

<b>Course Title – German III Honors</b>	
<b>Implement start year – 2015-2016</b>	
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<b>Unit 1 – Communication for Travel and Daily Living</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to plan and implement a trip to a German-speaking country.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b> (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p>7 . 1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communications.</p> <p>A. Interpretative Mode B. Interpersonal Mode C. Presentational Mode</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b> ( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</p> <p>X Global Awareness ___ Financial, Economic, Business and Entrepreneurial Literacy ___ Civic Literacy ___ Health Literacy ___ Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i> X Creativity and Innovation X Critical Thinking and Problem Solving X Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> X Information Literacy ___ Media Literacy ___ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> X Flexibility and Adaptability X Initiative and Self-Direction X Social and Cross-Cultural Skills X Productivity and Accountability ___ Leadership and Responsibility</p>

<p><b>Enduring Understandings:</b>  <i>Students will understand that . . . . .</i></p> <p><i>Überenduring Understanding:</i></p> <ul style="list-style-type: none"> <li>• living a day in German-speaking country involves cultural and linguistic understanding as well as adaptive skills.</li> </ul> <p><i>EU 1</i>  communicating effectively in German-speaking countries encompasses more than socializing.</p> <p><i>EU 2</i>  knowing the geography of the place can influence travel decisions and add to their enjoyment of a region.</p>	<p><b>Essential Questions:</b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What are ways communication skills are used beyond social settings?</li> <li>• Why is it important to use German when travelling or living in German-speaking countries?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How could the geography of a country influence travel plans?</li> <li>• What factors influence your choice of travel destination?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• vocabulary for train travel, and post office.</li> <li>• vocabulary for time expressions.</li> <li>• cultural do's and don't's for car and train travel.</li> <li>• postal services offered in the German-speaking countries.</li> <li>• the Genitive case including prepositions.</li> <li>• sentence structure with adverbs of time, manner and place.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• the location of the four Swiss regions.</li> <li>• the topography of the regions of Switzerland.</li> <li>• the location of Switzerland's neighboring countries.</li> <li>• the location of the Swiss capital and important major cities.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• use appropriate vocabulary to fulfill needs at the post office, train station, and travel agency.</li> <li>• express travel needs using appropriate time expressions.</li> <li>• read and interpret a German train schedule.</li> <li>• purchase a train ticket.</li> <li>• make a phone call from a public telephone.</li> <li>• make a packing list of appropriate clothing for a trip.</li> <li>• create sentences orally and in writing using the Genitive case.</li> <li>• create sentences orally and in writing using correct word order with adverbs of time, manner and pace.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• identify and locate the four linguistic regions of Switzerland on a map.</li> <li>• identify Switzerland's legendary folk hero, Wilhelm Tell.</li> <li>• identify Switzerland's Nobel Prize author, Hermann Hesse.</li> <li>• identify traditional Swiss cuisine and products.</li> </ul>

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- test and/or quizzes on vocabulary of this unit (travel, post office, packing, time expressions)
- create sentences using the Genitive case
- test and/or quizzes on correct word order of adverbs of time, manner and place
- read and respond about a German train schedule
- read and respond to questions in German relating to a topic from the unit
- ticket to leave, student summarizer, dip sticking
- self-assessment mini-quiz from the textbook website: [www.cengage.com/german/wiegehts](http://www.cengage.com/german/wiegehts)

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- use the following for vocabulary: flashcards, concentration game and crossword puzzles (A)
- complete textbook written and listening exercises and activities on vocabulary and grammar (A)
- complete workbook/online written and listening exercises and activities on vocabulary and grammar (A)
- complete teacher made worksheets on vocabulary and grammar (A)
- reinforce vocabulary and concepts through songs (A)
- apply Sabine and Michael materials as a TPRS component [www.sabineundmichael.com](http://www.sabineundmichael.com) (A)
- [www.tprstorytelling.com](http://www.tprstorytelling.com) (A)
- repeat vocabulary for travel, post office after the teacher and after native speakers on CDs (A)
- memorize the Genitive prepositions with their corresponding meanings (A)
- memorize the forms and special endings of the Genitive case (A)
- memorize the adverbs of time (A)
- identify Hermann Hesse's role in Swiss literary history (A)
- use computer websites [www.cengage.com](http://www.cengage.com), [www.Quiz.com](http://www.Quiz.com), [www.Voki.com](http://www.Voki.com), and free apps such as Duolingo and Socrative to reinforce pronunciation, grammar and conversational skills (M)
- cultural readings and related activities in German in textbook (M)
- appropriate videos, (in German and English), YouTubes (in German) and related activities (M)
- explore German travel and train websites: (M)  
[www.google.de](http://www.google.de), [www.bahn.de/p/view/buchung/fahrplanundbuchung.shtml](http://www.bahn.de/p/view/buchung/fahrplanundbuchung.shtml), [www.google.ch](http://www.google.ch),  
<http://fahrplan.sbb.ch/bin/query.exe/de>, <http://www.sbb.ch/home.html>, <http://www.oebb.at>,  
<http://fahrplan.oebb.at/bin/query.exe/dn>, [www.google.at](http://www.google.at), [www.yahoo.at](http://www.yahoo.at), [www.yahoo.de](http://www.yahoo.de), [www.yahoo.ch](http://www.yahoo.ch)
- identify and discuss travel options in Switzerland (M)
- translate vocabulary terms from German to English and from English to German (M)
- use Genitive in context (M)
- recognize the underlying nuances of the Genitive case (M)
- apply appropriate endings to “der”, “ein” words in the Genitive case (M)
- apply appropriate word order to adverbs of time, manner and place (M)
- take students on a virtual tour of a Swiss train station or a post office, (M)
- analyze case endings for “der” words and “ein” words and possessives in the Genitive case (M)
- play a class game such as Flyswatter, Hot seat, vocabulary Bingo, Jeopardy (M)
- explore German movie titles using the Genitive case (M)
- summarize the theme of Hermann Hesse's poem, *Im Nebel* (M)

- create mini-dialogues purchasing stamps at a Swiss post office and purchasing tickets at a Swiss train station (T)
- listen to and summarize in German dialogues about the post office and the train station (T)
- listen to native speakers describe their favorite aspects of Swiss culture and respond to questions in German orally or in writing (T)
- write a paragraph in German about your favorite aspect of Swiss culture using appropriate word order (T)
- create/answer original questions using the Genitive case (T)
- conduct mini-dialogues with a partner using the Genitive case (T)
- text a friend in German saying you have arrived by train to your Swiss destination (T)
- interpret orally and in writing Hermann Hesse's poem, *Im Nebel* (T)