

Spanish 202 – Intermediate German Language II

UW-Green Bay

Syllabus - Fall 2018

Credits: 3 undergraduate credits

INSTRUCTOR: Karen Frey

German 5

Course Overview

The German 5 course is comprised of six units organized around essential questions and authentic materials. In addition to the objectives for each unit, we continue to practice grammar and increase vocabulary. Presentations and projects are evaluated using rubrics. The class is conducted almost entirely in German, and students are encouraged to use German exclusively in class. German 5 meets for 55 minutes every day for one year. Students earn one high school credit. German 5 students have completed German 1 through German 4.

Course Standards and Goals

COMMUNICATION 1. To understand, express yourself, and interact in both written and spoken German, making progress towards a high-novice level of proficiency or better.

CULTURE 2. To understand cultural products and practices from Germanic cultures and gain awareness of how they affect cultural perspectives.

CONNECTIONS 3. To understand and make connections between Germanic cultures and other disciplines, universal issues, and conventions in one's own culture and language, using stories and images as means of making connections.

COMPARISONS 4. To be able to compare and contrast Germanic language and cultures with one's own by understanding idiomatic and cultural differences.

COMMUNITY 5. To identify opportunities to learn and use German outside the classroom and recognize its potential for personal growth, enrichment, and enjoyment.

German Programmatic Outcomes

1. Speak standard German at advanced-mid level as defined by ACTFL
2. Read non-technical prose at advanced level as defined by ACTFL
3. Comprehend clearly articulated conversations on everyday topics in standard German at the ACTFL advanced level.
4. Write about non-technical topics at the intermediate-high/advanced ACTFL level.
5. Demonstrate an advanced knowledge of German cultures.
6. Have read great works of German literature and have a sense of their place in literary history.

7. Research literary and cultural topics and report findings.
8. Obtain skills to help them qualify for professional work in various areas such as teaching, translating and interpreting, positions in business appropriate to students in the languages or be prepared to attend graduate school.
9. Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

Required Reading:

Die Spur führt nach Bayern

Yildiz heisst Stern

Das Doppelte Lottchen

Gedichte

Das Nibelungenlied

News articles

Websites with Authentic Materials:

YouTube ([www. youtube. com](http://www.youtube.com))

Slow German ([www. slowgerman. com](http://www.slowgerman.com))

Deutsche Welle ([www. dw - world. de](http://www.dw-world.de))

Spiegel Online ([www. spiegel. de](http://www.spiegel.de))

ARD ([www. ard. de](http://www.ard.de))

Einheit 1: Die Familie und die Gesellschaft (Unit 1: Family and Society)

Students read *“Das doppelte Lottchen”*, a book by Erich Kästner about twins separated soon after birth, who are reunited at summer camp, and the family dynamics that surround this. Students are intrigued to learn movie *“The Parent Trap”* (1998 with Lindsay Lohan) is based on this book. As we read, students make comparisons between the book and the movie, which helps them understand the story.

Students watch the film *“Honig im Kopf”*. It's a story about a special love between Tilda and her grandfather Amandus. Amandus has Alzheimer's. He always was the humorous and beloved head of the family; now he starts acting like a child. Only ten year old Tilda can deal with him and his disease. She looks at it with the eyes of a child and a kind of humor and sensitivity that makes it easier to approach Amandus when he is lost in his own world. This special connection approaches the disease in a humorous but emotional way, without forgetting about its tragedy.

In the previous year, German IV students studied the fall of the Berlin Wall and watched *“Good Bye Lenin”*. We can revisit this story as it pertains to family and societal influence, and rewatch part or all of the film if needed.

Students also watch three episodes of the popular German series *“Verliebt in Berlin”* which is a fun way to hear and understand everyday German language.

Essential Questions:

1. What constitutes a family?
2. How do individuals contribute to society?
3. How do roles vary within families and in societies around the world?

Learning Targets:

1. Students will be able to talk about the family and relationships within a family.
2. Students will be able to talk about cause and effect.
3. Students will be able to predict events.

Grammar Review:

1. Future Tense, Subjunctive (Konjunktiv)
2. Conjunctions
3. Genitive Case

Resources:

1. Kästner, Erich. *“Das doppelte Lottchen”* (Hamburg: Dressler 2006).
2. *“Honig im Kopf”*. Germany 2014)
3. *Verliebt in Berlin*. Episodes 1-3. Sat1.de
4. Online German articles. www.fluter.de
5. *“Vincent Will Meer”*

Evaluations and Projects:

- Students engage in oral exchange of information, opinions and ideas informally.
- Students explain in a one page essay, which film (*Honig im Kopf*, *Good Bye Lenin*) resonates most with them and why.. (auf deutsch) 75 pts.
- Students retell the story as we read *“Das doppelte Lottchen”*.
- Students share their own future plans.
- Students find an article on fluter.de and students compare family life in Germany and the U.S. in a 300 word summary. 75 pts.

Einheit 2: die Musik, die Gedichte, und die Sage (Unit 2: Music, Poetry and Sagas)

Students are introduced to great German musicians and poets, and their most famous works. Students become aware of the importance of music to a society, how it represents the problems and trials, as well as the atmosphere.

Students watch *“Jenseits der Stille”*. This film follows the life of Laura Bischoff, first as a 10-year-old and then later as an 18-year-old. She is the daughter of deaf parents but is not hearing impaired. In fact, she is rather musically talented and her music becomes both a passion of hers and an emotional wedge between her and her parents. Many family relationships and conflicts are explored in this film, which takes place in a small Northern German town and Berlin.

Students read the poetry of Goethe, Joseph von Eichendorff, and Rainer Rilke. They translate orally, and discuss their opinions and feelings about the poetry. Students find a German poem to share with our class, which adds variety to our reading.

Students listen to the Deutschlandlied, learn the history of the song, and watch videos of the national hymn from the 1940's, the 2010 World Cup, and the 2012 Film: Pan Am. They read the translations of the verse, and read about the 2009 arrest of Pete Doherty. This leads to great discussion!

Students read selections from *“Das Nibelungenlied”*. The Song of the Nibelungs is an epic poem in Middle High German. The story tells of dragon-slayer Siegfried at the court of the Burgundians, how he was murdered, and of his wife Kriemhild's revenge. Students also listen to music selections from Wagner's Ring: *Das Rheingold, Die Walküre, Siegfried und die Götterdämmerung*.

Essential Questions:

1. What is the cultural significance of music, poetry?
2. How is art an effective tool to reach people?
3. How are perceptions of beauty and creativity developed?

Learning Targets:

1. Students are able to talk about music and its importance in the past and present.
2. Students are able to talk about how music is important to them.
3. Students are able to read, analyze and understand poetry.

Grammar Review:

1. Adjectives and adverbs
2. Prepositions
3. Da- and wo compounds

Resources:

1. Compositions of Bach, Beethoven, Wagner, Mozart, Brahms, and Strauss.
2. *Der Erlkönig*. J.W.Goethe.
3. *Waldgespräch*. Joseph von Eichendorff.
4. *Der Panther*. Rainer Maria Rilke
5. *Jenseits der Stille*. Arte. December 1996
6. *Das Nibelungenlied*. Karl Joseph Simrock (1802-1876)
7. Grimm Grammar. [Website: University of Texas at Austin](http://www.utexas.edu/academic/centerforthehumanities/german/grammar/).

Evaluations and Projects:

- Students keep a journal as they listen to each composer, describing how they like the music, whom they prefer, and why. 30 pts.
- Students create a Powerpoint and Oral Presentation of a composer or popular German musician for the class, detailing their life, their career, and their influence today. 80 pts.
- Students discuss their music tastes with a partner and share the results with the class.
- Listening assessment of composers. 10 pts.
- Students write a 6 line poem: 30 pts.

1 .Zeile: Ein Nomen (Substantiv)

2.Zeile: Zwei Adjektive

3.Zeile: Ein Verb im Infinitiv

4.Zeile: Eine Präposition, ein Artikel, ein Nomen

5.Zeile: Eine Interjektion

6.Zeile: Ein vollständiger Satz

Einheit 3: Der Alltag und das Geschäft (Business)

Students read and learn about the German school system on an official website. They discuss the advantages and disadvantages of the German and U.S. school systems. They watch a short PBS video titled: *"How Germany Became Europe's Richest Country"*. They watch a 58 minute BBC documentary film, *"Make Me a German"*. Now students are ready to tackle writing a business email, resume/CV, fill out job applications, and look for apartments in Germany. Students create mock interview questions and set up job interviews, which requires use of the formal "you". Students write a list for their "ideal" roommate, and interview each other. They share three reasons why they chose this classmate as their ideal roommate. Their final project is setting up a display in a school case about German, Austrian and Swiss businesses. They research German companies in the U.S (branches, partnerships, etc.) and German, Austrian and Swiss products we use in the U.S. Students fill the case with artifacts, and come up with a catchy title.

Finally, students watch the film *"Lola Rennt"*. What would you do for your friend? For \$100,000? An interesting, and thought-provoking movie.

Essential Questions:

1. How does education influence your future?
2. How can one improve their personal and professional success?
3. What does the German business culture look like?
4. Do you value friendship more than money?

Learning Targets:

1. Students are able to describe educational and vocational systems in Germany and the U.S.
2. Students are able to write a CV, write a business email, and interview for a job.
3. Students are able to compare German and U.S. professional lives and what defines "success".

Grammar/Structure Review:

1. Duzen und Siezen
2. Pronouns
3. Subjunctive Tense

Resources:

1. Information on German School System: www.derweg.org/deutschland/bildungswesen/
2. BBC: *"Make Me a German"*. Youtube.
3. PBS: *"How Germany Became Europe's Richest Country"*. Youtube.
4. Podcast: *Duzen und Siezen*. www.freies-wort.de
5. *"Lola Rennt"*. X-Filme Creative Pool, WDR, Arte. 1998.
6. *Verliebt in Berlin*. Episodes 4-6. Sat1.de

Evaluations and Projects:

- Resume/CV 30 pts.
- Business Email 20 pts.
- Interview questions and skit. 30 pts.
- Ideal roommate checklist. 10 pts.
- Research product and company for school showcase. 60 pts

Einheit 4: Die Umwelt (Unit 4: the Environment)

Students brainstorm and then study environmental issues which they research to find out which innovative solutions Germany has developed. They discuss the effects German actions and ideas have on the rest of the world. Students watch the German documentaries “[Garbage and Recycling auf Bali](#)” and “*Zwischen Wirtschaftswachstum und Umweltschutz*”.

Once a week students watch the current events show “*Logo*” on ZDF television and take a short quiz. Students listen to a short podcast and learn how Germans recycle. Students also watch a short report by ZDF about the coexistence of wild animals in large German cities.

Essential Questions:

1. Do Germans and Americans have the same habits when it comes to recycling?
2. Does Germany have the same environmental challenges as the U.S.?
3. Can we implement Germany’s innovations and habits in the U.S.?

Learning Targets:

1. Students are able to compare environmental issues in Germany and the U.S.
2. Students are able to compare recycling habits in Germany and the U.S.
3. Students are able to predict future environmental issues and concerns.

Grammar/Structure Review:

1. Dates and Time Expressions
2. Narrative Past
3. Past Perfect

Resources:

1. *Logo*. www.tivi.de/fernsehen
2. *Slow German #012: Recycling*. <http://slowgerman.com/>
3. *Wilde Tiere in der Stadt* - reportage. youtube. ZDF Report.
4. “*Abfallbeseitigung und Recycling auf Bali | Global Ideas*”. Deutsche Welle. [Youtube](#).
5. “*Zwischen Wirtschaftswachstum und Umweltschutz*”. Deutsche Welle. [Youtube](#).
6. *Kaleidoskop*, chapter 10.
7. Grimm Grammar. [Website: University of Texas at Austin](#).

Evaluations and Projects:

- Persuasive Essay about an environmental issue. 75 pts.
- Survey fellow students about their eco-friendly (or not) habits. 25 pts.
- Weekly current event quiz following LOGO. 10 pts. x 5 weeks.

Einheit 5: Naturwissenschaft und Technologie (Unit 5: Science & Technology)

To begin the unit, students use the internet to research a list of German speaking inventors and scientists. After they write a description of each, they rank them as they think they are important. The class discusses which inventions/innovations are the most important today. Students choose one person and create a presentation for the class, including consequences today of their discovery or invention.

Students teach a lesson about something at which they are a “Meister”. This may be playing an instrument, cooking, auto mechanics, chemistry, etc. They will use the imperative for this lesson. Students watch an episode each week of “*Wissen macht Ah!*”. Each student chooses one episode.

As a culminating activity, students watch a “*Star Trek*” and a “*Big Bang Theory*” episode in German, and then recreate a scene with a small group skit.

Essential Questions:

1. What are the consequences of technological and scientific innovations?
2. How does science and technology affect our lives?
3. What is something students have mastered?

Learning Targets:

1. Students will be able to discuss the advantages and disadvantages of technology.
2. Students will be able to use negation correctly with nouns and verbs.
3. Students demonstrate use of German internet sites.

Grammar/Structure Review:

1. Negation
2. Imperatives

Resources:

German news and current events:

Deutsche Welle: www.dw-world.de

FOCUS Online: www.focus.de

Wissen macht Ah! www.WDR.de

Planet wissen: www.planet-wissen.de/technik/erfindungen/erfinder/index.html

Grimm Grammar. Website: University of Texas at Austin.

Evaluations and Projects:

- Ranking of at least 20 scientists and inventors; discussion to defend their ideas. 20 pts.
- Presentation of German speaking inventor or scientist. 75 pts.
- Students discuss pros and cons of internet usage.
- Lesson taught to class, including new vocabulary needed to understand. 30 pts.
- Skit 30 pts.

Einheit 6: Identität (Unit 6: Personal Identity)

This unit is introduced with a survey about German stereotypes. This acknowledges some perceptions Americans have of Germans, and then we look for articles online which prove or disprove these ideas. We discuss Nationalism in Germany and the U.S. Students watch *“Die Welle”* and discuss whether they believe this could take place at their high school.

Students learn the term “multi-kulti” and read current news stories about the Syrian refugees in Europe, and Germany’s decisions regarding immigration. Students read *“Yildiz heisst Stern”*. *“Yildiz heisst Stern”* tells the story of a sixteen-year-old Turkish girl living in Germany. The novel provides students with a chronicle of one family’s struggle with assimilation and survival in a foreign culture. Yildiz is a member of a working-class Turkish family caught between two worlds. Born and raised in Germany, she considers herself just as German as her classmates at school, until the harsh reality of hate crimes enters her life. After her world is shattered by violent skinheads who target her and her family, she suddenly does not know where she belongs.

Students watch the film *“Vincent Will Meer”* about a young man suffering from Tourette's syndrome who leaves an institution with two other inhabitants to travel to Italy to fulfill his mother's last wish. Students learn that young people everywhere deal with Geistigen Behinderungen, Magersucht und Zwangsneurose.

Students read the short story *“Die Spur führt nach Bayern”*. This story helps students develop reading strategies, as the characters are not always who they seem to be. It is also a genre which Germans enjoy reading: Krimi. We also spend class listening to dialects, reading examples from a variety of German dialects, and discussing what effect a dialect may have on their decision where to work or study in Germany. This novel also gives students the opportunity for mapwork, and reviewing their geography.

Essential Questions:

1. What defines our personality?
2. How does a community affect our actions?
3. How does an identity develop over time?

Learning Targets:

1. Students will be able to talk about things that affect their personalities.
2. Students will be able to discuss how we can improve intolerance among people in a multicultural society.
3. Students are able to find German cities, rivers and major landforms on maps.

Grammar/Structure Review:

1. Comparative and Superlative
2. Passive voice
3. um...zu, and zu plus infinitives

Resources:

1. *“Die Welle”*. Rat Pack Filmproduktion. 2008. *“Lore”*. *“Die Weisse Rose”*
2. *“Die Spur führt nach Bayern”*. Christian Baumgarten und Volker Borbein. August 2009
3. Grimm Grammar. Website: University of Texas at Austin.
4. Online news websites
5. *“Yildiz heisst Stern”*. Langenscheidt, 1996.

Evaluations and Projects:

- “Die Spur...”Dual Entry Journal 50 pts.
- “Die Spur...”Participate as a reader; participate in discussions and translations.
- “Die Spur...” Complete comprehension questions. 50 pts.
- “Die Spur...” Students choose from a list of assignments for this novel.100 pts.
- Map Test 32 pts.

UWGB Grading Scale

Letter Grade	Percentage	GPA
A	94-100	4.
AB	87-93	3.5
B	83-86	3.
BC	70-75	2.5
C	63-69	2.
D	0-63	1.