**Curriculum**

**German 3**

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| **Course Overview** |
| The overall objective of this course is for students to achieve respectable linguistic competence in a variety of everyday situations and to continue their study of this language (and perhaps others), using the knowledge they have acquired here as a foundation. |

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| **Department Standards** |
| **Communication:**1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings. |

**Benchmarks**:

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| **German 3** | **Course Benchmarks**  |
| The overall objective of this course is for students to achieve respectable linguistic competence in a variety of everyday situations and to continue their study of this language (and perhaps others), using the knowledge they have acquired here as a foundation.At the end of this course students will be expected to demonstrate an ability to:* convey detailed information and discuss personal ideas clearly and accurately in a range of situations (1, 3)
* express opinions, suggestions, commands, and predictions (2).
* narrate events with increasing flair, panache, and sophistication (1, 3).
* understand/apply acquired skills accurately and eloquently in spoken and written forms in a defined range of situations (1, 3, 4, 6).
* understand and manipulate a range of vocabulary (1,2).
* use a register that is appropriate to the situation (4,5,6).
* show an awareness/appreciation of various elements of Germanic culture (4).
* demonstrate understanding of how a language works through comparisons of German with their own language (5).
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**Performance Indicators**

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| **German 3** | **Performance Indicators** |
| **Students will be able to …*** explain what life at a German university is like
* talk about different kinds of foods and eating habits
* talk about setting the table
* use reflexive verbs to talk about daily routines and other activities
* use comparatives and superlatives to express comparisons
* talk about their plans for the future
* discuss environmental concerns and possible solutions
* talk about modern society’s problems
* use the general subjunctive to express polite requests and possibilities
* use relative clauses to give more information about a topic
* analyze a poem by Hilde Domin
* describe clothes and fashions
* talk about different kinds of media, such as television, printed material, internet and other new technologies
* recognize and use the passive voice
* use alternatives to the passive voice
* hear the views of young people regarding fashion
* discuss different places to shop
* ask for and give directions
* learn how to use any verb in the simple past tense
* learn the German equivalents of the English word *when*
* learn about a famous Austrian artist, *Friedensreich Hundertwasser*
* talk about modern views on marriage and parental roles in Germany
* talk about fitness and sports
* use the present and past subjunctive to express unreal situations
* tell the views of a famous German poet, *Friedrich Schiller*, regarding family roles in his time
* talk more about travel and different kinds of transportation
* discuss ways in which life in Germany differs from life in some other countries
* tell what several Turkish high school students think about life in Germany
* use the past perfect to talk about a sequence of events in the past
* use infinitive clauses with “zu”
* talk about family and family relationships
* use the simple past tense
* use coordinating and subordinating conjunctions
* use negation
* discuss the attitudes of today’s youth
* discuss changes for youth in the last 50 years
* talk about the youth movements of the 1960s and 1970s
* talk about young people in the former East Germany
* discuss the effects of unification on German youth
* refer to specific or general persons or things using “der”- and “ein”-words.
* describe people, objects, places and ideas using adjectives
* talk about amounts and ask about things using the interrogative pronoun “was für ein”
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**Assessments**

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| **German 3** | **Assessments** |
|  | * structured class discussions
* work in pairs (peer assessment)
* group projects
* designing posters, leaflets
* oral presentations (self-, peer- and teacher’s evaluation)
* role play
* writing assignments
* homework
* vocab quiz
* end of unit test
* semester exam
* end of year exam
* language lab
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**Core Topics**

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| **German 3** | **Core Topics**  |
|  | **Individual and Society:** * clothing and fashion Q1
* marriage and parental roles Q2

**Education and Work:** * German university Q1

**Health and Emergency:*** Sports and fitness Q2

**Towns and Services:*** shopping Q3
* directions Q3

**Leisure and Travel:*** media Q1

**Environment:*** environmental concerns and possible solutions Q1
* problems confronting societies today Q1

**Germanic World:*** German federal states Q3
* festivals and legends of German speaking countries Q3
* German history and politics Q4
* events of 1989 Q4

**Food and Drink:*** typical breakfast in German speaking countries Q3

**Grammar Concepts:*** “der”-words to indicate which/ this/ that/these/ those/ each/ all Q1
* distinguish between dative and accusative prepositions Q1
* future tense with “werden” Q1
* attributive adjectives Q1
* prepositions that require the genetive case Q2
* negation with “nicht” and “kein” Q2
* reflexive verbs Q2
* comperative and superlative forms of adjectives Q2
* polite requests and possibilities using the general subjunctive Q3
* relative clauses Q3
* passive voice Q3
* simple past tense Q4
* subordination conjunctions (als, wenn, wann) Q4
* subjunctive and past subjunctive Q4
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**Specific Content**

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| **German 3** | **Specific Content** |
| **Quarter 1:****Topics:** student life at a German university, differentkinds of foods and eating habits, environmental concerns and possible solutions, problems confronting societies today, clothing and fashion, different kind of media such as television, printed material, internet, new technologies**Essential Grammar:** reflexive verbs, comparative and superlative forms of adjectives, polite requests and possibilities using the general subjunctive, relative clauses, passive voice |
| **Quarter 2:** **Topics:** places to shop, ask and give directions, artist Hundertwasser, marriage and parental roles in Germany, sports and fitness**Essential Grammar:** simple past tense, subordination conjunctions “als”, “wenn”, “wann”, subjunctive, past subjunctive |
| **Quarter 3:****Topics:** travel, different kind of transportation, difference between life in Germany from live in other countries, family relationships, family life in German speaking countries**Essential Grammar:** past perfect, infinitive clauses with “zu” describing actions, states or conditions, simple past tense, coordinating conjunctions “aber”, “denn”, “sondern” “und”, negation with “kein” and “nicht”, strong, weak and mixed verbs, punctuation with “und” and “oder”, meaning of “als” and “wenn” |
| **Quarter 4:****Topics:** interests of German youth, life goals of young people in Germany, schools of yesterday and today, German shool system**Essential Grammar:** revision of genitive, dative, and accusative case, review of dative and accusative prepositions, position of noun modifiers in genitive case, special masculine nouns: “wer”, “wen”, and “wem”, idiomatic phrases “nach Hause” and “zu Hause”, “der”- and “ein”-words, adjectives, adjectives, indefinite numerals and the interrogative pronoun “was für ein” |

**Resources**

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| **German 3** |  **Resources** |
| Textbook *Auf Deutsch 2 & 3*Workbook *Auf Deutsch 2 & 3* |