

# Course Description

## A. COVER PAGE

<b>Date of Submission (Please include Month, Day and Year)</b>	
<b>1. Course Title</b> German 2	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b> German 2A & 2B	
<b>3. Transcript Course Code(s) / Number(s)</b> 7R9952 & 7R9953	
<b>4. School</b> Ocean Grove Charter School	
<b>5. District</b> San Lorenzo Valley	
<b>6. City</b> Santa Cruz	<b>10. Grade Level(s) for which this course is designed</b> <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>7. School / District Web Site</b> <a href="http://www.ogcs.org">http://www.ogcs.org</a>	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>8. School Course List Contact</b>  Name: Janelle Brewer  Title/Position: Curriculum Specialist  Phone: (530) 285- 3566                      Ext.: 46  E-mail: jrucker@ieminc.org	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>13. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b> <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course <input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain: _____	

<p>15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If so, which school(s)? <u>Golden Valley and Connecting Waters Charter Schools</u></p> <p>Course title at other school <u>a-g German II</u></p>
<p>16. Pre-Requisites</p> <p>German I, with a grade of “C” or better</p>
<p>17. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>19. Brief Course Description</p> <p>This course is designed to increase vocabulary and the knowledge of necessary grammar. Speaking will be encourage through the use of memorized dialogues in the book and also dialogs created by individual student groups.</p>

## B. COURSE CONTENT

Please refer to instructions

### 20. Course Goals and/or Major Student Outcomes

1. Students will become effective communicators who read critically and extensively for a variety of purposes.
2. Students will gather, analyze and apply information learned to real life situations.
3. Students will have an understanding of the history and cultures of mankind.
4. Students will gather experience and knowledge in a variety of areas including the arts and languages.

### 21. Course Objectives

1. Students will acquire listening, reading and writing skills in the German language.
2. Students will learn the cultural aspects of German life and the German speaking world.

### 22. Course Outline

Lesson	Grammar and Use	Cultural Notes
Review- Level one	Present tense forms of haben and siens, mein, dein, sein, and ihr, the nomicative and accusative froms of the definite and indefinite articles, third person pronouns, regular and stem changing verbs, the mochte forms and wollen, müssen, können, sollen, and mögen, the interrogative warum, clauses introduced by weil and denn, personal pronouns, du commands, past tense forms of sein, dative case of mein, dein, sein, and ihr, noch ein (nominative and accusative)	Bavaria’s cultural life
Reporting Past Events, talking about activities, talking about places, expressing enthusiasm or disappointment, responding enthusiastically or sympathetically	The conversational past, past tense of haben and sien, an and in with dative-case forms to express location, the definite article, dative plural, personal pronouns, dative case, dative-case forms of ein	Places and activities in Bavaria
Asking for information, expressing approval and disapproval, asking for	The verb schlafen (schlafd), für + accusative, reflexive verbs (accusative), jeder, jede, jedes (nominative), the accusative forms of kein, the	Hamburg’s cultural life including architecture, exhibits, performances

information and responding emphatically or agreeing with reservations, asking and telling what you may and may not do	verb dufen	
Expressing regret and downplaying; expressing skepticism and making certain, calling someone's attention to something and responding, expressing preference and strong preference	Dieser, diese, dieses, the possessives (summary), verbs used dative case, welcher, welche, welches; zu	Places and activities in Hamburg
Inquiring about someone's health and responding; making suggestions, asking about and expressing pain, asking for and giving advice; expressing hope	Reflexive pronouns in dative, the inclusive command, verbs used with dative case, the verbs brechen, waschen, messen, and wehtun, the dative case to express the idea of something too expensive, too large, too small for you	Addressing a doctor in Germany and dental care
Expressing preference and giving a reason, expressing wishes, agreeing with reservations, justifying your answers	Comparative forms of adjectives, the verb sich wünschen, adjective endings following ein-words, adjective endings of comparatives	Stuttgart's cultural life including architecture, exhibits and performances
Describing clothes, expressing interest, disinterest, and indifference, making and accepting compliments	Adjective endings following der and dieser words, passen (zu), stehen, tragen, and sich interessieren, the conjunction wenn, kaufen with dative	Germany's clothing industry
Expressing indecision, asking for and making suggestions, expressing doubt, conviction, and resignation, asking for and giving directions	Article/names of mountains, nach, an, in and auf, on-clauses, expressing direction and location (summary), proposition, followed by dative, durch, um, vor, neben, and zwischen	Driving in Stuttgart and in Germany
Asking about and expressing interest, asking for and giving permission, asking for information, and expressing an assumption, expressing surprise, agreement, and disagreement, talking about plans	Verbs with prepositions, wo-compounds and da-compounds, the verbs lassen and laufen, the use of kein to negate a noun, the future tense with werden	Berlin's cultural life and historical aspects
Asking for, making and responding to suggestions, expressing hearsay, ordering in a restaurant, expressing good wishes	The würde forms, unpreceded adjectives, the hätte forms	German cuisine and ordering at a restaurant in Berlin
Reporting past events, asking for, making and responding to suggestions, ordering food, expressing preference, interest, disinterest and indifference	The past tense, sollen and the würde forms, questions and statements, prepositions, the command forms of strong verbs, adjective endings, comparative forms of adjectives.	Berlin's transportation system

### 23. Texts & Supplemental Instructional Materials

*Deutsch Aktuell* Book 1, EMC Publishing Co.

*Komm Mit!* Level 2- Grammatikeft Edition

*Komm Mit!* Level 2- Student Edition plus Reader Package

### 24. Key Assignments

The students will complete the following activities:

1. Student visual about him/her self and their personal preferences.
2. Review test quarter 1- students will answer oral questions the review German 1

3. Verb forms mastery test- demonstrate oral and written ability to use regular and irregular verbs correctly.
4. Foods- prepare a visual and tell about a favorite food in an oral presentation.
5. Health and physical fitness- prepare a health related poster and present it.
6. Prepare a map of a city in Germany, or similar project.
7. Create a meal menu, or similar project.
8. Complete a project on the cultural life in Bavaria, Hamburg, Stuttgart or Berlin, or similar project.
9. Attend a local German festival, event or exhibit that includes a written presentation.
10. Complete a written final and respond to a writing prompt.
11. Complete a comprehensive oral final.

## **25. Instructional Methods and/or Strategies**

Instructional methods and strategies include, but are not limited to:

- Lectures
- Demonstrations
- Dialogues
- Pronunciation practice
- Vocabulary activities
- Language exercises
- Cultural notes
- Writing practice

## **26. Assessment Methods and/or Tools**

Evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Monthly review of work by Education Specialist (credentialed teacher)
- Portfolios
- Parent facilitator and education specialist observation
- Student demonstrations/performances
- Student grades
- Student work samples
- Written or oral examinations
- Research projects

## **C. HONORS COURSES ONLY**

Please refer to instructions

**27. Indicate how this honors course is different from the standard course.**

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

**28. Context for Course (optional)**

**29. History of Course Development (optional)**