizing systems in the U.S. and those in Spanish-speaking countries. 29.A.1

S2H.5.4 – Identify Spanish words with Arabic origins. 29.D.1

S2H.5.5 – Use demonstrative adjectives to identify the location of various items. 28.D.1a

S2H.5.6 – List nouns used as adjectives in conjunction with the grammar construction *indirect object + parecer*. 28.D.1a

S2H.5.7 – Read, discuss and respond to questions about the short story “*La invasión de las iguanas moradas*”. 29.C.1a

Outcome: **S2H.6** Students will discuss activities that took place in the recent past using regular and irregular preterite constructions. Students will use direct objects to formulate responses to questions. 28.D.1a

Components: **S2H.6.1** – Apply vocabulary related to running errands around town. 28.D.1a

S2H.6.2 – Discuss and write about items purchased. 28.D.1b

S2H.6.3 – Distinguish between pharmacies in the U.S. and those in Spain. 29.A.1

S2H.6.4 – Produce the direct object pronouns *me*, *te*, *lo*, *la*, *nos*, *os*, *los*, *las* in the context of a sentence. 28.D.1a

S2H.6.5 – Apply all irregular preterite verb conjugations in spoken and written form. 28.D.1a

S2H.6.6 – Discuss article “*Los mercados al aire libre*”. 29.C.1b

S2H.6.7 – Apply prior knowledge in order to comprehend the first episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c

S2H.6.8 – Create, memorize and present a dialogue using the preterite tense. 28.D.2c

Outcome: **S2H.7** Students will use vocabulary of places in a city or town in order to give and interpret directions. Students will identify good and bad driving habits. 28.D.1a

Components: **S2H.7.1** – Read, listen to and understand information about driving, transportation, and places in a city or town. 28.C.2a

S2H.7.2 – Review the direct object pronouns *me, te, lo, la, nos, os, los, las* in the context of a sentence. 28.D.1a

S2H.7.3 – Form regular and irregular affirmative *tú* commands. 28.D.1a

S2H.7.4 – Create a typed map and give written directions for traveling from point A to point B using affirmative *tú* commands. 28.B.1a

S2H.7.5 – Form the present progressive to indicate that an action is happening right now. 28.D.1a

S2H.7.6 – Examine the lives of Frida Kahlo and Diego Rivera. 29.D.1

S2H.7.7 – Apply prior knowledge in order to comprehend the second episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c

Outcome: **S2H.8** Students will discuss childhood toys and games and describe what they were like as children using the imperfect tense. Students will use indirect objects to discuss to whom or for whom an action is performed. 28.D.1a

Components: **S2H.8.1** – Read and listen to information about childhood toys and games. 28.D.1b

S2H.8.2 – Discuss past habitual activities using the regular and irregular conjugations of the imperfect tense. 28.D.2b

S2H.8.3 – Produce the indirect object pronouns *me, te, le, nos, os, les* in the context of a sentence. 28.D.1a

S2H.8.4 – Read, discuss and respond to questions about the short story “*El grillo y el jaguar*”. 28.C.3a

S2H.8.5 – Create an oral presentation in which students will describe their childhood activities and/or toys. 28.D.3c

S2H.8.6 – Apply prior knowledge in order to comprehend the third episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c

Outcome: **S2H.9** Students will examine and discuss holiday celebrations in Spanish-speaking countries while differentiating between the preterite and the imperfect tenses. 28.D.1a

- Components: **S2H.9.1** – Read and discuss common etiquette in Spanish-speaking countries in terms of greeting and leave-takings. 29.A.1
- S2H.9.2** – Differentiate between the use of the preterite and imperfect tenses. 28.D.1a
- S2H.9.3** – Identify the common Spanish prefixes *im-*, *in-*, *des-*, and *ir-*. 28.A.1a
- S2H.9.4** – Differentiate between reciprocal and reflexive actions. 28.D.1a
- S2H.9.5** – Research and create an English presentation about a holiday celebration in a Spanish-speaking country. 28.D.3b
- S2H.9.6** – Apply prior knowledge in order to comprehend the fourth episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c
- Outcome: **S2H.10** Students will describe weather and emergency situations using the imperfect and preterite tenses. 28.D.1a
- Components: **S2H.10.1** – Read and listen to information about emergency situations, rescues and heroic acts. 28.D.1a
- S2H.10.2** – Apply the rules of preterite and imperfect to create complex written and spoken sentences. 28.D.2a
- S2H.10.3** – Apply prior knowledge of *i-y* (basement or yo-yeron) stem-changing verbs in the preterite tense. 28.D.1a
- S2H.10.4** – Apply prior knowledge in order to comprehend the fifth episode of the video series “*En Busca de la Verdad*” and respond to questions about the video. 29.C.1c
- Outcome: **S2H.11** (Para Empezar): Students will apply prior knowledge to discuss activities that they enjoy doing in and out of school. Students will use reflexive verbs, present-tense regular and irregular verbs and possessive adjectives to describe things and events. 28.B.3b
- Components: **S2H.11.1** – Discuss school and extracurricular activities using new vocabulary in the context of previously learned regular and irregular present-tense verb conjugations. 28.B.3b
- S2H.11.2** – Apply prior knowledge of present-tense stem-changing verbs. 28.B.3b
- S2H.11.3** – Produce written and oral sentences using the verbs *gustar* and *encantar*. 28.D.3a
- S2H.11.4** – Demonstrate their understanding of reflexive verbs by writing about and discussing their daily routine. 28.D.3a

S2H.11.5 – Apply prior knowledge of interrogative words in a conversational setting. 28.B.3a

S2H.11.6 – Use a venn diagram to formulate an essay in which students compare and contrast a special occasion with that of a Spanish-speaking student. 29.A.3

S2H.11.7 – Describe a favorite vacation destination using possessive adjectives and verbs like *gustar* (*encantar, parecer*). 28.B.3b

S2H.11.8 – Organize and memorize an oral presentation in which the student describes his/her life. 28.D.4c

Outcome: **S2H.12** (Chapter 1): Students will discuss geographic locations, weather and competitive events. Students will compare and contrast ancient and modern-day pilgrimages. 28.B.3b

Components: **S2H.12.1** – Define new vocabulary words using previously learned synonyms. 28.B.3b

S2H.12.2 – Read and respond to simple questions pertaining to a short passage about a family’s camping trip. 28.B.3a

S2H.12.3 – Identify cause and effect relationships while reading a short story. 28.C.4b

S2H.12.4 – Synthesize the sequential events in a short story to predict outcomes. 28.C.4b

S2H.12.5 – Produce the proper conjugated form of irregular verbs, *i-y* spelling change verbs and stem-changing verbs in the preterite tense. 28.D.3a

S2H.12.6 – Recognize and apply rules of the imperfect to describe weather and other events in the past. 28.D.3a

S2H.12.7 – Read about and discuss *El Camino de Santiago*. 29.C.4b

S2H.12.8 – Identify Santiago de Compostela on a map of Spain. 29.D.3

S2H.12.9 – Write an article, journal entry or riddle about the *Camino de Santiago* from a particular character’s point of view. 29.C.3c

S2H.12.10 – Read about and discuss the Mexican legend *El Iztaccíhuatl el Popocatépetl*. 29.D.3

S2H.12.11 – Use context clues to discern unknown/unfamiliar vocabulary and grammar concepts. 28.C.4a

Outcome: **S2H.13** (Chapter 2): Students will write and talk about the arts. Students will express their opinion and discuss the individual components of various works of art while examining the lives and styles of Spanish-speaking artists. 28.B.3b

- Components: **S2H.13.1** – Define new vocabulary words using previously learned synonyms. 28.B.3b
- S2H.13.2** – Read about and discuss the works, lives and styles of various Spanish-speaking painters and sculptors. 29.B.3a
- S2H.13.3** – Research, write and deliver a presentation about a work of art. 29.B.4a
- S2H.13.4** – Examine the Spanish suffix *-ismo*. 28.B.3a
- S2H.13.5** – Describe the components of various art forms. 29.B.3b
- S2H.13.6** – Identify expressions that signal the use of preterite. 28.B.3b
- S2H.13.7** – Identify expressions that signal the use of imperfect. 28.B.3b
- S2H.13.8** – Apply rules for forming the past participle of verbs. 28.B.3b
- S2H.13.9** – Describe conditions that are the result of a previous action using the correct form and tense of the verb *estar+participle*. 28.B.3b
- S2H.13.10** – Differentiate between rules for the verbs *ser and estar*. 28.C.3b
- S2H.13.11** – Produce verbs whose meanings change depending on the tense. 28.B.3b
- S2H.13.12** – Prepare and deliver an oral presentation about student’s favorite artist (painter, actor/actress, singer, etc.). 29.B.4b

Spanish 3

- Outcome: **S3.1** (Para Empezar): Students will apply prior knowledge to discuss activities that they enjoy doing in and out of school. Students will use reflexive verbs, present-tense regular and irregular verbs and possessive adjectives to describe things and events. 28.B.3b
- Components: **S3.1.1** – Discuss school and extracurricular activities using new vocabulary in the context of previously learned regular and irregular present-tense verb conjugations. 28.B.3b
- S3.1.2** – Apply prior knowledge of present-tense stem-changing verbs. 28.B.3b
- S3.1.3** – Produce written and oral sentences using the verbs *gustar* and *encantar*. 28.D.3a
- S3.1.4** – Demonstrate their understanding of reflexive verbs by writing about and discussing their daily routine. 28.D.3a
- S3.1.5** – Apply prior knowledge of interrogative words in a conversational setting. 28.B.3a
- S3.1.6** – Use a venn diagram to formulate an essay in which students compare and contrast a special occasion with that of a Spanish-speaking student. 29.A.3
- S3.1.7** – Describe a favorite vacation destination using possessive adjectives and verbs like *gustar* (*encantar, parecer*). 28.B.3b
- S3.1.8** – Organize and memorize an oral presentation in which the student describes his/her life. 28.D.4c
- Outcome: **S3.2** (Chapter 1): Students will discuss geographic locations, weather and competitive events. Students will compare and contrast ancient and modern-day pilgrimages. 28.B.3b
- Components: **S3.2.1** – Define new vocabulary words using previously learned synonyms. 28.B.3b
- S3.2.2** – Read and respond to simple questions pertaining to a short passage about a family’s camping trip. 28.B.3a
- S3.2.3** – Identify cause and effect relationships while reading a short story. 28.C.4b
- S3.2.4** – Synthesize the sequential events in a short story to predict outcomes. 28.C.4b

S3.2.5 – Produce the proper conjugated form of irregular verbs, *i-y* spelling change verbs and stem-changing verbs in the preterite tense. 28.D.3a

S3.2.6 – Recognize and apply rules of the imperfect to describe weather and other events in the past. 28.D.3a

S3.2.7 – Read about and discuss *El Camino de Santiago*. 29.C.4b

S3.2.8 – Identify Santiago de Compostela on a map of Spain. 29.D.3

S3.2.9 – Write an article, journal entry or riddle about the *Camino de Santiago* from a particular character’s point of view. 29.C.3c

S3.2.10 – Read about and discuss the Mexican legend *El Iztaccíhuatl el Popocatépetl*. 29.D.3

S3.2.11 – Use context clues to discern unknown/unfamiliar vocabulary and grammar concepts. 28.C.4a

Outcome: **S3.3** (Chapter 2): Students will write and talk about the arts. Students will express their opinion and discuss the individual components of various works of art while examining the lives and styles of Spanish-speaking artists. 28.B.3b

Components: **S3.3.1** – Define new vocabulary words using previously learned synonyms. 28.B.3b

S3.3.2 – Read about and discuss the works, lives and styles of various Spanish-speaking painters and sculptors. 29.B.3a

S3.3.3 – Research, write and deliver a presentation about a work of art. 29.B.4a

S3.3.4 – Examine the Spanish suffix *-ismo*. 28.B.3a

S3.3.5 – Describe the components of various art forms. 29.B.3b

S3.3.6 – Identify expressions that signal the use of preterite. 28.B.3b

S3.3.7 – Identify expressions that signal the use of imperfect. 28.B.3b

S3.3.8 – Apply rules for forming the past participle of verbs. 28.B.3b

S3.3.9 – Describe conditions that are the result of a previous action using the correct form and tense of the verb *estar+participle*. 28.B.3b

S3.3.10 – Differentiate between rules for the verbs *ser and estar*. 28.C.3b

S3.3.11 – Produce verbs whose meanings change depending on the tense. 28.B.3b

S3.3.12 – Prepare and deliver an oral presentation about student’s favorite artist (painter, actor/actress, singer, etc.). 29.B.4b

- Outcome:** **S3.4** (Chapter 3): Students will discuss strategies for maintaining a healthy lifestyle based on research. Students will synthesize information about menus, nutrition and food quality. Students will tell others what to do using various affirmative and negative commands. 28.B.3b
- Components:** **S3.4.1** – Read, listen to and discuss symptoms and remedies pertaining to one’s health. 28.C.4a
- S3.4.2** – Read, listen to and discuss vocabulary related to health, food and nutrition. 28.C.4a
- S3.4.3** – Build on prior knowledge of word roots and word families. 28.B.3b
- S3.4.4** – Produce affirmative *tú* regular and irregular commands based on prior knowledge. 28.B.3b
- S3.4.5** – Produce negative *tú* regular and irregular *tú* commands. 28.B.3b
- S3.4.6** – Produce affirmative and negative *Ud. & Uds.* regular and irregular commands. 28.B.3b
- S3.4.7** – Read, listen to and discuss physical fitness equipment. 28.C.4a
- S3.4.8** – Give advice about exercising and staying fit. 28.B.3a
- S3.4.9** – Apply the conjugations of the present subjunctive tense to express that one person wants, suggests or demands that another person do something. 28.B.3b
- S3.4.10** – Apply the present subjunctive tense to suggest general or impersonal ideas. 28.B.3b
- S3.4.11** – Produce all forms of the present subjunctive. 28.B.3b
- S3.4.12** – Read and synthesize *Leyendas mexicanas*. 28.C.3a
- S3.4.13** – Create a workout routine and present the routine in class. 28.D.4c
- Outcome:** **S3.5** (Chapter 4): Students will analyze interpersonal relationships using conflict resolution strategies. Students will express their feelings in certain situations and discuss what is needed to maintain positive relationships. 28.B.3b
- Components:** **S3.5.1** – Apply prior knowledge of reflexive verbs and reciprocal actions. 28.B.3b
- S3.5.2** – List positive and negative personality traits. 28.B.3b
- S3.5.3** – Define love and friendship. 28.B.3b
- S3.5.4** – Identify the part of speech of various words based on prior knowledge of word roots and word families. 28.B.3b

- S3.5.5** – Compare and contrast the various forms of Valentine’s Day in Spanish-speaking countries. 29.A.3
- S3.5.6** – Identify main and subordinate clauses when joined with the word *que*. 28.B.3b
- S3.5.7** – Differentiate between present indicative and present subjunctive. 28.B.3b
- S3.5.8** – Compare and contrast the uses of the words *por* and *para*. 28.B.3b
- S3.5.9** – Discuss conflict resolution strategies. 28.B.3b
- S3.5.10** – Use illustrations to predict outcomes about a short story. 28.C.3a
- S3.5.11** – Apply rules for *nosotros* commands. 28.B.3b
- S3.5.12** – Apply prior knowledge of the long form of possessive adjectives to possessive pronouns. 28.B.3b
- S3.5.13** – Read and synthesize *Leyendas de España*. 28.C.3a
- S3.5.14** – Write an original legend. 28.D.4c
- S3.5.15** – Identify figurative language. 28.C.3b

Spanish 4

Outcome: **S4.1** Students will discuss the process of searching for a job and the importance of working as a volunteer using the present perfect, pluperfect and present perfect subjunctive verb tenses and demonstrative adjectives and pronouns. 28.B.4a

Components: **S4.1.1** – Describe skills and abilities needed to perform a given job. 28.B.4a

S4.1.2 – Create a classified advertisement. 28.D.4a

S4.1.3 – Apply the present perfect verb tense in written and spoken activities. 28.C.4c

S4.1.4 – Apply the pluperfect verb tense in written and spoken activities. 28.C.4c

S4.1.5 – Apply the present perfect subjunctive verb tense in written and spoken activities. 28.C.4c

S4.1.6 – Distinguish between demonstrative adjectives and demonstrative pronouns. 28.C.4c

S4.1.7 – Create, memorize and deliver an oral presentation outlining job experience and personal qualities for being class president. 28.D.4a

S4.1.8 – Write a cover letter to express interest in a job including a description of individual qualities and work experience. 28.D.4a

S4.1.9 – Create, revise and memorize a dialogue to be presented using job seeking vocabulary and the perfect tenses studied. 28.D.4a

Outcome: **S4.2** Students will talk about careers and professions and their plans for the future. Students will also explain the impacts of science and technology on their everyday lives. 28.B.4a

Components: **S4.2.1** – Produce written and oral sentences about future plans and the effects of technological advances in the world. 28.C.4a

S4.2.2 – Apply future conjugations and the future of probability in written and oral situations. 28.C.4c

S4.2.3 – Apply the future perfect in written and oral situations. 28.C.4c

S4.2.4 – Produce the indirect and direct complements in written and oral situations. 28.C.4c

S4.2.5 – Create and memorize an oral presentation about the student returning to his or her school in ten years. 28.D.4a

S4.2.6 – Compose a short essay comparing and contrasting the problems that existed in a given period of time in the past and the technological advancements that are available in the present to remedy the problem. 28.D.4a

S4.2.7 – Create, revise and memorize a dialogue to be presented on the impacts that technology will have on the future and one's plans for the future. 28.D.4a

Outcome: **S4.3** Students will discuss what archaeologists do while identifying and describing some extraordinary phenomena. Students will discuss some of the contributions of the Mayan and Aztec civilizations. Students will use the present subjunctive and present perfect subjunctive to express doubt. 28.B.4a

Components: **S4.3.1** – Discuss and write about the duties of an archaeologist. 28.B.4a

S4.3.2 – Apply the present subjunctive and the present perfect subjunctive with expressions of doubt, uncertainty or disbelief. 28.C.4c

S4.3.3 – Read and answer questions about the story *¿Cómo se explicaron los misterios del mundo?* 28.C.4a

S4.3.4 – Read and answer questions about *Los mayas y los aztecas*. 28.C.4a

S4.3.5 – Distinguish the correct usage of *pero, sino, sino que, and sino también*. 28.C.4c

S4.3.6 – Produce correct conjugations of the present subjunctive in adjective clauses. 28.C.4c

S4.3.7 – Read and answer questions about the article *Misterios del pasado*. 28.C.4a

S4.3.8 – Create, revise, memorize, and present a dialogue on extraordinary phenomena and the duties of an archaeologist. 28.D.4a

S4.3.9 – Write and revise a five-paragraph essay about either extraordinary phenomena or the duties of an archaeologist. 28.D.4c

Outcome: **S4.4** Students will read, discuss and answer comprehension questions about the classic Spanish novel *Lazarillo de Tormes* by an anonymous author. 28.B.4b

Components: **S4.4.1** – Read and answer graded comprehension questions on all chapters of the book. 28.C.4a

S4.4.2 – Memorize specific information regarding plot and characters in the story. 28.C.4a

S4.4.3 – Create character sketches throughout the novel. 28.C.4b

S4.4.4 – Write and revise a continuation chapter of the novel. 28.C.4a

Outcome: **S4.5** Students will describe how different cultures interact while discussing the fusion of cultures in Spain that took place prior to 1492 and their effects on the Spanish culture and architecture. 28.B.4a

Components: **S4.5.1** – Label a map of Spain specifying all regions and capital of each region. 29.E.4

S4.5.2 – Read and discuss the history of Spain from the invasion of the Romans through the Spanish Inquisition of 1492. 29.D.4

S4.5.3 – Read and answer questions about the article *España: Una gran mezcla de culturas*. 28.C.4a

S4.5.4 – Apply historical vocabulary words in speaking and written situations. 28.B.4a

S4.5.5 – Discuss Arabic roots that are alive in Spanish. 28.B.4a

S4.5.6 – Apply the conditional in written and spoken form. 28.C.4c

S4.5.7 – Read and answer questions about the article *La llegada: los aztecas y Hernan Cortés*. 28.C.4a

S4.5.8 – Read and answer questions about the article *La fusión*. 28.C.4a

S4.5.9 – Apply the imperfect subjunctive with or without *si* clauses in written and spoken form. 28.C.4a

S4.5.10 – Read and answer questions about the article *Las misiones de California*. 28.C.4a

S4.5.11 – Create, revise and memorize a dialogue to be presented on the fusion of various cultures in Spain. 28.D.4a

S4.5.12 – Compose and revise an essay discussing personal experiences with other cultures. 28.D.4c

S4.5.13 – Produce ordinal and cardinal numbers in order to discuss years and centuries. 28.D.1a

Outcome: **S4.6** Students will talk about environmental concerns in the community and discuss solutions to environmental problems. 28.B.4a

Components: **S4.6.1** – Apply prior knowledge of verbs like *gustar*. 28.C.4a

S4.6.2 – Apply the uses of definite articles. 28.C.4c

S4.6.3 – Read and answer questions about the article *¿Cómo cuidas tu planeta?* 28.C.4a

S4.6.4 – Produce correct conjugations of either the present indicative or present subjunctive with conjunctions of time and other conjunctions. 28.C.4c

S4.6.5 – Create sentences using the relative pronouns *que*, *quien* and *lo que*. 28.C.4a

S4.6.6 – Interpret the article *Galápagos: el encuentro con la naturaleza*. 28.C.4a

S4.6.7 – Create, revise, memorize, and present a dialogue to be presented on environmental concerns in the community and solutions to environmental problems. 28.D.4a

S4.6.8 – Write and revise an essay discussing environmental concerns while incorporating conjunctions and relative pronouns. 28.D.4c

Outcome: **S4.7** Students will talk about rights and responsibilities at home and in school while discussing rights in society guaranteed in the Constitution and the role of government in society. Students will revisit the usage of the present and imperfect subjunctive. 28.B.4a

Components: **S4.7.1** – Apply vocabulary pertaining to rights and responsibilities to speaking and written situations. 28.B.4a

S4.7.2 – Apply the conjugations of present subjunctive and imperfect subjunctive in sentences. 28.C.4a

S4.7.3 – Produce sentences using conjugations of the pluperfect subjunctive. 28.C.4a

S4.7.4 – Produce sentences using conjugations of the conditional perfect. 28.C.4a

S4.7.5 – Interpret the article *Héroes de America Latina* and create a timeline of events from 1808-1895 in Latin America. 28.C.4a

S4.7.6 – Write and revise an essay comparing and contrasting the individual rights of Americans with those of Mexicans. 28.D.4c

AP Spanish

Course Overview:

The AP Spanish Language course is conducted predominantly in the Spanish language. [C1] We daily practice their speaking skills whether we are going over grammar, studying literature or vocabulary. Students enrolled in this class should be able to use the Spanish language to:

- Understand and initiate conversations both in formal and informal situations [C5] and [C7], analyze literary works, express themselves in the form of an essay, and understand the rules of grammar in the Spanish language.

Course Outline:

In order to prepare our students for the AP Spanish Language exam, we use *En marcha* (Prentice Hall), *Ven conmigo: Nuevas vistas* text and AP Language Preparation Program (Holt, Rinehart and Winston) and *AP Spanish Language* (REA). We use *En marcha* (Prentice Hall) as our primary source for grammar explanations and practice. Our main source for preparing for the AP exam itself is *Ven conmigo: Nuevas vistas AP Language Preparation Program* (Holt, Rinehart and Winston). This book combines practice activities for all sections of the AP exam [C3]. We also use *AP Spanish Language* (REA) as an additional resource from which we take many of our practice exams.

For literature, we use *Ven conmigo: Nuevas vistas* (Holt, Rinehart and Winston) from which we read “Mis primeros versos” by Ruben Dario, “Primero de secundaria” by Gary Soto and “Un cuentecillo triste” by Gabriel Garcia Marquez. We also use *Leyendas lationamericanas* by Barlow, second edition, when we read *El origen del nopal*, an Aztec legend. In addition, we use *Gabriel Garcia Marquez* (Nexttext) to read “La siesta del martes” and “Un día de éstos”. Lastly, we use *Leyendas mexicanas* by Barlow when we read “El sol y la luna”. [C7, C4, C2]

For grammar, we use *En marcha* (Prentice Hall)[C2] in which we review all grammar that has been studied in levels one through cuatro and we also include the missing pieces of grammar that have not been covered over the course of the past four classes.

For vocabulary units, we used vocabulary units that I have either acquired or created over the years. Banco vocabulary includes things such as perder, endosar, firmar, el formulario de retiro, etc. Hotel vocabulary includes things such as el huésped, el botones, la camarera, etc. Hospital vocabulary includes la sangre, el medico, la sala de emergencia, etc. Noticias vocabulary includes things like el asesino, el locutor, el crimen, el tiempo, etc. Travel vocabulary includes el boleto, la salida, hacer escala, etc. Compound vocabulary incluye things like el parabrisas, el abrelatas, el paracaídas, etc. Transitional vocabulary includes things like por lo general, en resumen, por lo tanto, etc. Occupational vocabulary includes el bombero, el ingeniero, etc.

For speaking practice we use *Situaciones* by Nila Gutierrez Marrone to strengthen our practice of the language in everyday situations. Also, almost daily we do our “speaking circle” for the last ten minutes in which I ask a specific question and each student must respond in Spanish stating his or her personal opinion. In addition, we have speaking tests for each vocabulary unit in which the student is required to respond to 2 questions and recording his or her responses on the tape recorder that will be used for the AP exam. Also, we write dialogues for each vocabulary unit and present them to the class. [C5]

Our composition practice comes from *Ven conmigo: Nuevas vistas AP Language Preparation Program* (Holt, Rinehart and Winston) from which we practice writing AP essays from prior tests and I then grade them using the rubric used by the judges of the composition section. Also, I give them essays to write) based on our vocabulary unit we are studying. Finally, they write dialogues for each unit of vocabulary that we study.

For listening practice we use *Ven conmigo: Nuevas vistas AP Language Preparation Program* (Holt, Rinehart and Winston) from which we practice the long and short narrative sections that are covered on the exam. Also, I require them to watch one hour of authentic television in Spanish a week. [C3]

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German 1

Outcome: **G1.1** Students will use introductory vocabulary and phrases including the alphabet, numbers, classroom objects, and personal questions. They will also respond to simple commands in the target language, and critique aspects of German language learning.

Components: **G1.1.1** – Pronounce the German alphabet. 28.B.1b
G1.1.2 – Ask for and state their name and the names of others. 29.A.1
G1.1.3 – Identify common classroom objects. 28.D.1b
G1.1.4 – Respond to simple classroom commands. 28.A.1b
G1.1.5 – Reproduce numbers from 0-20. 30.A.1b, 28.B.1b
G1.1.6 – Appraise the importance of learning German. 30.B
G1.1.7 – Identify cognates. 28.C.1a, 28.C.1b
G1.1.8 – Ask and express how someone is doing. 28.B.1a, 29.A.1
G1.1.9 – Translate and retell a short story. 28.C.1a

Outcome: **G1.2** Students will demonstrate proper verb subject agreement in the singular, correct question formation and forms of courtesy. They will produce and perform either a skit or other original work (e.g. a story) using introductory questions.

Components: **G1.2.1** – Utilize proper verbal and non-verbal forms of greetings and farewells. 29.A.1, 28.B.2c
G1.2.2 – Ask and respond to questions about someone's age and where they are from. 28.B.1a
G1.2.3 – Demonstrate proper question formation. 28.A.1a, 28.B.2b, 28.B.1a, 28.B.2a
G1.2.4 – Use vocabulary to describe modes of transportation. 28.B.1a, 28.D.1a
G1.2.5 – Demonstrate verb subject agreement in the singular including singular subject pronouns. 28.A.1a, 28.B.2b
G1.2.6 – Demonstrate proper conjugation of the verb *sein*. 28.A.1a, 28.B.2b
G1.2.7 – Identify the definite articles in the singular. 28.A.1a, 28.B.2b

Outcome: **G1.3** Students will appraise activities and solicit opinions from others through written and spoken language. They will expand their usage of conjugation by selecting the proper verb forms for subjects in the plural and formal.

Components: **G1.3.1** – Pronounce and list common hobbies and activities. 28.B.1a, 29.B.1a, 30.A.1d

G1.3.2 – Match activities to the seasons and/or other time expressions. 28.D.1a

G1.3.3 – Formulate and express opinions (using *finden*). 28.B.1a, 28.D.1a

G1.3.4 – Choose appropriate interjections. 28.B.1a

G1.3.5 – Integrate plural pronouns and verb forms when conjugating. 28.A.1a, 28.B.2b

G1.3.6 – Discriminate between *du*, *ihr*, and *Sie* when communicating. 29.A.1, 28.A.1a, 28.B.2b

G1.3.7 – Demonstrate proper word order (verb 2nd position) in German sentences. 28.A.1a, 28.B.2b

Outcome: **G1.4** Students will use language for home situations such as describing place, rooms, people, and entertaining. Students will synthesize these concepts into a culminating descriptive project with personal connections.

Components: **G1.4.1** – Use language that describes location and distance. 28.B.1a, 29.A.1

G1.4.2 – Describe the objects in a room using adjectives. 28.D.1b

G1.4.3 – Apply family vocabulary to their own situation. 28.B.1a, 28.D.1b

G1.4.4 – Construct simple mathematical problems using numbers 0-1,000. 30.A.1b

G1.4.5 – Describe someone's appearance. 28.D.1b

G1.4.6 – Using appropriate social courtesies while offering and accepting refreshments. 29.A.1, 28.B.1a

G1.4.7 – Formulate questions using *möchten* correctly. 28.B.1a, 28.D.1a

G1.4.8 – Identify the indefinite articles in the singular. 28.A.1a, 28.B.2b

G1.4.9 – Demonstrate the use of the singular possessive pronouns. 28.A.1a, 28.B.2b

G1.4.10 – Distinguish between *nein*, *nicht* and *kein* when negating. 28.A.1a, 28.B.2b

Outcome: **G1.5** Students will compare school life between Germany and America using schedules and report cards while using language necessary to sequence events, respond to news, and express opinions.

Components: **G1.5.1** – Contrast typical American and German school schedules. 28.B.1a, 28.D.1a, 28.D.1b

G1.5.2 – Organize events using sequencing words. 28.A.1a, 28.B.1a, 28.D.1a

G1.5.3 – Respond to good and bad news appropriately. 28.B.2b

G1.5.4 – Demonstrate correct usage of *haben* in the present tense. 28.A.1a, 28.B.2b

G1.5.5 – Express likes and dislikes using *gern haben* and *Lieblings...* 28.B.1a, 28.B.2a, 28.D.2a

G1.5.6 – Convert between the 12 and 24 hour clocks. 30.A.2b

G1.5.7 – Construct sentences using the days of the week. 28.A.1a, 28.B.1a

G1.5.8 – Compare and contrast German and American grading scales. 28.B.1a, 28.D.1a

Outcome: **G1.6** Students will demonstrate ability to shop for school supplies using the Euro. They will also produce language using nouns in both the singular and plural forms.

Components: **G1.6.1** – Identify common school supplies. 28.C.1b, 28.D.1b

G1.6.2 – Use language necessary to shop and talk about prices. 28.C.2b, 30.A.2a, 30.A.2b

G1.6.3 – Examine European currency to find patterns, meaning, and compare value to US currency. 30.A.1a, 30.A.2b

G1.6.4 – Contrast the usage of *wie viel* and *wie viele*. 28.A.1a, 28.B.2a, 28.B.2b

G1.6.5 – Differentiate between the different ways of pluralizing. 28.A.1a, 28.b.2b

G1.6.6 – Use correct language to point out objects spatially. 28.B.2c, 28.A.1a

Outcome: **G1.7** Students will identify major German political and geographic features, products, corporations and units of measurement. They will research topics and illustrate their findings through an individual project.

Components: **G1.7.1** – Identify major geographic and political features of Germany. 29.E.1, 29.E.2, 30.A.2c

G1.7.2 – Match cities and other places to their identifying features. 29.E.1, 29.E.2, 30.A.2c

G1.7.3 – Convert weights and measures including distance, temperature, and weight. 30.A.2b

G1.7.4 – Identify major German products and corporations. 30.A.2a

Outcome: **G1.8** Students will describe and comment on outfits using direct objects and separable and stem changing verbs. They will present an original production based on the new vocabulary (shopping skit or fashion show).

Components: **G1.8.1** – Identify clothing items and colors. 28.D.1a, 28.D.1b
G1.8.2 – Express a need or want when shopping. 28.B.2a, 28.B.2b
G1.8.3 – Comment on and describe a person’s clothing. 28.B.2a, 28.B.2b
G1.8.4 – Correctly use definite and indefinite articles in the nominative and the accusative case. 28.A.1a, 28.B.2b
G1.8.5 – Distinguish between the use of subject and direct object pronouns. 28.A.1a
G1.8.6 – Correctly modify stem change verbs. 28.A.1a, 28.B.2b
G1.8.7 – Separate prefix of separable verbs while observing correct sentence structure. 28.A.1a, 28.B.2b
G1.8.8 – Use *gefallen* while commenting on objects, observing the unique subject-verb-object relationship. 28.A.1a

Outcome: **G1.9** Students will discuss going out for meals and recreation, including desires, time and etiquette. They will demonstrate the necessary skills to order a meal in a German café or restaurant.

Components: **G1.9.1** – Ask for and tell time formally and informally. 28.A.1a, 28.B.1a
G1.9.2 – Identify typical places for recreation. 28.B.1a, 28.D.1a
G1.9.3 – List various foods and beverages focusing on typical dishes. 30.A.2a, 30.A.1d, 28.C.1b, 28.D.1a, 28.B.1a
G1.9.4 – Categorize foods for different times of day and parts of a meal. 28.B.1a, 28.B.2a
G1.9.5 – Demonstrate ability to order from a menu using proper language and etiquette. 29.A.1, 28.D.2c
G1.9.6 – Ask and respond to questions about how food tastes. 28.B.2a, 28.B.2b
G1.9.7 – Formulate wishes using *wollen* correctly. 28.A.1a, 28.B.2b

German 2

Outcome: **G2.1** Students will apply concepts from German 1 in personal conversations. They will identify examples of the cultural influences of the German language and of German Americans on U.S. society and will illustrate their findings through an individual report.

Components: **G2.1.1** – Ask and answer questions during a conversation relating to family, hobbies, favorites, opinions, school, etc. 28.B.1a, 28.B.2a, 28.B.2b, 28.B.2c, 29.A.1

G2.1.2 – Demonstrate verb-subject agreement in the singular and plural while conjugating regular and irregular verbs. 28.A.1a, 28.B.2b

G2.1.3 – Identify common German family names and their meanings, especially in relation to common professions and occupations. 30.B.1b

G2.1.4 – Describe the experiences of early German immigrants. 29.D.1

G2.1.5 – Appraise the influences German immigrants had on American society. 29.D.1, 29.D.3

Outcome: **G2.2** Students will translate and explain a short mystery story. They will compose their own mystery story, demonstrating proper usage of vocabulary and inflection.

Components: **G2.2.1** – Translate a short German mystery novel (*Hilde und Günther – Der Fall der gestohlenen Uhr*). 28.C.1a, 28.C.2a, 28.C.2b

G2.2.2 – Predict possible solutions for the mystery and defend them. 28.B.2b, 28.D.2b

G2.2.3 – Describe the plot in the target language and explain how the mystery in the novel was solved. 28.B.2b

G2.2.4 – Correctly use definite and indefinite articles in the nominative and accusative cases. 28.A.1a, 28.B.2b

G2.2.5 – Master vocabulary presented in the story. 28.C.1a, 28.C.1b, 28.C.2a, 28.C.2b, 28.D.2c

G2.2.6 – Conjugate the irregular verb *tun*. 28.B.2b

Outcome: **G2.3** Students will describe events in the past using the conversational past and stylistic enhancements. Students will properly form the past participle of regular and irregular verbs, and identify the correct helping verb (*haben or sein*) when forming conversational past sentences.

Components: **G2.3.1** – Describe when the conversational past is used. 28.B.2b, 28.C.3b

G2.3.2 – Identify the characteristics of a conversational past sentence.
28.B.2b, 28.B.3b

G2.3.3 – Correctly form the past participle of regular and irregular verbs.
28.B.2b, 28.B.3b

G2.3.4 – Match the past participle with the correct helping verb (*haben* or *sein*). 28.B.2b, 28.B.3b

G2.3.5 – Use correct word order when forming a conversational past sentence. 28.B.2b, 28.B.3b

G2.3.6 – Integrate stylistic enhancement elements into a sentence.
28.B.2b, 28.B.3b

Outcome: **G2.4** Students will describe chores and at-home activities taking place in different areas of the house, making comparisons between America and Germany. Students will explain how often they do different things, and extend and decline invitations to different activities.

Components: **G2.4.1** – Identify the rooms in a typical home, and compare a German and American home. 28.D.1a, 28.D.1b, 28.D.2a, 29.A.3

G2.4.2 – List chores performed in and around the house. 28.D.1a,
28.D.1b, 28.D.2a

G2.4.3 – Describe how often different activities are performed. 28.D.1b,
28.D.2a, 28.D.2b

G2.4.4 – Integrate model verbs to express attitudes towards activities.
28.B.3b

G2.4.5 – Use the helping verb “werden” to express future tense.

G2.4.6 – Use singular and plural possessive pronouns when describing homes. 28.B.3b

G2.4.7 – Extend and reply to invitations. 28.B.3a, 29.A.3

G2.4.8 – Identify the gender of compound words, and dissect them into their components. 28.B.2b, 28.C.2b

G2.4.9 – Demonstrate mastery of separable prefix verbs. 28.B.2b, 28.B.3c

Outcome: **G2.5** Students will demonstrate the language necessary for a grocery shopping experience. Students will master the basic command forms, two types of conjunctions, and the simple past of ‘to be’.

Components: **G2.5.1** – Identify different shops where groceries are purchased. 29.A.3, 30.B.1a

G2.5.2 – Describe the various food items found at different stores. 28.D.1a., 28.D.1b

G2.5.3 – Use correct phrases when interacting with store employees. 28.B.3a, 28.B.3b

G2.5.4 – Make simple past sentences using the verb *war*. 28.B.2b, 28.B.3b

G2.5.5 – Use the conjunctions *weil* and *denn* properly. 28.B.2b, 28.B.3b

G2.5.6 – Formulate commands for the singular and plural you (*du* and *ihr*). 28.A.1a, 28.B.2b, 28.B.3b

Outcome: **G2.6** Students will use the German city of Munich to describe locations and ask/tell someone how to get from one place to another. They will analyze German snack stands and use related language.

Components: **G2.6.1** – Identify places of interest in a city or town. 28.C.2a, 29.E.2, 30.A.2b

G2.6.2 – Describe where sites are located and how to get there. 28.B.3a, 28.B.3c

G2.6.3 – Ask and give directions using the formal and informal you (*Sie*, *du*). 28.A.1a, 28.B.2b, 28.B.3b

G2.6.4 – Describe availability of food and drink using the phrase *es gibt* (there is/are). 28.B.2b

G2.6.5 – Compare and contrast the German *Imbiss* to American fast food. 30.A.2a

G2.6.6 – Ask for or decline more of something using *noch*. 28.B.2b

G2.6.7 – Use *wissen* alone and as part of an indirect question. 28.B.2b, 28.B.3b

G2.6.8 – Express opinions using *finden* and the subordinating conjunction *dass*. 28.B.2b, 28.B.3b

G2.6.9 – Examine important points of interest in and around Munich. 28.D.2b, 28.D.2c, 29.E.2

Outcome: **G2.7** Students will describe preferences for movie choices, demonstrate comprehension of a German soap opera (*Treffpunkt Berlin*) and analyze characters. They will use the target language to give main ideas of a plot and to predict long term outcomes.

Components: **G2.7.1** – Identify vocabulary for movie and literature genres including descriptive adjectives. 28.D.1a

G2.7.2 – Express preference and favorites using the comparative and superlative. 28.B.3b

G2.7.3 – Distinguish the use of the verbs *kennen* and *wissen*. 28.B.3b

G2.7.4 – Give main ideas of plot and summarize a story line. 28.A.3a, 29.C.2c

G2.7.5 – Analyze characters and appraise their actions. 28.D.3a

G2.7.6 – Predict possible short term and long term solutions and actions. 28.D.3a

G2.7.7 – Identify some places of interest in the city of Berlin. 28.D.2b, 28.D.2c, 29.E.2

Outcome: **G2.8** Students will demonstrate the language necessary to talk about birthdays and holidays including extending invitations and expressing good wishes. They will compare and contrast gift ideas while using the grammatical forms necessary to distinguish between subject, direct object and indirect object.

Components: **G2.8.1** – Ask when somebody’s birthday is and express good wishes. 28.B.2b, 28.B.2c, 29.A.1

G2.8.2 – Use the ordinal numbers and months to state when a birthday falls. 28.B.3b

G2.8.3 – Discuss gift ideas. 28.C.1a, 28.C.1b, 29.A.3

G2.8.4 – Compare and contrast good luck symbols and gift ideas between German speaking countries and the USA. 29.A.3

G2.8.5 – Use proper language to invite someone to a party and to accept or decline an invitation. 28.B.3a, 29.A.3

G2.8.6 – Demonstrate mastery in conducting a phone call in German and in giving and recording phone messages. 28.B.3b, 28.D.1a, 28.D.2c, 29.A.3

G2.8.7 – Give examples for German holidays and special occasions and use proper language for seasonal greetings and best wishes. 28.B.2b, 28.D.2a, 29.A.3

G2.8.8 – Use the dative case for the indirect object or as object of the preposition *mit* or the verb *helfen* for articles, possessives, and personal pronouns. 28.B.3b

G2.8.9 – Make the distinctions necessary in the use of the interrogative pronouns *wer/wen/wem* (who/whom/to whom). 28.B.3b

Outcome: **G2.9** Students will compare and contrast the distinct history and character of the two parts of post World War II Germany and assess the special status of the city of West Berlin. They will research the city of Berlin in depth and illustrate their findings through an individual project.

Components: **G2.9.1** – List key events in the history of post World War II Germany including the division into occupation zones, the founding of the two German states, the construction and fall of the wall, and the official reunification of Germany. 29.D.1

G2.9.2 – List names and appraise the influences of major international politicians who shaped postwar Germany including American and Soviet leaders. 29.D.1, 29.D.4

G2.9.3 – Examine the influence of the United States on West German life. 29.D.1, 29.D.2

G2.9.4 – Examine the special status of the city of West Berlin and the importance of the US military for maintaining that special status. 29.D.1, 29.D.2, 29.D.3

G2.9.5 – Compare and contrast everyday life and political systems in the East and West of the divided Germany. 29.D.1, 29.D.2, 29.D.3

G2.9.6 – Explain the events leading to the fall of the wall in 1989. 29.D.1, 29.D.2, 29.D.3

G2.9.7 – Compile information on major sites in Berlin that are devoted to illustrating the history of the divided and reunited city (*i.e. Museum am Checkpoint Charlie, East Side Gallery, etc.*). 29.D.1, 29.D.2, 29.D.3

G2.9.8 – Prepare a mock tour through Berlin. 29.E.2

Outcome: **G2.10** In this culminating unit, students will decipher and paraphrase the plot of an audio presentation (*Keine Panik*). In a project, they will compose their own story (cartoon, photo story, soap opera, etc.), demonstrating proper usage of vocabulary, inflection and other grammatical concepts.

Components: **G2.10.1** – Record key elements while listening to a story, and explain the plot. 28.A.3

G2.10.2 – Compile information on main characters. 28.B.2b, 28.B.3b, 28.D.2a

G2.10.3 – Compare and contrast lives of American and German teenagers (*i.e. family relations, dating behavior, clothing, etc.*) and laws pertinent to them (*i.e. curfew, drinking and driving age*). 29.A.3, 30.B.1a

G2.10.4 – Use proper language for professions (omission of indefinite article). 30.B.1a

G2.10.5 – Correctly use vocabulary necessary for making and receiving phone calls, giving directions, negotiating with parents, etc. 28.B.3b

G2.10.6 – Compose a unique soap opera utilizing vocabulary and grammatical concepts pertinent to German 1 and 2. 28.D.2a, 28.B.2c

German 3

Outcome: **G3.1** Students will assess character traits and interpersonal situations using German more exclusively. Students will utilize the dative forms of personal pronouns in conjunction with certain verbs, and create sentences with subordinating conjunctions.

Components: **G3.1.1** – Produce language independently for everyday classroom business and discussion. 28.B.3a, 28.B.3b
G3.1.2 – Utilize reference materials to answer questions on their own. 28.C.3a
G3.1.3 – Solely use German alphabet for spelling of words out loud. 28.A.2b, 28.B.3b
G3.1.4 – Use the subordinating clause dass to express opinions. 28.D.2c, 28.D.2a
G3.1.5 – Describe personality characteristics using adjectives. 28.D.2a
G3.1.6 – Analyze suggested solutions to interpersonal problems. 28.C.3a
G3.1.7 – Use dative personal pronouns with those verbs that require the dative case. 28.D.2a

Outcome: **G3.2** Students will plan and conduct a virtual trip to Austria using maps and directions. Students will describe events and possible situations in the present and conversational past.

Components: **G3.2.1** – Examine a city map for orientation. 29.E.2
G3.2.2 – Plan a trip to Austria focusing on important sights and major cities. 29.E.3
G3.2.3 – Ask for and give directions in a European city. 28.B.2a, 28.B.2b
G3.2.4 – Distinguish between cases when using two-way prepositions and wo/wohin. 28.D.2a
G3.2.5 – Recount events using the conversational past. 28.D.2c
G3.2.6 – Formulate suppositions in the form of questions. 28.B.2b

Outcome: **G3.3** Students will utilize reading strategies and compare pros and cons of different media forms. Students will use the simple past when speaking of previous situations and forming apologies.

Components: **G3.3.1** – Evaluate advantages and disadvantages of different forms of media. 29.C.1c

G3.3.2 – Compare people and objects using the positive and comparative form of adjectives. 28.D.2a

G3.3.3 – Use aber when describing pros and cons. 28.D.2a, 28.B.3a

G3.3.4 – Utilize the simple past of modal verbs when describing past situations. 28.D.2a, 28.D.2b

G3.3.5 – Produce apologies and excuses in the simple past. 28.B.3a

G3.3.6 – Identify and apply reading strategies to authentic texts. 28.C.4a

Outcome: **G3.4** Students will apply heritage project from reader to investigate and describe their own family emigration history. Students will identify important German culture and geography points.

Components: **G3.4.1** – Implement reading strategies to summarize beginning chapters of Fast stirbt er (1-5). 28.C.4a, 28.C.4b

G3.4.2 – State dates by century and specific year. 29.D.2

G3.4.3 – Research and report on their family emigration history and heritage. 29.E.5

G3.4.4 – Use indirect questions to ask questions and indicate uncertainty. 28.B.3b

G3.4.5 – Describe German culture and geography, specifically relating to Bavaria. 29.E.3

Outcome: **G3.5** Students will describe sporting activities and participation, daily routines, and describe ailments to certain body parts.

Components: **G3.5.1** – Describe popular sports in Germany and amateur participation. 30.A.3d

G3.5.2 – Use the superlative form of adjectives when making comparisons. 28.D.2a

G3.5.3 – List body parts and describe afflictions. 30.A.2c

G3.5.4 – Produce clauses with subordinating or coordinating conjunctions. 28.D.3a

G3.5.5 – Describe personal activities and daily routines using reflexive pronouns. 28.D.2a

Outcome: **G3.6** Students will express opinions and describe clothing using adjectives with endings.

Components: **G3.6.1** – Combine adjectives and clothing words to describe fashion. 28.B.3b

G3.6.2 – Ask and express opinions about outfits. 28.B.3a

G3.6.3 – Use correct adjective ending when preceded by der or ein words.
28.D.2a

Outcome: **G3.7** Students will examine German meal times, list foods eaten and describe reactions using the dative case.

Components: **G3.7.1** – Identify new common German food items. 30.A.2a

G3.7.2 – Describe the different meals during the day. 29.A.3

G3.7.3 – Use the possessive pronouns in the dative case. 28.D.2a

G3.7.4 – Recognize prepositions that require the dative case. 28.C.2b

G3.7.5 – Use idiomatic expressions containing food vocabulary. 29.A.4

G3.7.6 – Integrate food related vocabulary into the context of Fast stirbt er (chp 6&7). 29.B.3a

G3.7.7 – Appraising German customs regarding food and leave takings.
29.A.4

Outcome: **G3.8** Students will integrate emotional and conditional expressions when describing festivities. Students will demonstrate knowledge of traditions and customs surrounding Karneval and other party situations while completing their first German book.

Components: **G3.8.1** – Express positive and negative emotions. 28.B.4a, 28.B.3c

G3.8.2 – Use language to describe and resolve conflicts and react to criticism. 28.B.4a

G3.8.3 – Propose potential actions using wenn/dann. 28.B.4b

G3.8.4 – Describe the traditions around Karneval/Fasching. 29.B.4a

G3.8.5 – Identify the common courtesies used in a party situation. 29.A.4

G3.8.6 – Produce hypothetical statements using the subjunctive II forms of würde, hätte, and wäre as well as the subjunctive forms of the modal verbs. 28.D.3a

G3.8.7 – Predict potential outcomes of Fast stirbt er prior to completing the reader (chp 8-10). 28.D.4b

Outcome: **G3.9** Students will utilize reading and memorization strategies to demonstrate proper usage of present and past tense verb forms.

Components: **G3.9.1** – Identify regular and irregular verb forms in the simple past.
28.C.2b

G3.9.2 – Construct past tense sentences about a story read. 28.D.3c

G3.9.3 – Utilize reading strategies to summarize a German text. 28.C.3a

G3.9.4 – Apply mnemonic learning strategies to memorize verb forms (infinitive, simple past, present perfect). 28.C.3b

Outcome: **G3.10** Students will examine authentic German stories for their historical, cultural, and moral lessons. Students will create language consistent with that found in fairy tales and fables.

Components: **G3.10.1** – Memorize vocabulary necessary to read a German fairy tale. 28.C.2b

G3.10.2 – Form sentences and clauses beginning with als using expanded list of simple past verbs. 28.D.2a, 28.B.3b

G3.10.3 – Examine fairy tales for common elements/themes. 29.C.3a

G3.10.4 – Analyze stories for culturally and provincially unique elements. 29.C.3a

G3.10.5 – Deduce the moral or social message of a fable or story. 29.C.3b

G3.10.6 – Relate the unique historical context of 18th century Germany to German fairy tale settings. (Fragmented states, multiple kingdoms) 29.D.3

Outcome: **G3.11** Students will compare and contrast German and American residences and objects found within. Students will use relative clauses to illustrate connections.

Components: **G3.11.1** – Compare German and American residences. 30.A.5a

G3.11.2 – Construct sentences using two-way prepositions to indicate location or destination. 28.D.2a

G3.11.3 – Connect information using nominative or accusative relative pronouns. 28.B.3b

G3.11.4 – Write a letter of complaint using formal style and layout. 28.D.4c

Outcome: **G3.12** Students will evaluate finances and spending habits of typical German teens in comparison with their own. Students will discuss reasons and consequences and detail events using time expressions.

Components: **G3.12.1** – Contrast teen finances and expenses in Germany and America. 30.A.1a, 30.A.3a

G3.12.2 – Evaluate and express opinions regarding saving and earning money. 28.B.4a, 28.B.4b

G3.12.3 – Distinguish between reasons and consequences using weil or deshalb. 28.B.4b

G3.12.4 – Form questions asking for reasons using wofür and für wen. 28.B.2a

G3.12.5 – Sequence events using prepositions. 28.D.3a

Outcome: **G3.13** Students will compare German and other foreign cultures for similarities and differences to gain a deeper appreciation for uniqueness. Students will demonstrate proper usage of indefinite pronouns and definite pronouns.

Components: **G3.13.1** – Analyze what outsiders perceive as ‘typical German’. 29.A.5

G3.13.2 – Utilize indefinite pronouns when creating sentences. 28.D.2a, 28.B.3b

G3.13.3 – Explain common cultural misunderstandings. 29.A.3

G3.13.4 – Form indirect questions including man (one). 28.C.3b

G3.13.5 – Investigate customs of various cultures to gain appreciation and tolerance. 29.A.5

G3.13.6 – Compare features of other cultures to German habits and customs. 29.A.5

German 4 & AP German

Course Overview:

AP German is the cap stone class of the German program at our school. At my school, AP German students are in their fifth year of learning the language. They took German 1 in 8th grade at the middle school and started German 2 as freshmen in high school. Usually, AP German students are taught in the same class with German 4 students. Therefore I alternate the curriculum for the course, using a two-year cycle. This approach keeps students from having to repeat the following year the thematic units of the previous year, even though the classes are at least partially taught separately. AP German and German 4 are taught entirely in German except for some grammar explanations.

The objectives for the AP German class are to develop a high level of fluency in spoken and written German, the ability to understand and analyze different types of authentic texts, and to understand and use the rules of grammar in the German language.

District #301 has the following books with accompanying CD and Video/DVD program available for AP German students:

Textbooks: Kaleidoskop: Kultur, Literatur und Grammatik. 6th ed. Boston, NY: Houghton Mifflin, 2002.

Deutsch Aktuell 3 . Fifth Edition. Saint Paul, MN: EMC Paradigm Publishing, 2005.

Reader: Mitlesen – Mitteilen: Literary Texts for Reading, Speaking, and Listening. Second Edition. Fort Worth, TX: Holt, Rinehart and Winston (Harcourt Brace College Publishers), 1995

Grammar: Handbuch zur Deutschen Grammatik. Wiederholen und Anwenden. Second Edition. Boston, NY: Houghton Mifflin, 1997. (for AP students only)

Schaum's Outline of German Grammar. Third edition. New York et al. McGraw-Hill, 1997

Besides using selected chapters from these books, I use a variety of material from other sources like "Der Spiegel", "Nordamerikanische Wochenpost", "Deutsche Welle", "tagesschau.de", one piece of Jugendliteratur ("Die Weiße Rose" or "Yildiz heißt Stern"; etc.), song lyrics, video interviews from "Deutsch Aktuell, Level 3, DVD-Program (Interviews with actors from "Treffpunkt Berlin"), Hörübungen from Mitteilen-Mitlesen, Listening Exercises from Deutsch Aktuell 3, German movies, and whatever else is appropriate and relevant to what we are studying. I use the AP Released Exams and the National German Examinations from the AATG (American Association of Teachers of German) to prepare students for the AP Language Exam.

Year A, Course Summary

Quarter 1

Topic: (Fictional) Study Abroad

The main idea: As a class, we are applying for a (fictional) stipend of the German government for an especially worthy German class to go for a one year study abroad program to the University of Tübingen.

Rationale for the topic:

- This topic (which includes the idea of traveling) helps to set the stage for an exclusively German environment and helps the mind to leave an American classroom.
- Especially the seniors have their mind full of questions regarding college, course of study, etc. I can use this biographical interest to foster speaking about something personally relevant and to work on cultural comparisons.
- The idea of traveling provides some excellent review opportunities (giving directions, two-way-prepositions, making descriptions, introducing places, travel arrangements, talking about interests and feelings, etc.).

Class routines to be established at the beginning of the year:

This is the first time that German 4 and AP students are coming together, therefore I need to make sure that the German 4 students don't feel intimidated by the presence of the AP students. During the first week I establish certain routines. We start each class with a mini-journal entry which we share afterwards in pairs or in the entire class. The journal entries refer to a cue I am giving on the board. The cues are usually taken of the topic I wish to cover that particular class. Students get about 3-5 minutes to reply in writing to the cue. I have found a fourfold advantage in the use of the journal right at the beginning of the class: 1) Students can use this quiet time as a transition period for their brain to "arrive" in the German environment. 2) Even short journal entries are a helpful learning tool to develop writing skills necessary to master the composition in the AP exam. 3) The German 4 students are more likely to speak and share when their have their journal to hold on to. This gets them ready for all-class-discussions later the year. 4) By giving a small cue at the beginning of the class, I can set the stage for the topic to be covered in class.

After the journal, we usually take a short vocabulary quiz (I am quizzing vocabulary in all of my classes almost every day) and then we begin the particular reading or listening or grammar section we wish to cover that day.

Quarter 2

Topic: Die Welt der Arbeit

The main idea: Students learn about the worlds of work by reading different types of texts, by analyzing and responding to job ads from a German newspaper, by analyzing the differences in German and American ways of preparing a resume (curriculum vitae), and by learning specifics about “Ausbildungswege” in Germany and about companies in Germany.

Rationale for the topic: AP students are in their senior year and are emotionally and intellectually in the transition between being still at high school but stretching already for the next step(s) in life. This topic is meant to prepare them a bit for what is laying ahead of them. Additionally, I feel that these students who are willing to study the language on a more advanced level are most likely to be the candidates to be professionally in contact with German companies and I want to give them a head start in them being prepared for these encounters.

Quarter 3

Topic: Jugendbuchliteratur

The main idea: As a class, we are reading an entire book from the work of “Kinder- und Jugendbuchliteratur”.

Rationale: Not only is reading comprehension an important part of the AP Language exam, but reading a book in an entirety allows students to take stronger ownership of a topic and to develop a stronger sense of identification with characters. Since crucial vocabulary is permanently recycled, students have great opportunity to internalize the vocabulary used in the reader and therefore to expand their own vocabulary.

Class organization: Depending on the strength of the German 4 class, I have occasionally both classes read the same book or have the two classes read different books. Whenever we read my all time favorite: “Die Weiße Rose”, I have German 4 and AP read the same book, whereas a reader like “Yildiz heißt Stern” I read only with the AP class.

Quarter 4

Topics: - Focus on the AP exam (before AP exams are taken)
- Project: Kinderdeutsch (after AP exam has been taken)

The main idea: Classes focus on the upcoming AP exam in early May. Class activities focus on the skills and the type of assignments students will face during the AP exam. After students took their AP exam in early May, they are working on an ½ hour language presentation in the 4th grade of one of our elementary schools. They have to decide on a topic, decide on how to present it to the fourth graders, come up with a variety of activities for the fourth graders to practice the new words, and design material to stay at the elementary school so the fourth graders can practice their German when the AP

students are gone. This is a great project to finish their high school career in German, my elementary colleague and I both are loving it, and at least 95% of all of the students love it, too, and have a great amount of fun with it. However, since this project is not relevant in regard to the AP exam, I am not explaining it in any more detail.

Rationale for the focus on the AP exam: Although a lot of the activities during the AP German class are geared towards success in the AP exam, students are not too aware of this. Now, with only four to six weeks to go before the exams, students are very eager to learn more about the practical and, for the lack of a better word, strategic side on how to be successful in the AP exam. They also like to brush up on skills they have identified as their personal weakness over the course of the first three quarters.

Notations on Teaching Strategies

A) Reading Strategies:

Several years ago, my high school started an initiative to make reading an interesting process for students. One part of this initiative was “SSR” (=Sustained Silent Reading, a 13 minute time period every day where students have time in the classroom whatever they like to read, the newspaper, a novel, etc. This reading time is an excellent jumping board for casual classroom discussions in German on what students are reading. We also received “In-House-Training” on reading strategies (like anticipation, graphic and pictorial organizers, etc.) which I have been using for years. This summer, we teachers will receive training in project CRISS (Creating Independence through Student-owned Strategies) to learn even more strategies on making reading an active process which certainly will influence the way I am teaching reading.

B) The use of movies in the classroom:

Each year I like to use several movies to enhance my classroom instruction. I try to average about three movies per year (not quite one per quarter). Ideally the movie fits into the context of the unit (which is easily visible in the unit on “Die Weiße Rose”) However, occasionally I work on a movie as a deliberate change of pace. After a particularly grueling unit on two-way prepositions, we watched “Lola rennt”. Students do activities as we go as well as follow-up activities which I take from a number of resources. (For “Lola rennt” I used several of the worksheet provided in the Goethe-Institut-publication: Deutsche Spielfilme der neunziger Jahre. Arbeitshelf für den Unterricht von Germana D’Alessio. Goethe-Institut 2000. Bezug über Max-HuberVerlag, Ismaning). Some of the movies I have used in the past were besides “Die weiße Rose” and “Lola rennt” also “Comedian Harmonists”, “Jenseits der Stille”, “Das Versprechen”, “Emil und die Detektive”.

Student Evaluation

I use a variety of assessments including quizzes, texts, oral presentations in class, video projects, journals and essays, class participation, classroom work, homework, and major exams.

Naturally the type of assessment is directed by the emphasis of a unit. Grammar and vocabulary is tested in a regular quiz- and test-format (I use a combination of textbook tests like those from “Kaleidoskop” and self-written tests, whereas an introductory video for application purposes or a job interview in German looks for oral fluency. I also occasionally test students orally by interviewing them about a thematic unit we covered in class. The topics of oral presentation derive from the thematic units we are covering. Since I spend quite a bit of time on classroom discussion, students receive a grade for class participation. When we do intentional practice for the spoken section of the AP exam throughout the year I am more focused on helping them to analyze and revise rather than grading them. Unlike the practice for the spoken section of the AP exam throughout the year which receives mostly a completion grade, my grades for their essays and compositions follow a stricter pattern. Only mini-journals receive a completion grade. Their essays and compositions during the beginning of the year are graded in a more analytical way, whereas towards the end of the year when they write several compositions in a very short period of time they are graded holistically and in very close reference to the AP scoring guidelines. In communicating with students about the AP scoring guidelines for the spoken and the written tasks of the AP exam, I find that they are often very surprisingly realistic in their self- evaluation of their performance.

Year B: Course Planner

Since I am usually teaching a class combined of German 4 students and AP students (who are in their fifth year of learning the language) I have to design my curriculum using a two-year cycle. However, since classroom routines, teaching strategies, student evaluation, etc. usually don't change, I would like to significantly shorten the overview over year B by limiting my presentation to the content of the curricular units.

Quarter 1 of Year B

Topic: Leben in Beziehungen

The main idea and its' rationale: Life happens in relationships. Relationships are not necessarily limited to relationships of romantic nature. Parent-child, friends, teacher-student, fellow workers, etc. are all examples for relationships. The reason why I like this topic at the beginning of the year is twofold: Once it is established that it is not limited to those students with experience in exclusive dating, students realize that absolutely everybody has something to say to the topic. Additionally I like the topic because it allows right at the beginning of the year for a whole array of different text forms and listening comprehension opportunities. My students love working with songs of groups like “Die Prinzen”, etc.

Quarter 2 of Year B

Topic: Deutschland im 21. Jahrhundert (Deutschland und die Europäische Union)

The main idea and its' rationale: Purpose of this unit is to give students an overview over current topics in Germany as well as the political system, the political parties, and some faces in current politics. In German 2, I teach a unit on the separate Germany which goes up to the reunification. In this unit of this upper level class we want to follow up to the present and see how Germans are doing with the reunification. This unit can be concluded with a discussion of the European Union. I also like this unit since its' very current character forces students to research German politics on the web. The downside is that the material is quickly outdated and that some of it has to be rewritten or changed every time I am teaching the unit.

Quarter 3 of Year B

Thema: Kinderbuchliteratur

Activities to prepare for the AP exam: During the third quarter, I make relatively little use of released AP exams to practice specifically for the AP exam. However, a lot of the activities we are doing during this quarter benefit students' abilities greatly to master the AP exam. During this quarter, students make the biggest strides in their ability to read and comprehend German texts. Recognizing grammatical structures in the reading puts grammar in a relevant context. The journals of different lengths help their writing skills. The ongoing discussion and recollection of the reading help their speaking skills. I like to use the book illustrations as spring board for speaking assignments. Lückentexte and compositions are some of the AP forms used in this quarter, however, generally they relate to the text or (in the case of the Lückentexte) also to the grammatical aspect we are studying.

Quarter 4 of Year B

Topics: - Focus on the AP exam
 - (Project: Kinderdeutsch)

Since I usually separate German 4 and AP students during this quarter (German 4 gets project related assignments) and focus with the AP students on their AP exam, the topics and reading pool for quarter four are identical between year A and year B.

Teaching Resources

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Movies and Music

Music:

BAP: Wahnsinn. Die Hits von 1979-1995. 1995 EMI Electrola GmbH.

Die fantastischen Vier: 4 gewinnt. 1992 Sony Music.

die PRINZEN: GANZ OBEN – Hits. 1997 BMG Berlin Musik GMBH.

Die Wise Guys. 2003, Pavement Records

Herbert Grönemeyer: 4630 Bochum. 1984 Before Grönland im Vertrieb der EMI Electrola GmbH.

Movies:

Emil und die Detektive. Das Original von 1931. Directed by Gerhard Lamprecht. Distributed by Universum Film GmbH, 2003. 69 minutes.

Emil und die Detektive. A Peter Zenk/Uschi Reich production. Distributed by Universum Film GmbH, 2001. 107 minutes.

Good Bye Lenin. Directed by Wolfgang Becker. Distributed by Warner Bros Ent. Company, 2003. 117 minutes.

The Harmonists. 1999. Directed by Joseph Vilsmaier. Distributed by Miramax, 1999. 115 minutes.

Jenseits der Stille. 1996. Directed by Caroline Link. Distributed by Miramax Entertainment, 1997. 115 minutes.

Lola rennt. 1998. Directed by Tom Tykwer. Distributed by Sony Picture Classics, 1999. 80 minutes.

Sophie Scholl. Die letzten Tage. Directed by Marc Rothmund. Distributed by Goldkind Film/Broth-Film, Warner Bros Entertainment, 2005. 116 minutes.

Treffpunkt Berlin, DVD Program for Deutsch Aktuell 3, St. Paul, MN: EMC/Paradigm, 2004

Leni Riefenstahls „Triumph of the Will“. Original German Language edition with newly Translated English subtitles. Original from 1935. Distributed by Synapse films, 2001. 115 minutes.

Das Versprechen. 1995. Directed by Margarethe von Trotta. Distributed by New Line Home Video, 1995. 115 minutes.