

<b>Course Title – German III Honors</b>	
<b>Implement start year – 2015-2016</b>	
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<b>Unit 2 – Free Time and Health</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to make plans for their free time and to discuss their well-being.	
<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><u>Enduring Understandings:</u></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>  one's attitude towards maintenance of physical and mental health has lasting effects, including on choices relating to employment and free time/leisure activities.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What role does one's employment play in determining one's choice of free time activities in the United States? In German-speaking countries?</li> <li>• What roles do sports/hobbies play in an American student's life? In a German student's life?</li> <li>• How does one's physical health and one's perception of physical activity influence one's choice of free time activities?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the vocabulary for free time activities, for example, sports and hobbies.</li> <li>• adjective endings after "der" and "ein" words.</li> <li>• infinitive constructions with "zu".</li> <li>• differences in German and American perspectives on vacationing.</li> <li>• proper telephone etiquette and vocabulary for making free time plans.</li> <li>• the vocabulary for parts of the body.</li> <li>• the vocabulary for physical ailments.</li> <li>• the vocabulary for describing one's daily routine.</li> <li>• the verbs with reflexive pronouns.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• express their preferences for freetime activities.</li> <li>• create sentences both orally and in writing using adjective endings after "der" words and "ein" words.</li> <li>• create sentences both orally or in writing using the "zu + infinitive" construction comparing and contrasting vacation customs in Germany and the United States.</li> <li>• demonstrate proper telephone etiquette and vocabulary in planning a free time activity.</li> <li>• describe one's health orally or in writing using verbs with reflexive pronouns.</li> <li>• describe one's daily routine orally or in writing using appropriate verbs with reflexive pronouns.</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 (body parts, physical ailments and free time activities)
- create sentences using verbs with reflexive pronouns and adjective endings with “der” and “ein” words
- test and/or quizzes on verbs with reflexive pronouns and adjective endings with “der” and “ein” words
- read and respond to questions about a German poem by Goethe
- 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 WHERETO 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, crossword puzzles and Scrabble (A)
- complete textbook written and listening exercises and activities on vocabulary, dialogues 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)
- repeat vocabulary for free time activities, body part and physical ailments after the teacher and after native speakers on CDs (A)
- memorize verbs with reflexive pronouns with their corresponding meanings (A)
- memorize the adjective endings used after “der” and “ein” words (A)
- memorize the word order of “infinitive and zu” construction (A)
- identify Johann Wolfgang von Goethe’s role in German literature (A)

- listen to and repeat after native speakers using appropriate telephone etiquette (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)
- cultural readings and poems in Von Weisen und Narren, Von Helden und Schelmen or German Heritage (M)
- appropriate videos, (in German and English), YouTubes (in German and in English) and related activities (M)
- explore German fitness. health and free time activity websites: (M)  
[www.google.de](http://www.google.de), [www.google.ch](http://www.google.ch), [www.google.at](http://www.google.at), [www.mcfits.com](http://www.mcfits.com), [www.kaifulodge.de/de/home/default.aspx](http://www.kaifulodge.de/de/home/default.aspx)  
[www.holmesplace.de/en-de/index.php](http://www.holmesplace.de/en-de/index.php), [www.womensfitness.de](http://www.womensfitness.de), [www.powerfraubootcamp.de](http://www.powerfraubootcamp.de),  
[www.yahoo.at](http://www.yahoo.at), [www.yahoo.de](http://www.yahoo.de), [www.yahoo.ch](http://www.yahoo.ch)
- identify and discuss fitness and free time activities in the German-speaking countries (M)
- translate vocabulary terms from German to English and from English to German (M)
- use verbs with reflexive pronouns in context (M)
- use the “infinitive with zu” construction in context (M)
- apply appropriate adjective endings to “der”, “ein” in all cases (M)
- take students on a virtual tour of a German, Austrian and/or Swiss fitness center (M)
- analyze case endings for adjectives after “der” words and “ein” words in all cases (M)
- play a class game such as Flyswatter, Hot seat, vocabulary Bingo and/or Jeopardy (M)
- explore German movie titles using adjective endings in all cases (M)
- summarize the theme of one of Johann Wolfgang von Goethe’s poems (M)
- create mini-dialogues exploring options for free time activities, (T)
- create mini-dialogues discussing various physical ailments (T)
- listen to and summarize in German dialogues about physical ailments and free time activities (T)
- listen to native speakers discuss their perspective on work and free time in German-speaking countries (T)
- write a paragraph in German about one’s perspective as an American student on work versus free time activities (T)
- create/answer original sentences and/or questions using the verbs with reflexive pronouns and adjective endings after “der” and “ein” words in all cases and the “infinitive with zu” construction (T)
- text a friend in German to make plans and to inquire about his or her health (T)
- interpret orally and in writing one of Johann Wolfgang von Goethe’s poems (T)