

**CURRICULUM GUIDE HANDBOOK
GERMAN 2
COURSE # LA3G05, LA3G07**

Niles Township High School District 219
7700 Gross Point Road
Skokie, IL 60077
847 568-3955

Prepared by:

Lydia Ronning
Sara Schaeufele
Natalie Bartl
Josef Neumayer

Edmund Murphy, Director

Written August 2007

TABLE OF CONTENTS

Outcomes.....	3
Benchmarks.....	5
Technology Chart.....	12
Curriculum Guide.....	13

OUTCOMES

READING

1. Comprehends at the literal level, a passage of prose fiction or non-fiction, containing structures and vocabulary presented in the course. (les)
2. Read and comprehend *Petra reist nach Kalifornien*, a short novel in German. (les)

VOCABULARY

3. Recognizes and uses vocabulary contained in Units 9 - 10 in *Deutsch Aktuell 1* and in Units 1 – 5 in *Deutsch Aktuell 2*. (vok)
4. Recognizes and uses vocabulary from TPRS stories. (tprs)

VERBS

5. Recognizes and uses the present tense of regular verbs. (verbpres)
6. Recognizes and uses the present perfect tense of regular verbs. (PerfektReg)
7. Recognizes and uses the present perfect tense of irregular verbs. (PerfektIrr)
8. Recognizes the narrative past tense of modal verbs. (modpast)
9. Recognizes and uses command forms. (imp)
10. Recognizes and uses reflexive verbs. (ref)

USEAGE

11. Recognizes the dative case. (dat)
12. Recognizes and uses dative prepositions. (datprep)
13. Recognizes and uses personal pronouns in the dative case. (datpron)
14. Recognizes dative verbs. (datverb)
15. Recognizes the genitive case. (gen)

16. Recognizes and uses genitive prepositions. (genprep)
17. Recognizes and uses the comparative form. (comp)
18. Recognizes and uses the superlative form. (sup)
19. Recognizes and uses “der words”. (derw)

CULTURE (*kul*)

20. Recognize the specific cultural nuances and customs particular to the German world appearing in *Deutsch Aktuell* and *Petra*. (*kul*)
 - a. Insel Rügen und die Kreideküste
 - b. Nachbarländer
 - c. Sport in Deutschland
 - d. Public transportation
 - e. Youth hostels
 - f. Eating out in Deutschland
 - g. Oktoberfest

LISTENING (*hör*)

21. Respond to listening activities correlating to the text audio programs. (*hör*)

SPEAKING (*sprech*)

22. Talking about self and others.
23. Telling a story.
24. Describing objects including body parts, animals, and foods.
25. Discuss travel plans and methods of transportation.
26. Talk about free-time activities and household chores.

Illinois Learning Standards for Foreign Languages

Deutsch Aktuell 2	
Stage Two Beginning Intermediate Level	
STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.	
	PAGE(S) OR LOCATION (S) WHERE TAUGHT
A. Understand oral communication in the target language.	
28.A.2a Comprehend illustrated stories, audio visual programs or websites.	TE: 50-51, Audio CD, Video/DVD Program
28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities.	TE: 19, 20, 24, 26, 69, 77, 84
B. Interact in the target language in various settings.	
28.B.2a Pose questions spontaneously in structured situations.	TE: 84, 104 135, 152, 172, 218, 229
28.B.2b Produce language using proper pronunciation, intonation and inflection.	TE: 3, 13, 19, 22, 33, 152, 172
28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.	TE: 13, 22, 42, 54, 73, 84, 115
C. Understand written passages in the target language.	
28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.	TE: 20, 51, 82, 112, 149, 181, 214, 251
28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.	TE: 2. 30. 31, 62, 74, 75, 92-93
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.	
28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.	TE: 23, 54, 88, 122, 153, 185, 219
28.D.2b Present a simple written or oral report on familiar topics.	TE: 58, 88, 208, 222, 254, 264
28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.	TE: 140, 294, 316, 346, 366
STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.	
A. Understand manners and customs of various target language societies.	

29.A.2 Demonstrate activities (e.g., games, songs and role playing) associated with the target language.	TE: TE 45, 46, 47, 140, 152, 326
---	----------------------------------

B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.

29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken.	TE: TE 28, 29; 71, 101, 205, 206
--	----------------------------------

29.B.2b Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language.	TE: TE 28, 29, 205-207, 390-391, 392
---	--------------------------------------

C. Understand literature and various media of target language societies.

29.C.2a Read, retell and summarize selected literary works.	TE: TE 28-29: 278-280
--	-----------------------

29.C.2b Identify sample literary works and their authors representative of the target language.	TE: TE 28-29: 278-280
--	-----------------------

29.C.2c Summarize the main points of selected media presentations in the target language.	TE: TE 28-29; 278-280, 289-293, Audio CD, Video/ DVD Program
--	--

D. Understand history of areas where the target language is spoken.

29.D.2 Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).	TE: 70, 101, 103, 247, 255-257, 373
--	-------------------------------------

E. Understand geography of various target language societies.

29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.	TE: x-xvii, 118, 203, 213
--	---------------------------

STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

A. Use the target language to reinforce and further knowledge of other disciplines.

30.A.2a Identify products that are from the countries where the target language is spoken and that are found in the United States economy.*	TE: 117, 130, 238, 257, 344, 345
--	----------------------------------

30.A.2b Use the target language to make, use and estimate measurements (e.g., time, linear, monetary).	TE: 127, 132, 153, 185, 188
---	-----------------------------

30.A.2c Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.	TE: 47, 58, 82, 85, 88, 116-118
--	---------------------------------

30.A.2d Use the target language to participate in and/or describe games, dances and sports.	TE: 45, 195, 201, 218, 222
--	----------------------------

B. Use the target language to demonstrate knowledge and understanding of a variety of career options.

30.B.2a Use the target language to describe activities and characteristics of selected occupations and work	TE: 304, 305, 316, 317, 328, 330
--	----------------------------------

places.	
30.B.2b Use the target language to explain and describe general career choices in which the target language can be used.	TE: 304, 305, 316, 317, 328, 330
Deutsch Aktuell 2	
Stage Three Intermediate Level	
STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.	
	PAGE(S) OR LOCATION (S) WHERE TAUGHT
A. Understand oral communication in the target language.	
28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).	TE: 20, 46, 76, Audio CD, Video/DVD Program
28.A.3b Follow instructions in the target language as given in multi-step segments for assignments and activities in and out of the classroom.	TE: 86, 104, 120, 127, 153, 183, 188
B. Interact in the target language in various settings.	
28.B.3a Respond to open-ended questions and initiate communication in various situations.	TE: 58, 84, 120, 184, 218, 264
28.B.3b Produce language with improved pronunciation, intonation and inflection.	TE: 54, 73, 115, 152, 184, 209, 240
28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.	TE: 54, 73, 115, 152, 184, 209, 240
C. Understand written passages in the target language.	
28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.	TE: 52, 70-71, 82, 99-102, 112-113
28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.	TE: 66, 78, 110, 131, 146, 199, 249
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.	
28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.	TE: TE 28-29, 58, 88, 256, 218, 362, 389
28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).	TE: TE 28-29, 88, 264, 300, 327, 389
28.D.3c Present a simple, original poem or story	TE: TE 28-29

based on a model.	
STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.	
A. Understand manners and customs of various target language societies.	
29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	TE: 53, 72, 136-140, 156, 168-172, 236, 239
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.	
29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.	TE: TE 28-29, 103
29.B.3b Understand and use the essential target language vocabulary referring to tools, processes and products in one or more of the art forms.	TE: TE 28-29, 334
C. Understand literature and various media of target language societies.	
29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.	TE: TE 28-29, 20, 52, 71, 102, 390-393
29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.	TE: TE 28-29
29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).	TE: TE 28-29, 54, 88, 294
D. Understand history of areas where the target language is spoken.	
29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.	TE: 28-29, 9-12, 70, 82, 101
E. Understand geography of various target language societies.	
29.E.3 Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken.	TE: 41, 47, 53, 58, 70-72, 88
STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.	
A. Use the target language to reinforce and further knowledge of other disciplines.	
30.A.3a Identify differing systems of trade and	TE: 23, 39-41, 52, 116-117

exchange in target language country(ies) (e.g., bartering and bargaining) compared to the United States.*	
30.A.3b Use the target language to gather and organize data to solve math problems.	TE: 127, 132, 153, 185, 188
30.A.3c Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.	TE: 47, 58, 70-72, 88, 116-119
30.A.3d Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken.	TE: 136-139, 140, 304, 322, 327, 330
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.	
30.B.3a Use the target language to identify and describe occupations unique to areas where the target language is spoken.	TE: 304, 305, 316, 317, 328, 330
30.B.3b Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used.	TE: 304, 305, 316, 317, 328, 330

Deutsch Aktuell 2	
Stage Four Advanced Intermediate Level	
STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.	
	PAGE(S) OR LOCATION (S) WHERE TAUGHT
A. Understand oral communication in the target language.	
28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.	TE: Audio CD Program, 236, 244, 269, 278
B. Interact in the target language in various settings.	
28.B.4a Engage in extended conversations in a variety of situations.	TE: 73, 84, 115, 140, 152, 172, 184
28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection.	TE: 73, 84, 115, 140, 152, 172, 184
28.B.4c Recognize and use nonverbal cues in various formal and informal settings.	TE: 13, 22, 42, 54, 73, 84, 115
C. Understand written passages in the target language.	
28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.	TE: 2, 30-31, 62, 92-93, 126, 160, 226

28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).	TE: 23, 26, 85, 389
28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.	TE: 66, 78, 110, 131, 146, 199, 249
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.	
28.D.4a Write complete expository pieces that include description, definition and analysis for a variety of situations.	TE: 47, 48, 218, 362, 389, 389
28.D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.	TE: 28-29, 48, 199, 389
28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.	TE: TE 28-29; 48, 254, 389
STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.	
A. Understand manners and customs of various target language societies.	
29.A.4 Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.	TE: 254, 280, 281, 316, 330
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.	
29.B.4a Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.	TE: 28-29, 205-207, 388-389
29.B.4b Compare and contrast selected art forms of areas where the target language is spoken.	TE: 28-29
C. Understand literature and various media of target language societies.	
29.C.4a Compare and contrast the characters, setting, themes and plot of two or more literary works.	TE:
29.C.4b Describe characteristics, origins and authors of various literary forms using target language vocabulary.	TE:
29.C.4c Comprehend main ideas from target language media in relation to everyday life.	TE: 29, 278-280, 370-371
D. Understand history of areas where the target language is spoken.	
29.D.4 Compare and contrast the influences of historical figures and events and their impact on the	TE: 199, 390-392

development of their countries.	
E. Understand geography of various target language societies.	
29.E.4 Compare a target country with the United States using geographic representations to illustrate and explain their economic nature.	TE: 116, 255, 352, 383, 390
STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.	
A. Use the target language to reinforce and further knowledge of other disciplines.	
30.A.4a Identify major sources of employment and income in target language country(ies) compared to the United States.*	TE: 304, 316, 373, 384
30.A.4b Use the target language to analyze and solve math problems based on timetables, schedules, charts and graphs in the target language.	TE: 153, 184, 185, 188, 190, 294
30.A.4c Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.	TE: 375, 385, 386, 388, 389
30.A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.	TE: 136-139, 140, 156, 304, 322, 327, 330
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.	
30.B.4a Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States.	TE: 304, 305, 316, 317, 328, 330, 375
30.B.4b Use the target language to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States.	TE: 304, 305, 316, 317, 328, 330, 375

TECHNOLOGY

Types of media:

- a. overhead transparencies
- b. audio program, (CD's)
- c. *Café Julia* Video Series
- d. Internet: www.emcp.com
- e. teacher's resource CD Rom
- f. MS PowerPoint presentations

Einführung: Petra reist nach Kalifornien

9 Wochen

Wiederholung während des ersten Semesters

Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
<i>Petra reist nach Kalifornien</i>			<ul style="list-style-type: none"> • <i>Nachbahländer S. xiii</i> • <i>Begrüßungen</i> • <i>Haus</i> • <i>Schule</i> • <i>Familie</i> • <i>Nummer/Uhrzeit</i> • <i>Kleidung</i> • <i>Aktivitäten</i> • <i>Essen</i> 		<ul style="list-style-type: none"> • <i>Adjektive</i> • <i>Verben</i> • <i>Modalverben</i> • <i>trennbare Verben</i> • <i>Perfekt</i> • <i>Wortfolge</i> • <i>Kasus</i> • <i>Possessive</i> • <i>Dativ</i> • <i>wissen/kennen</i> • <i>Präpositionen</i> • <i>Futur</i> • <i>negation</i> 		

Kapitel 9B: Vergnügen und Arbeit

2-3 Wochen

Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion A	Treffen wir uns vor dem Kino! 1. Treffen wir uns vor dem Kino 2. die beiden 3. Räum das Zimmer auf! 4. Mäh den Rasen! 5. der Film läuft 6. Geld ausgeben= to spend 7. Soll das ein Witz sein?= Is that supposed to be a joke? 8. gehen wir = let's go! 9. manchmal	•	Haushalt S. 270	1. Charade 2. Finde jemand 3. Wer macht was? oft/selten/nie 4. Pictionary 5. Wer bin ich? 7. Interview 8. TPR Imperativ 9. <i>Ruf doch mal an!</i> - <i>Wise Guys</i> 10. Würfelspiel mit Imperative 11. Stopp 12. Bucher Paper Commands 13. „Hau mich nicht!“ Lied	Imperativ Seperable Prefix Verbs	Dialog S. 273	Lesestück: Die Rockgruppe „Pastell“ S. 278-281

<i>Petra reist nach Kalifornien Kap 1-3</i>			<i>K1: Aktivitäten (Fahrrad fahren) S. 4 Haus (Wo wohnst du?) S. 2 Par.3</i>	<i>K1: Chararde – Aktivitäten finde jemand (wohnen) Modalverben – Handout (R), Beispielsätze Häuser malen und vergleichen S. 21</i>	<i>Verben Konjugieren S. 3</i>	<i>Petra reist nach Kalifornien Kap 1</i>	<i>Petra reist nach Kalifornien Kap 1</i>
			<i>K2: Familie S. 5 Haus S.6. Par. 2 Essen S. 7 Par. 4 Uhrzeit S. 8 Par. 2</i>	<i>K2: Schwimnudel- Essen</i>	<i>Wortfolge S. 5 Par. 1 Fragen Modal Verben S. 1-3</i>	<i>Petra reist nach Kalifornien Kap 2</i>	<i>Petra reist nach Kalifornien Kap 2</i>
			<i>K3: Nummer S. 12 Par. 2</i>	<i>K3: Ostsee Gymnasium Webseite</i>	<i>Possessives S. 13 Par 4</i>	<i>Petra reist nach Kalifornien Kap 3</i>	<i>Petra reist nach Kalifornien Kap 3</i>

Kapitel 10: Sport

(5-6 Wochen)

Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion A	<p><u>Spiele</u> wir doch <u>Fußball!</u></p> <p>1. von wem= from whom</p> <p>2. Sie möchte einen Tennisschläger= she would like tennis racket</p> <p>3. Sie schenken dir tolle Sachen = they give cool things to you.</p> <p>4. wir sprechen über= we talk about</p> <p>5. ich wünsche mir __ = I wish __ for myself.</p> <p>6. bestimmt = for sure</p>		1. Sportart (S. 292)	<p>1. Charade</p> <p>2. Pictionary</p> <p>3. Interviews</p> <p>4. Wer bin ich?</p> <p>5. Was gibst du... zum Geburtstag?</p> <p>6. Grab bag mit Geschenken</p>	<p>1 Kasus einfach gemacht</p> <p>2. Dativ (S. 296-297)</p> <p>3. Dativ Präpositionen (S. 304)</p> <p>4. Akkusativ- Löffel</p>	<p>Für Dich S. 296</p> <p>Aktuelles S. 299-302</p>	

	<p><u>Dative Präpositionen</u></p> <p>1. aus dem Haus = out of the house 2. außer mir = besides me 3. nach der Schule 4. seit einem Jahr</p>						
Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion B	<p><u>Auf dem Fußballplatz</u></p> <p>1. wir probieren es aus = we try it out 2. Pass auf! = watch out 3. Das tut mir leid = I'm sorry 6. spielen wir weiter = to continue playing 4. nicht nur sondern auch = not only but also 5. ich helfe dir = I help you 7. ich glaube ihm nicht = I don't believe him 8. genau</p>		<p>1. Körperteile (S. 308)-Herr Kartoffelkopf, Hukka Pukka</p>	<p>1. <i>La ola ole! Fußballlied</i> 2. <i>Wo tut's denn weh?</i> 3. <i>Kopf, Schulter, Knie und Zeh/Fuß</i> 4. Simon sagt 5. Fußball und Körperteil Spiel 6. Kopf zu Kopf Spiel 7. Lied: Was tut denn weh? 8. Patient und Doktor Lied</p>	<p>1. Dativ Verben (S. 312) 2. Dativ Personal Pronomen (S. 317)</p>	<p>1. für dich (S. 311) 2. Lesestück (S. 314-315)</p>	
<i>Petra reist nach Kalifornien Kap 4</i>	<p><i>K4: Monate S. 15 Par. 1 Begrißungen S. 16 Par. 2</i></p>			<i>K4: Monat Mo!</i>	<i>K4: Trennbare Verben S. 15 Par. 2/ 16 Par. 3</i>	<i>Petra reist nach Kalifornien Kap 4</i>	<i>Petra reist nach Kalifornien Kap 4</i>

<i>Petra reist nach Kalifornien Kap 5</i>	<i>K5: Begrüßungen (Hallo, ich heiße, es freut mich, Willkommen...) S. 19-20 Wie alt bist du? S. 19 Familie S. 19, 20, 22, 23 Haus S. 21-22</i>				<i>Verb:sein trennbare Verben (einsteigen, ankommen, einschlafen) S. 20, 23</i>	<i>Petra reist nach Kalifornien Kap 5</i>	<i>Petra reist nach Kalifornien Kap 5</i>
Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
<i>Petra reist nach Kalifornien K: 6</i>	<i>Schule S. 25 Kleidung (nur Pullover, Rock) S. 27</i>			<i>K6: Arbeitsblatt-Stem Verb</i>	<i>K6: Stem-changing Verben (sprechen, helfen, geben, sehen, tragen) S. 25-27</i>	<i>Petra reist nach Kalifornien Kap 6</i>	<i>Petra reist nach Kalifornien Kap 6</i>
<i>Petra reist nach Kalifornien K: 7</i>	<i>Nummer/Uhrzeit</i>			<i>K7: Arbeitsblatt-Stem Verb</i>	<i>K7: Stem-changing Verben (gefallen) S. 34 Perfekt S. 37-38</i>	<i>Petra reist nach Kalifornien Kap 7</i>	<i>Petra reist nach Kalifornien Kap 7</i>
<i>Petra reist nach Kalifornien K: 8</i>					<i>K8: Stem-changing Verben (fahren, sehen) S. 40 trennbare Verben (anrufen, anschauen, aussteigen, einladen) S. 41-42</i>	<i>Petra reist nach Kalifornien Kap 8</i>	<i>Petra reist nach Kalifornien Kap 8</i>
<i>Petra reist nach Kalifornien K: 9</i>	<i>Aktivitäten (ins Kino) S.44 Kleidung (Badeanzug) S. 44 P1 Begrüßungen S.44P1,2 Familie S.45</i>				<i>K9: Perfekt S.44 P1, S.46 P1 Modal Verben S.45 P3,5 Präpositionen S.44 P1 Adjektive S.46 will/werden S.46 P1</i>	<i>Petra reist nach Kalifornien Kap 9</i>	<i>Petra reist nach Kalifornien Kap 9</i>

Kapitel 1: Wohin geht's?

(4 Wochen)

Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion A	<p><u>D1 Lesestück S.352:</u> <u>Wie ist die Reise gewesen</u></p> <p><u>Auf dem Weg zum Flughafen</u></p> <p>1. Sie haben ihre Reise geplant = They have planned their trip 2. endlich = finally 3. sie haben in einem Hotel übernachtet = they stayed in a hotel overnight 4. sie haben __ mitgebracht = they have brought with</p> <p>5. in der Nähe vom Flughafen = in the vicinity of the airport 6. sie können es nicht schaffen = they can't make it 7. sie müssen noch umsteigen = they still have to transfer 8. zu weit entfernt = too far away</p> <p>10. mit dem Zug = with the train 11. Er hat einen Koffer gehabt = He had a suitcase 12. am schwersten = the heaviest 13. du musst ihn tragen</p>	Autoreise nach Timbuktu (Angelina Jolie und Brad Pitt wollen ein neues Kind adoptieren) Sie übernachteten in ihrem Auto denn sie haben kein Geld.	S. 2 Nachbarländer	1. Partner A/B-Perfekt (regular)	Comparative und Superlative S. 6 Perfekt	für dich S. 6: public transport Aktuelles S. 9: means of transportation	

	= you have to carry him 9. das Gepäck						
Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
<i>Petra reist nach Kalifornien K10</i>					<i>TrennVerben S.47 P2 Futur S.47 P1 Wissen/kennen S.48 P1 Wortfolge Futur (big time) Trennbare Verben Possessive Dative (bei dir) S48.P</i>	<i>Petra reist nach Kalifornien K10</i>	<i>Petra reist nach Kalifornien K10</i>
<i>Petra reist nach Kalifornien K 11</i>	<i>Transportation Haus S. 52 Begrüßungen S.51 Familie S.52</i>				<i>Trennbare Verben (überall) Präpositionen Adjektive Modal Verben Possessive S.53 Stem-Change S.50 P1, 52 Dativ S.51 P4</i>	<i>Petra reist nach Kalifornien K 11</i>	<i>Petra reist nach Kalifornien K 11</i>
<i>Petra reist nach Kalifornien K 12</i>					<i>Trennbare Verben Adjektive Präsens</i>	<i>Petra reist nach Kalifornien K 12</i>	<i>Petra reist nach Kalifornien K 12</i>
	SEMESTER	I	FINAL	EXAM!!		FINAL	EXAM!!
Lektion B	<u>Am Schalter S.16</u> 1. Er ist in den USA gewesen. = He was in the USA. 2. Er hat <u>wieder</u> vor = He is planning <u>again</u> . 3. vor dem Abflug = before the departure 4. Er hat glück – he is lucky 5. die Zeitung = the newspaper 6. viele Leute = many		S. 14		gern/lieber S. 18	für dich: S. 18: air travel Lesestück: S. 20	Hilde + Günter Kapitel 1-2 „Der Rock“

	people 7. Ihren Flugschein und Reisepass, bitte. = Your flight ticket and passport, please. 8. Sitzen Sie lieber am Fenster? = Would you rather sit by the window? 9. Fliegt das Flugzeug pünktlich ab? = Is the airplane departing punctually?						
--	--	--	--	--	--	--	--

Kapitel 2: Im Sommer

(6 Wochen)

Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion A	1. ich dusche mich= I take a shower 2. er putzt sich die Zähne= he brushes his teeth 3. ich kämme mir die Haare= I comb my hair 4. ich muss mich rasieren= I must shave 5. sie haben sich vorbeireitet= prepared themselves 6. sie sehen sich---- an= they look at 13. wir warten auf dich= we're waiting for you 9. einige Jugendliche= some teenagers 15. wir beeilen uns= we		1. S. 30 in der Jugendherberge	1. JH Webquest 2. Chirarden	1. reflexive Verbs	1. Aktuelles“ Jugendherberge und Camping“ S. 39 2. „für dich“ S. 34	Hilde + Günter Kapitel 3-5 „Der Rock“

	<p>hurry up</p> <p>16. ich schlage vor= I suggest</p> <p>17. ich freue mich auf _____ = I'm looking working forward to</p> <p>18. wir haben einen Ausflug gemacht= we went on an outing</p>						
Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion B	<p>1. sie haben _____ am Strand gefunden= they found _____ at the beach</p> <p>2. Lass uns _____geniessen!= Let us enjoy _____!</p> <p>3. Hast du der Dame _____ gegeben?= did you give the lady _____?</p> <p>4. alles passt zusammen = everything fits together</p>		<p>3. das Lebensmittel= groceries</p> <p>2. zurück= back</p>			<p>S.46 Auf dem Campingplatz</p> <p>S. 51 Lesestück „Unterwegs“</p>	<p>1. S. 48 Akkusative/ Dative Word order</p> <p>Hilde + Günter Kapitel 6-8 „Der Rock“</p>

Kapitel 4: bei uns

(3 Wochen)

Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion A	1. Du wolltest mir helfen= you wanted to help me 2. ich sollte ____ (bügeln)= I should have____ 3. er hat die Wäsche gewaschen= er washed the laundry 4. er konnte ____ machen= he was able to 5. er musste auch noch____= he also had to____ 6. der Lärm= the racket 7. unser Besuch= our visit 8. oben= upstairs		S. 92+93	1. Students read in Imperfekt (S. 92+93) answer in Perfekt	1. Modal Verben in Imperfekt	S. 95 „Es gibt heute viel zu tun“ S. 97 „für dich“	S. 99 Aktuelles Hilde + Günter Kapitel 1-2 „Das Vorzeichen“
Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion B			S. 106 Tiere auf dem Bauernhof	1. Bauernhof Lied	1. S.110 Infinitive Verbs used as Nouns	1. 107 „Ich bin gerade beim Füttern“ 2. S. 112 „Auf dem Bauernhof“	S. 116 Land und Leute „Lichtenstein“ Hilde + Günter Kapitel 3-5 „Das Vorzeichen“

Kapitel 5: Guten Appetit

(6 Wochen)

Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion A	<p>1. die Spezialität des Tages = the specialty of the day</p> <p>7. sie sind von der Bäckerei gekommen= they came from the bakery</p> <p>2. anstatt der Bratkartoffeln= instead of hear attack potatoes</p> <p>6. während des Nachmittags= during</p> <p>8. die Schwester meines Freundes= the sister of my friend/ my friend's sister</p> <p>11. diese Schlüssel gehören mir!= these keys belong to me</p> <p>12. verliere sie nicht!= don't lose them!</p> <p>9. ich kann sie dir vorstellen= I can introduce her to you</p> <p>3. wir haben Erdnussbutter gegessen= we ate peanut butter</p> <p>4. sie sind zum Fleischer gegangen= they went</p> <p>5. trotz des Wetters= inspite of the weather the afternoon</p> <p>10. tu das!= do that!</p>	Diätgeschichte mit Slim Fast	1. das Essen auf der Speisekarte	<p>1. Speisekarte machen</p> <p>2. Kochen</p> <p>3. Restaurant Ausflug- Brauhaus</p> <p>4. Goethe Institut</p>	<p>1. Genetive –Genetive Rap</p> <p>2. Genetive Prepositions</p>	<p>S. 130 „für dich“</p> <p>S.136 „Aktuelles“</p>	<p>S.136 „Aktuelles“</p> <p>Hilde + Günter Kapitel 6-8 „Das Vorzeichen“</p>

Goal / Outcome	Vokabeln TPRS	PMS Ideen	Vokabeln Traditional	Aktivitäten	Grammatik	Readings	Honors
Lektion B	<p>So ein Festessen!</p> <p>1. Am Anfang dieser Woche= at the beginning of this week</p> <p>2. jeden Tag= every day</p> <p>3. er hat die gute Nachricht bekommen= he received good news</p> <p>4. er hat __eingeladen= he invited __</p> <p>5. die Prüfung= the test</p> <p>7. in der Mitte des Tisches= in the middle of the table</p> <p>8. ich habe ---- gestellt= I placed</p> <p>9. er hat ---gelegt= he laid this</p> <p>10. ich bin gespannt= I'm at the edge of my seat</p> <p>11. es sieht so ekelig aus!= it looks so disgusting!</p> <p>12. mach es auf!= open it up!</p> <p>13. bedient euch!= serve yourselves!</p> <p>14. ihr habt...gekauft= you'all bought</p>		do traditional first. S. 142 + die Kerze	<p>1. Speisekarte machen</p> <p>2. Kochen</p> <p>3. Restaurant Ausflug- Brauhaus</p> <p>4. Goethe Institut</p>	1. der Words S.146	1. „für dich“ S. 146	S. 149 „Gehen wir zur Pizzeria“