

CURRICULUM GUIDE HANDBOOK
GERMAN 3 and 3 Honors
COURSE #LAYG09-LAYG11

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

Prepared by:

Lydia Ronning
Natalie Bartl
Caroline Ahearn
Josef Neumayer

Edmund Murphy, Director

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Learning Targets-German 3 and 3 Honors

- I Over-arching Reading Targets:** I can comprehend at the literal level, a passage of prose fiction or non-fiction, containing structures and vocabulary presented in the course. (les)
- I can read and comprehend pieces of classical German literature from the textbook. (les)
 - I can understand and analyze German Fairytales, such as: *Aschenputtel*, *Rotkäppchen*, *Das Märchen vom kleinen Herrn Moritz, der eine Glatze kriegte* to determine what reoccurring themes appear in such works. (les)
 - I can read and comprehend *Fast stirbt er*, a short novel in German. (les) (Honors level)
- II Over-arching Vocabulary Targets:** I can recognize and use vocabulary.
- I can recognize and use the following unit theme- Shopping
 - I can recognize and use the following unit theme- Interests and Hobbies
 - I can recognize and use the following unit theme- Communication
 - I can recognize and use the following unit theme- Jobs
 - I can recognize and use the following unit theme- Health
 - I can recognize and use the following unit theme- Family and Friendship
 - I can recognize and use the following unit theme- Love
 - I can recognize and use the following unit theme-Fairytales
 - I can recognize and use the following unit theme- German History
 - I can recognize and use vocabulary from TPRS stories. (TPRS)
 - I can recognize and use two-way prepositions (vok/wechspra)
 - I can comprehend and use extended vocabulary based on the above unit-theme and readings. (vok) (Honors level)
- III Over-arching Verb Targets:** I can recognize and use a variety of verbs.
- I can recognize and use the present tense of regular verbs. (verbprä) (verbprä)
 - I can recognize and use the present perfect tense of regular verbs and irregular verbs. (verbzeit)
 - I can recognize and use the narrative past tense of regular and irregular verbs. (verbzeit)
 - I can recognize and use the narrative past tense of modal verbs (mod).
 - I can recognize and use subjunctive mood (konj)
- IV Over-arching Usage Targets:** I can recognize and use grammatical structures.
- I can recognize and use subordinating and coordinating conjunctions (conj/wortfolg)
 - I can recognize and use the appropriate German cases: nominative, accusative, dative and genitive (kas)
 - I can recognize and use two-way prepositions (wechspra)
 - I can recognize and use verbs with appropriate prepositions (prap).
 - I can recognize and use da/wo compounds appropriately. (da-wo)
 - I can recognize and use appropriate adjective endings (adjend)
 - I can recognize and use relative pronouns (relpro)

- V Over-arching Culture Targets:** I can recognize the specific cultural nuances and customs particular to the German world appearing in *Deutsch Aktuell* and various other readings listed above (see Reading and Literature). (*kul*)
- VI Over-arching Listening Targets:** I can respond to listening activities correlating to the text audio programs. (*hör*)
- I can listen and understand story on CD (*hör*)
- VII Over-arching Speaking Target:** I can speak about various topics (*sprech*)
- VIII Over-arching Writing Target:** I can write about various topics (*schreiben*)
- I can write using the past tense (*perfekt, imperfect*)
 - I can write a story with a beginning, middle and conclusion
 - I can express opinion in written form
 - I can write a fairy tale using the imperfect
 - I can write longer narratives and explanations in German. (Honors level)
 - I can journalize through Moodle to develop and practice writing skills.

Addendum

Culture: I can recognize the specific cultural nuances and customs particular to the German world appearing in *Deutsch Aktuell* and various other readings listed above (see Reading and Literature). (*kul*)

Fasching

Fairy Tales/Brothers Grimm

German History 1920-1945

Teenager Life in Germany

dada movement

Resistance during World War II

Propaganda during World War II

Speaking: I can speak about various topics (*sprech*)

Talk about self and others.

Tell a story.

Tell a fairy tale or perform part in fairy-tale reenactment.

Express opinions on variety of subjects

Defend one's point of view in class discussion

Relate past life experiences

Tell a story when given a story board

Honors students will produce 50 % narratives and explanations in German

BENCHMARKS

Illinois Learning Standards for Foreign Languages – German 3 /3 Honors

Deutsch Aktuell 3	
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: 30, 57, 68, Audio CD Program
B. Interact in the target language in various settings.	
28.B.4a Engage in extended conversations in a variety of situations.	TE: 9, 20, 80, 127, 150, 216, 240
28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection.	TE: 150, 152, 154, 180, 216, 251
28.B.4c Recognize and use nonverbal cues in various formal and informal settings.	TE: 20, 57, 80, 127, 150, 189
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: 249, 260-263, 264, 285-286, 294-296
28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).	TE: 214, 233, 249, 286, 323
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: 7, 40, 57, 80, 95, 129, 131
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: 68, 106, 134, 252, 272, 303
28.D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.	TE: 106, 140, 181, 252, 323, 324
28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.	TE: 106, 140, 180, 251, 341, 352

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: 185, 216, 240, 263, 310
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: 30, 140, 242, 267
29.B.4b Compare and contrast selected art forms of areas where the target language is spoken.	TE: 30, 140, 242, 267, 335
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: 102-105 176, 249-252, 358
29.C.4b Describe characteristics, origins and authors of various literary forms using target language vocabulary.	TE: 27, 66, 102, 137, 176, 214, 358
29.C.4c Comprehend main ideas from target language media in relation to everyday life.	TE: 191-193, 320-349-351, 354-357
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 development of their countries.	TE: 30, 129-130, 299-302, 349-351
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: 181, 194, 251, 252, 349-351
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: 195, 344-345
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: 57, 292, 286
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: 162, 260, 320, 321, 322
30.A.4d Use the target language to describe and	TE: 256, 258-259, 260-262, 272, 286

compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.	
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: 195, 196, 197, 198, 201, 202, 216

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: 195, 196, 197, 198, 201, 202, 216
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Deutsch Aktuell 3	
Stage Four Advanced 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.5 Comprehend a variety of oral and audio presentations in academic, technical, social or work environments.	TE: 286, 292, 294 Audio CD Program
B. Interact in the target language in various settings.	
28.B.5a Discuss and defend a position on an issue in a discussion.	TE: 80, 180, 319, 347, 360
28.B.5b Approximate native-like pronunciation, intonation and inflection.	TE: 165, 240, 252, 263, 310, 347
28.B.4c Recognize and use nonverbal cues in various formal and informal settings.	TE: 240, 252, 263, 310, 347
C. Understand written passages in the target language.	
28.C.5a Comprehend, with little or no support, a variety of materials intended for native speakers in academic, social and work situations.	TE: 249-251, 300-302, 312-314, 320-323
28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose).	TE: 27, 66, 102, 137, 176-180, 249-251
28.C.5c Explain how various languages are interrelated in terms of word origin and text structures.	TE: 21, 113, 150, 153, 304
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.	
28.D.5a Write documents in a variety of forms with	TE: 106, 140, 180, 286, 319

supporting evidence from electronic and print sources to meet academic, social and work needs.	
28.D.5b Make impromptu presentations in a variety of academic, social and work situations.	TE: 65, 106, 140, 194, 203, 360
28.D.5c Present an original piece (e.g., essay, story, poem) on a theme of their choice with minimal guidance.	TE: 105, 106, 140, 180, 251, 341, 352
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.5 Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies.	TE: 76-79, 89, 150, 224-225, 360
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.	
29.B.5a Explain the cultural and historical significance of characteristic art forms of a target language society.	TE: 30, 335-337
29.B.5b Create an interpretive presentation of a selected art form based on research or a field experience.	TE: 30, 335-338
C. Understand literature and various media of target language societies.	
29.C.5a Compare and analyze literary themes, styles and perspectives across authors and genres.	TE: 27, 66, 102, 137, 175, 214, 249
29.C.5b Explain the influence of historical context on form, style and point of view for a variety of literary works.	TE: 60, 62, 68, 92-93, 94-95
29.C.5c Compare topics, types and styles of media communication in areas where the target language is spoken.	TE: 252, 286, 252, 360
D. Understand history of areas where the target language is spoken.	
29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.	TE: 68, 249, 252, 286, 360
E. Understand geography of various target language societies.	
29.E.5 Describe how migration, settlement and colonization have affected the economy and environment of country(ies) where the target language is spoken.	TE: 324, 335-338
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.5a Describe and explain factors affecting economic conditions in target language country(ies)	TE: 360, 335-338

compared to the United States.*	
30.A.5b Use the target language for math skills such as statistical analysis, estimating and approximating in experiments or research projects.	TE: 234, 286
30.A.5c Use the target language to analyze current science issues (e.g., ecology and the environment, space exploration, health) from the perspective of speakers of the language.	TE: 162, 260, 320, 321, 322
30.A.5d Use the target language to analyze and contrast diet, nutrition and physical fitness programs in areas where the target language is spoken with those of the United States.	TE: 256, 258-259, 260-262, 272, 286
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.	
30.B.5a Use the target language to analyze data relating to job opportunities, preparation, wages/salaries, etc., of occupations in areas where the target language is spoken.	TE: 195, 196, 197, 198, 201, 202, 216
30.B.5b Use the target language to evaluate a career option which requires proficiency in the target language through a career exploration or education-to-careers activity.	TE: 195, 196, 197, 198, 201, 202, 216

TECHNOLOGY

Types of media:

- a. overhead transparencies
- b. *Keine Panik* audio program, (CD's)
- c. Level 3 Video Series
- d. Internet: www.emcp.com
- e. teacher's resource CD Rom
- f. MS PowerPoint presentations for vocabulary and grammar
- g. *Weißer Rose* Film
- h. Documentary Film Excerpts
- i. Color Reproductions of artwork and propoganda from 1920-1940's in Germany
- j. Student video projects using I-Movie or Power Point

Initiative:

1. Frage des Tages
2. pFA's mit den TPRS Stories (Tag 2)
3. Fehlerverbesserung (5 Sätze)
4. Moodle (1 Thema pro Woche)
5. Wochenendepräsentationen im 2. Semester

German 3/3 Honors: CURRICULUM

KEY FS= *Fast stirbt er*

DA= *Deutsch Aktuell 3 Text*

AH= *Workbook for Deutsch Aktuell 3*

DG= *Deutsch gestern und heute* **Honors= in red**

1st Quarter/German 3/3 Honors

<u>Thematic-Unit</u> <u>(vocabulary)</u>	<u>TPRS</u>	<u>Trad.Vok</u>	<u>GRAMMAR</u>	<u>Aktivitäten</u>	<u>Kultur und</u> <u>Lesestücke</u>	<u>Dauer</u>
K6 LA Einkaufen	Dialog-Bitte, geh einkaufen! 1. Das haben wir auf dem Markt gekauft. 2. Sonst noch etwas? 3. Sieh doch mal im Schrank nach!	Obst und Gemüse Wiederholung g Geschäfte	<ul style="list-style-type: none"> • Perfekt • Kasus Wiederholung 1. Tabelle und Sätze		Aktuelles S.168: Wo kaufen die Deutschen ein Für Dich S. 164 Für Dich S.179	2.5 Wochen
K7 LA Hobbys und Interessen	Dialog: Ich fotografiere gern 1. Als sie noch ein Kind war, 2. Von Anfang an... 3. Deshalb hat sie... 4. Der Besitzer hat die Kundin fotografiert Aktuelles: Rockmobil 5. durch die Gegend 6. er hat Schlagzeug geübt 7. das klingt ganz gut 8. sie steigen in den Bus ein es macht Spaß	S. 195: Wofür interessierst du dich?	<ul style="list-style-type: none"> • Kasus mit Pronomen • Kasus mit Präposition (inkl. 2 way preps S.272) 		Dialog: Ich fotografiere gern (Paragraph 1 plus Schülerdialog)	3 Wochen

K7 LB Hobbys und Interessen	<ol style="list-style-type: none"> 1. der Leiter war mutig 2. Sie haben ... benutzt. 3. er ist auf den Baum geklettert 4. das macht aber nichts 5. alle paar Minuten 6. eine Teilnehmerin nach den anderen 7. sie haben mitgemacht 8. so schnell wie möglich 	Adjectives used as nouns	Wettbewerbaktivität Low Ropes?	Dialog: Mutig sein S.211 Lesestück Wettkampf im Wasser S. 214	3 Wochen	
Vielleicht nur mit Honors? – um Zeit zu ersparen:						
K10 LA - Berufe	Aktuelles S. 311 <ol style="list-style-type: none"> 1. in der Zukunft 2. Ausserdem kann er 3. Ich weiß nicht, ob ich ... habe. 4. Ich glaube nicht, dass ich dafür genug ... habe. 	S. 304 S. 311 – kurze Vok. Liste	Conjunctions S. 353, 356	Wer bin ich - Berufe	Aktuelles S. 311	2 Wochen
K10 LB - Gesundheit	<ol style="list-style-type: none"> 1. Sie hat sich das Bein schwer verletzt. = She hurt her leg very badly. 2. Es tut weh. 3. um dieselbe Zeit 4. einen schrecklichen Unfall = a horrible accident 	S. 318	Conjunctions weiter als/wenn/wann	<ul style="list-style-type: none"> • Gesundheitstest • Affentheater mit Schmerzen 	<ul style="list-style-type: none"> • Lesestück S. 324 • für dich S. 322 	2 Wochen
Familie	<ol style="list-style-type: none"> 1. Das Ehepaar lebt allein 2. Der Ehemann hat Angst vor der Schwägerin 3. Er ist mit ____ verheiratet 4. Sie ist geschieden 	Familienwörter	Präps mit Verben	Familienmitglieder Suchspiel mit Fotos Roundtable	Stammbaum S. 72-73	2 Wochen

Probleme zwischen den Generationen

1. sie ärgert sich= she gets mad
2. Meine größten Probleme haben mit _____ zu tun.=
My biggest problems have to do with ____.
3. ich will selbst entscheiden= I want to decide myself
4. etwas gefällt mir nicht=I don't like something

Da/wo Intro

2 Wochen

1. in letzter Zeit=recently
2. Meine Noten sind schlechter geworden. =
My grades have become worse.
3. Alles fing damit an=
everything started with...
(?)
4. in der gleichen Mannschaft= on the same team
5. Sie haben einen schlechten Einfluss auf mich=they are a bad influence on me

Examenweiderholung

1 Woche

Wochenende

Präsentation

2nd Quarter/German 3/3 Honors

Familie und Freundschaft

<u>Thematic-Unit (vocabulary)</u>	<u>MATERIAL TO BE COVERED: verbs/usage/culture</u>	<u>Kapitel</u>	<u>AH</u>	<u>TPRS/Lesestücke</u>	<u>Kultur/ Diskussions- Themen</u>	<u>Dauer</u>
TPRS Vocabulary from <i>Extra</i> Family vocabulary	Konjunktionen (pop-up)	DA 3, S.72-73	S. 42+43	Stammbaum		
Marital status		DA 7, S. 224	S. 133+132	Probleme zwischen den Generationen	On-line Dating	
Interviewing neighbors		DA 3, S. 77-79	S. 45-46	Interviews	Different ethnicities	
		DA 6, S. 214-215		Erlkönig		
	Present Perfect of Modal Verbs	DA 6, S. 189	S. 111-113			
	Past Tense of Modal Verbs	1-11	S. 121-122		Teenager Leben in Deutschland	
	2 way-prepositions	DA 6, S. 203				
	Imperfekt	(D2 Buch)	DA2, S. 40		Geografie	
					Eltern/ Kinder Beziehungen	

1st Semester Projekt: Lenchens Geheimnis- Talk Show/alte Leute Interviews/Extra Finale

3rd Quarter/German 3/3 Honors

Märchen

<u>Thematic-Unit</u> <u>(vocabulary)</u>	<u>MATERIAL TO BE COVERED:</u> <u>verbs/usage/culture</u>	<u>Kapitel</u>	<u>AH</u>	<u>TPRS/Lesestücke</u>	<u>Kultur/</u> <u>Diskussions-</u> <u>Themen</u>	<u>Dauer</u>
Märchen	Review of Imperfekt	DA 2, S. 40-45	S. 28-30	<i>Rotkäppchen</i>	Brüder Grimm	
	Adjektivendungen			<i>Aschenputtel</i>	Märchen Diskussion: wer bekommt das Geld?	
	Da/Wo compounds	S. 170, 226	S. 106, 139			
	Verbs with prepositions	S. 127	S. 80			
	Relative clauses	DA3, S. 90	S. 60			
	Märchen Topoi	DA 10, S. 358-360		<i>Struwwelpeter</i> <i>Herrn Moritz</i>		

3rd Quarter Projekt: Die anderen Märchen lesen, Zusammenfassung schreiben, und vortragen

4th Quarter/German 3/3 Honors

Vor dem zweiten Weltkrieg

<u>Thematic-Unit</u> <u>(vocabulary)</u>	<u>MATERIAL TO BE COVERED:</u> <u>verbs/usage/culture</u>	<u>Kapitel</u>	<u>AH</u>	<u>TPRS/Lesestücke</u>	<u>Kultur/</u> <u>Diskussions-</u> <u>Themen</u>	<u>Dauer</u>
TPRS vocabulary to <i>Das Brot</i>	Nach dem ersten Weltkrieg			<i>Das Brot</i>	Situation in Europa nach dem ersten Weltkrieg	1 wk
	Zeittafel					
TPRS + additional vocabulary to <i>Das Brot</i>	(Film) Armut und Hunger in Österreich				Welche Lüge ist am schlimmsten?	
	(Film) Otto Dix				Inflationsgeld	
	(Film) Kathe Kollwitz				Kunst nach dem Krieg	

Der zweite Weltkrieg

<u>Thematic-Unit (vocabulary)</u>	<u>MATERIAL TO BE COVERED: verbs/usage/culture</u>	<u>Kapitel</u>	<u>AH</u>	<u>TPRS/Lesestücke</u>	<u>Kultur/ Diskussions-Themen</u>	<u>Dauer</u>
Der zweite Weltkrieg						2-3 wks.
TPRS vocabulary to <i>12 dunkle Jahre</i>		DG, S. 61-64		<i>12 dunkle Jahre</i>	Propoganda Posters	
TPRS & additional vocabulary to <i>12 dunkle Jahre</i>	Propoganda				Hitler Rede (Film)	
	Hitler Rede					

Widerstand

<u>Thematic-Unit (vocabulary)</u>	<u>MATERIAL TO BE COVERED: verbs/usage/culture</u>	<u>Kapitel</u>	<u>AH</u>	<u>TPRS/Lesestücke</u>	<u>Kultur/ Diskussions-Themen</u>	<u>Dauer</u>
Widerstand						
TPRS vocabulary to <i>Der Widerstand: nicht alle machen mit!</i>						3-4 wks
TPRS & additional vocabulary to <i>Der Widerstand: nicht alle machen mit!</i>	Die weiße Rose			<i>Der Widerstand: nicht alle machen mit!</i>	Geschwister Scholl	
	Sophie Scholl Konjuntiv II	DA 3, S. 95-96	S. 62-63	Weißerose Flugblatt		

