

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY**

<b>COURSE TITLE:</b>	<b>GERMAN HONORS</b>
<b>COURSE NUMBER:</b>	<b>5384</b>
<b>DEPARTMENT:</b>	<b>WORLD LANGUAGES</b>
<b>LENGTH OF COURSE:</b>	<b>One Year</b>
<b>CREDITS PER SEMESTER:</b>	<b>5</b>
<b>GRADE LEVEL(S)</b>	<b>10-12</b>
<b>REQUIRED OR ELECTIVE:</b>	<b>Elective</b>
<b>PREREQUISITES:</b>	<b>Completion of German III with a grade of ‘C’ or better or consent of instructor</b>

**COURSE DESCRIPTION**

German Honors is a modern, performance-based course in which students’ progress on the language continuum of developing fluency in German. Students engage in interpreting a variety of authentic cultural sources including film, music, literature, art and other media as they pursue their own interests in the language. They become independent users of the language as they participate in a variety of communicative activities. They transition from topics of the immediate environment to those of more global perspectives. While improving their ability to communicate, students will increase their listening, speaking and writing confidence levels. As they continue their study of the target cultures, they further expand their intercultural knowledge and awareness. Students will develop both practical and long-range intellectual benefits.

**COURSE OUTLINE**

**1. MAJOR GOALS**

- 1.1 To communicate effectively in the target language.
- 1.2 To develop a broader understanding of the target culture perspectives and attitudes through authentic print, audio and visual texts.
- 1.3 To increase awareness and appreciation of one’s own and others’ cultural products, practices and perspectives.
- 1.4 To increase intellectual acuity and multicultural understandings critical to the harmony of the interdependent world community.

## 2. PERFORMANCE OBJECTIVES

At the Honors Level, there is a continuation and expansion of the communicative functions, cultural understandings, and content components introduced in Levels I, II, and III. In addition, students will be able to meet the following objectives:

### 2.1 Communicative Functions

- 2.1.1 Read and understand authentic materials and resources.
- 2.1.2 Discuss and comment on current events from various sources such as newspapers, magazine articles, television, internet, etc.
- 2.1.3 Discuss and compare various cultural products, practices and perspectives.
- 2.1.4 Support an expressed opinion by offering reasons, examples and details.
- 2.1.5 Understand the main ideas of oral reports and classroom lectures containing more complex vocabulary and structures.
- 2.1.6 Engage in the use of cultural products in an authentic way
- 2.1.7. Identify main ideas and supporting details in authentic texts, including literature
- 2.1.8 Use planned language confidently and develop use of extended language in the interpersonal and presentational modes
- 2.1.9 Summarize or paraphrase presented materials.
- 2.1.10 Initiate, engage in, and close a conversation.

### 2.2 Cultural Understandings

- 2.2.1 Identify and appreciate the works of significant cultural contributors.
- 2.2.2 Broaden student's understanding of the significance of religious, political, and economic influences on the target culture(s).
- 2.2.3 Understand the significance of artists who have made major contributions to the world of fine and performing arts.
- 2.2.4 Compare and contrast the target culture(s) with the American culture.
- 2.2.5 Develop a historical perspective of different cultural viewpoints through venues such as literature, film, media, art, and other authentic sources.
- 2.2.6 Use target language skills to further knowledge in other content areas.

### **3. CONTENT COMPONENTS**

At the Honors Level, there is a continuation and expansion of the content components introduced earlier. In addition, the following are developed:

#### **3.1 Themes/Topics/Vocabulary Focus**

3.1.1 Enriched practical vocabulary

3.1.2 Literary terms appropriate for literary study

3.1.3 Active verbs appropriate for expository writing

3.1.4 Current events in historical and literary contexts

#### **3.2 Structure**

3.2.1 Spoken and written past tense

3.2.2 Active versus passive construction

3.2.3 Conditional use within verb tenses

3.2.4 Use of relative pronouns and independent clauses

3.2.5 Idiomatic expressions

#### **3.3 Cultural Awareness**

3.3.1 Concept of broader cultural, artistic, and social significance

3.3.2 Cross-cultural communication such as letter writing, pen pals, social media, etc.

3.3.3 Expansion of the range of interpretive tasks

3.3.4 Contemporary German-speaking countries

3.3.5 Authentic German-language media such as films, TV-series, music videos and video podcasts

3.3.6 Career exploration

### **4. TIME ESTIMATES**

4.1 Instructional sequences vary in length from a few days to several weeks.

4.2 Instructional components may be recursive, with reinforcement provided in an integrated way.

**5. INSTRUCTIONAL MATERIALS**

5.1 District-adopted textbooks

5.2 Supplementary materials

5.3 Multi-media materials

5.4 Technology materials (e.g. computers, internet, document cameras, etc.)

5.5 Artifacts and realia

**6. EVALUATION OF STUDENT PROGRESS: Performance-based and Ongoing**

6.1 Oral participation

6.2 Reading comprehension

6.3 Oral presentations

6.4 Writing assignments

6.5 Responses to impromptu stimuli

6.6 Quizzes and tests

6.7 Research papers and projects

**COMMITTEE MEMBERS**

**NAME**

**TITLE**

**SCHOOL**

William Gregory

Teacher

Sequoia Middle School

Andrea Marek

Teacher

Northgate High School

Zehra Otus

Teacher

College Park High School

Hellena Postrk

School Support Administrator

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