

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**World Language**

<b><i>Mission Statement</i></b>	Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding and respect for other cultures.
<b><i>Course Sequence</i></b>	<p><u>French</u>  French I  French II or French II Honors  French III or French III Honors  French IV  AP French</p> <p><u>German</u>  German I  German II or German II Honors  German III or German III Honors  German IV  AP German</p> <p><u>Spanish</u>  Spanish I  Spanish II or Spanish II Honors  Spanish III or Spanish III Honors  Spanish IV  Spanish V or AP Spanish</p>

***Course Framework***

<b>Course Title</b>	<b>German III Honors</b>
<b>Grade Level</b>	10-12
<b>Semesters (1-2-3-4)</b>	2 semesters
<b>Prerequisite</b>	None
<b>Course Description</b>	<p>German III Honors is an enriched course designed to provide more opportunities for rigor and challenge within the German III curriculum. This year long course will also provide students with additional opportunities to develop their linguistic, cultural, and analytic skills as they progress towards fluency. Honors enrichment will include in-depth use of vocabulary in context, longer and more challenging readings, cultural and creative opportunities to put the language into use in addition to mastering the basic language skills required in the German III curriculum.</p>

**Course Goals/Objectives:** Course goals for German III Honors are aligned with Illinois State Standards 28 – 30 for Foreign Language, Stage Two Beginning and Intermediate learners. In addition to these goals:

1. Students will increase their competency in speaking, understanding and functioning in common daily settings by being exposed to a variety of settings. Students will be able to respond appropriately in more and more impromptu situations. Students will be expected use the target language with more regularity during instruction.
2. Students will increase their competency in reading comprehension and recognizing words and phrases within the context of more challenging authentic reading materials including but not limited to short stories, plays and novellas.
3. Students will increase their competency in listening comprehension skills. They will be exposed to more challenging audio representations of native speakers of German including but not limited to dialogues, a mystery story audio series and films.
4. Students will increase their competency in writing by producing a greater number of higher level written communications including but not limited to journal writing, scripts for skits and dialogues, and personal narratives.
5. Students will make oral presentations on a more advanced level.
6. Students will make connections and comparisons between their culture, and those of German-speaking countries as well as study the history of Germany and Reunification.

### **Honors Curriculum, Instructional Methods and Strategies:**

The curriculum for German III Honors will be the same as for German III, but there will be supplementary activities throughout each four to five week unit, providing opportunities for students to develop higher-order thinking skills, enhance their ability to recognize, understand, and produce language in the appropriate context, and demonstrate their ability to integrate culture, comparisons, connections, and communication through long-term projects. Students will receive more in-depth grammar assignments, which will enable them to analyze and discover grammatical patterns required for subsequent activities. In addition, students will be required to complete additional vocabulary and reading assignments for each unit.

### **Honors Enrichment Activities, Assessments and Products**

Throughout each chapter/unit, students will be exposed to challenging opportunities to demonstrate greater language competency through a long-term vocabulary and culture project, enhanced reading, guided writing through thematic journal entries designed to integrate vocabulary, culture and grammatical structures from the unit.

### **Outcomes**

The teacher will identify for Honors students what the required outcomes are for each chapter/unit, along with a timeline, learning objectives, and assessment information. Students will combine large group, small group, independent, and presentational work to demonstrate comprehension and ability to synthesize the concepts.

**Texts and Supplementary Instructional Materials**

Selected chapters from the Auf Deutsch 2 Textbook and Workbook by McDougal Littell, Geheime Mission Mystery Story and Audio series, additional grammar resources, and various readings. Resources from nthuleen.com are also used regularly to reinforce grammar and vocabulary.

<b>Unit of Study:</b>	<b>Unit I – Kapitel 16</b> <b>Review: Food and Restaurant Vocabulary</b> <b>New: Leisure time Activities, Shopping vocabulary</b>	<b>Resources that will support instruction:</b> <i>Auf Deutsch I</i> , McDougal Littell Workbook Audio and Video series
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> <li>• <b>29.D.3</b> 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.</li> </ul>	

<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss weekend and leisure activities including chores, hobbies and interests.</li> <li>2. Students will relate personal household responsibilities orally and in writing.</li> <li>3. Students will discuss a typical German breakfast.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire more extensive food vocabulary in addition to, leisure-time activities, household chores, and shopping related vocabulary through various strategies.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review the genitive case.</li> <li>2. Students will review the <b>Der-words</b> previously introduced and add <i>alle</i> and <i>manche</i></li> <li>3. Students will participate in an extensive review of the <i>two-way prepositions</i>, an, auf, hinter, in, neben, über, unter, vor and zwischen.</li> <li>4. Students will understand the uses of the verbs stellen, legen, setzen, hangen, stehen, liegen and sitzen.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will compare a typical breakfast in German speaking countries with breakfast in North America.</li> <li>2. Students will discuss typical weekend activities in the German-speaking countries.</li> <li>3. Students will read and comprehend a short story by German author Heinrich Böll.</li> <li>4. Students will research contemporary German authors.</li> </ol>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Chapter vocabulary and grammar exercises assigned as homework</li> <li>2. Kapitel 16 vocabulary quiz</li> <li>3. Kapitel 16 grammar quiz</li> <li>4. Unit Listening exercises</li> <li>5. Kapitel 16 Exam</li> <li>6. Related TPR activities.</li> <li>7. An oral presentation with</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Videothek exercises</li> <li>2. Hör mal zu! Listening exercises.</li> <li>3. Interaktion. Compile of list of questions for a tourist information center about Hiddensee.</li> <li>4. Partner Dialogue: Was musst du alles zu Hause machen?</li> <li>5. Read article about a Biomarket.</li> <li>6. Read and comprehend a letter</li> </ol>

	<p>artifact. "Eine Präsentation auf der Haus und Gartenmesse"</p> <p>8. Journal writing.</p>	<p>exchange in the target language about weekend plans and chores.</p> <p>7. Write and perform a dialogue in the target language about household chores.</p> <p>8. Journal activity.</p> <p>9. Research and present a short biography of a contemporary German author in the target language.</p>
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<b>Unit of Study:</b>	<b>Unit II – Kapitel 17</b> <b>Review: Shopping vocabulary</b> <b>New: Geography of Germany:</b> <b>Legends, Festivals and Customs</b>	<b>Resources that will support instruction:</b> <i>Auf Deutsch I</i> , McDougal Littell Workbook Audio and Video series <i>Die Loreley</i> by Heinrich Heine
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> <li>• <b>29.D.3</b> 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.</li> </ul>	

<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about the Federal States of Germany and their capitals in the target language.</li> <li>2. Students will talk about legends, festivals and customs in the target language.</li> <li>3. Students will relate their plans for the future both written and orally in the target language.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire vocabulary related to the Federal States of Germany and their capitals, festivals, legends and customs.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to the future tense.</li> <li>2. Students will learn the position of future tense auxiliary <i>werden</i> in a dependent clause.</li> <li>3. Students will learn the similar use of future tense in German and English.</li> <li>4. Students will be introduced to case endings on adjectives that follow <i>der-</i> and <i>ein-</i> words.</li> <li>5. Students will understand that predicate adjective take no endings.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about Germany's three city states, Berlin, Hamburg and Bremen.</li> <li>2. Students will learn the history of Hamburg's oldest festival.</li> <li>3. Students will research various German legends or monuments and give a report in English and the target language.</li> <li>4. Students will learn the legend of the Loreley and memorize the six stanza poem.</li> </ol>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary and grammar exercises assigned as homework</li> <li>2. Kapitel 17 vocabulary quiz</li> <li>3. Kapitel 17 grammar quiz</li> <li>4. Unit Listening exercises</li> <li>5. Unit II Exam</li> <li>6. Unit TPR activities</li> <li>7. Students will be able to recite from memory the legend of the</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Videothek exercises</li> <li>2. Hör mal zu! Listening exercises.</li> <li>3. Interaktion. Roll play a talk with a friend about moving to Germany.</li> <li>4. Students will read and comprehend an excerpt on the history of the Hamburger Dom in the target language.</li> <li>5. Read and comprehend an email</li> </ol>

	<p>Loreley.</p> <p>8. Oral presentation of legend or monument project.</p> <p>9. Journal writing.</p>	<p>exchange between two friends in the target language related to a dilemma.</p> <p>6. Read and summarize a short story in the target language by Siegfried Lenz and discuss stereotypes of German and American workers.</p> <p>7. Create a brochure for Americans who will live and work in Germany. Brochure will include some tips for German customs and holidays.</p>
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<b>Unit of Study:</b>	<b>Unit III – Kapitel 18</b> Review: Landscapes, directions New: Berlin and Reunification: Geography of Austria and Switzerland.	<b>Resources that will support instruction:</b> <i>Auf Deutsch I</i> , McDougal Littell Workbook Audio and Video series <i>Film: Goodbye Lenin</i> Authentic print sources
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>29.D.3</b> 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.</li> </ul>	
<b>Objectives</b>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students talk and write about German Reunification</li> <li>2. Students will discuss the history of the capital city of Berlin.</li> <li>3. Students will give opinions about reunification from the perspective of an East or West Berliner after reunification in the target language.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire vocabulary related to the topic of German Reunification.</li> <li>2. Students will acquire vocabulary related to nationalities around the globe.</li> <li>3. Students will understand when to use the verbs “<i>lernen, studieren and arbeiten</i>” as they relate to studying.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will learn genitive case prepositions and review, accusative, dative and two-way prepositions.</li> <li>2. Students will practice using the feminine forms of several nationalities.</li> <li>3. Students will review the use of <i>nicht</i> and <i>kein</i> to negate a sentence and will be introduced to the expressions, <i>noch nicht, noch kein, nicht mehr, and kein...mehr.</i></li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will learn the post-WWII history of the capital city of Berlin and its reunification in 1990.</li> <li>2. Students will compare the affluence of the west to the deterioration of the east under Allied and Soviet control.</li> <li>3. Students will learn about the geography of Austria and Switzerland.</li> </ol>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary and grammar exercises assigned as homework</li> <li>2. Kapitel 18</li> <li>3. Kapitel 18 grammar quiz</li> <li>4. Unit Listening exercises</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Videothek exercises</li> <li>2. Hör mal zu! Listening exercises. Listen for for problem solving ideas.</li> <li>3. Create interactive map of Switzerland and Austria.</li> <li>4. Interaktion. Talk about one’s life in</li> </ol>

	<ol style="list-style-type: none"> <li>5. Unit III Exam</li> <li>6. Related TPR activities.</li> <li>7. Journal Writing.</li> <li>8. Memoir writing. Write a memoir from the perspective of an East Berliner after Die Wende.</li> </ol>	<p>an interview in the target language.</p> <ol style="list-style-type: none"> <li>5. Read short excerpt about Berlin from the perspective of two different Berliners for tone. Use context clues to determine tone.</li> <li>6. Read and comprehend solution to a problem from a letter exchange between two friends in the target language.</li> <li>7. View the film Goodbye Lenin in the target language and complete ancillary activities.</li> </ol>
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<b>Unit of Study:</b>	<b>Unit IV – Kapitel 19</b> <b>Review: School system in Germany</b> <b>New: University Life.</b>	<b>Resources that will support instruction:</b> <i>Auf Deutsch I</i> , McDougal Littell Workbook Audio and Video series Authentic print sources
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> <li>• <b>29.D.3</b> 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</li> </ul>	
<b>Objectives</b>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about their school day in the target language.</li> <li>2. Students will talk about university life both in the US and Germany in the target language.</li> <li>3. Students will relate what they do to get ready for school in the target language.</li> <li>4. Students will talk about groceries and grocery shopping in the target language.</li> <li>5. Student will describe how to set the table for a special dinner in the target language.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire vocabulary related to university life.</li> <li>2. Students will learn more food vocabulary and the correct terminology for cooking and quantities of food.</li> <li>3. Students will use the appropriate vocabulary for setting the table.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review and deepen their understanding of reflexive verbs and pronouns.</li> <li>2. Students will learn to make comparisons using the comparative and superlative forms of adjectives.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will compare and contrast university life in the US with university life in Germany.</li> <li>2. Students will research exchange programs.</li> <li>3. Students will demonstrate understanding of cultural differences between the U.S. and Germany with regard to table settings and table manners.</li> </ol>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary and grammar exercises assigned as homework</li> <li>2. Kapitel 19 vocabulary quiz</li> <li>3. Kapitel 19 grammar quiz</li> <li>4. Unit Listening exercises</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Videothek exercises</li> <li>2. Hör mal zu! Listening exercises. Listen to a personal history.</li> <li>3. Follow a recipe in the target language.</li> </ol>

	<ol style="list-style-type: none"><li>5. Unit IV Exam</li><li>6. Related TPR activities.</li><li>7. Journal writing</li></ol>	<ol style="list-style-type: none"><li>4. Write a dialogue about daily and weekly household chores.</li><li>5. Describe the process of making a German dish in the target language.</li><li>6. Draw and label a diagram of correct table setting. Describe orally.</li><li>7. Write an invitation to a dinner party.</li></ol>
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<b>Unit of Study:</b>	<b>Unit V – Kapitel 20</b> <b>Review: German Reunification</b> <b>New: The Environment and Problems in Modern Society.</b>	<b>Resources that will support instruction:</b> <i>Auf Deutsch II</i> , McDougal Littell Workbook Audio and Video series Authentic print sources
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> <li>• <b>29.D.3</b> 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</li> </ul>	
<b>Objectives</b>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about the environment and what they do to help protect it in the target language.</li> <li>2. Students will use thematic vocabulary to discuss problems facing society in the target language.</li> <li>3. Students will relate an article from a German news website about a particular problem in society in the target language.</li> <li>4. Students will improve conversational skills, by asking and responding to questions about their views of important issues.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will review vocabulary relating to reunification and nationalities.</li> <li>2. Students will acquire vocabulary related to the environment and protection of the environment</li> <li>3. Students will learn vocabulary related to problems facing the world today.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review the simple past tense of modal verbs in preparation for learning their subjunctive forms.</li> <li>2. Students will learn the subjunctive mood to express polite requests.</li> <li>3. Students will learn the subjunctive of <i>haben, sein, werden</i>..</li> <li>4. Students will be introduced to relative pronouns and clauses.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will compare citizenship laws of Germany, Switzerland, Austria and the US.</li> <li>2. Students will discuss the impact of immigrant populations in the US and Germany.</li> </ol>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary and grammar exercises assigned as homework</li> <li>2. Kapitel 20 vocabulary quiz</li> <li>3. Kapitel 20 Grammar Test</li> <li>4. Unit Listening exercises</li> <li>5. Related TPR activities.</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Videothek exercises.</li> <li>2. Hör mal zu! Listening exercises. Listen for information on ways of saving the environment.</li> <li>3. Students will listen to retelling of the Fall of the Berlin Wall from the perspective of a German citizen in the target language.</li> </ol>

	<p>6. Unit V Exam</p> <p>7. Journal writing. Write a journal entry from the perspective of Turkish student living in Germany.</p>	<p>4. Hör mal zu! Listening exercises. Listen for opinions expressed about school subjects.</p> <p>5. Interaktion. Act out a German poem.</p> <p>6. Read and comprehend a variety of German poems.</p> <p>7. Prepare an environmental program for the school and describe in the target language.</p> <p>8. Students will research and describe a problem facing German society today.</p> <p>9. Students will find recent newspaper article about contemporary issue in German speaking countries and present to the class in the target language.</p>
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<b>Unit of Study:</b>	<b>Unit VI – Kapitel 21</b> <b>Review : Basic Clothing</b> <b>New: Clothing, Fashion and the Media.</b>	<b>Resources that will support instruction:</b> <i>Auf Deutsch II</i> , McDougal Littell Workbook Audio and Video series Authentic print sources
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> <li>• <b>29.D.3</b> 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>30.A.2d</b> Use the target language to participate in and describe games, dances and sports.</li> </ul>	
<b>Objectives</b>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about clothes and fashion in the target language.</li> <li>2. Students will describe clothing in the target language.</li> <li>3. Students will understand and use language found in commercials and other forms of media.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire thematic vocabulary clothing and fashion</li> <li>2. Students will acquire vocabulary that relates to the media, advertising and reporting.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review the indicative voice in the target language.</li> <li>2. Students will be introduced to the passive voice and compare this structure to English passive uses.</li> <li>3. Students will recognize when to use <i>durch</i> and <i>von</i> as an agent in a passive sentence.</li> <li>4. Students will learn alternative to the passive voice: <i>es</i> as dummy subject, <i>man</i>, and <i>sich lassen</i></li> <li>5. Students will learn to use modal auxiliaries in the passive voice.</li> <li>6. Students will review possessive adjectives in all cases.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate understanding of cultural differences between the U.S. and Germany with regard to table settings and table manners.</li> <li>2. Students will learn about the fast food culture in Germany.</li> <li>3. Students will learn about traditional German Specialties and types of German Restaurants.</li> </ol>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary and grammar exercises assigned as homework</li> <li>2. Kapitel 21 vocabulary quiz</li> <li>3. Kapitel 21 grammar quiz</li> <li>4. Unit Listening exercises</li> <li>5. Unit VI Exam</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Videothek exercises</li> <li>2. Hör mal zu! Listening exercises. Listen for information regarding the types of foods that Germans like to eat.</li> <li>3. Interaktion. Write copy for a fashion show.</li> </ol>

	<ol style="list-style-type: none"><li>6. Related TPR activities.</li><li>7. Journal writing. Students will write about their favorite outfit.</li></ol>	<ol style="list-style-type: none"><li>4. Perform fashion show for class.</li><li>5. Write article about fashion show.</li><li>6. Create print or television advertisement for fashion show.</li><li>7. Students will use authentic TV guide in the target language to learn about television programs.</li></ol>
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<b>Unit of Study:</b>	<b>Unit VII – Kapitel 22 Und 23</b> <b>Review : Shopping vocabulary,</b> <b>Modes of Transportation</b> <b>New: Giving and following</b> <b>directions, Family Roles</b>	<b>Resources that will support instruction:</b> <i>Auf Deutsch II</i> , McDougal Littell Workbook Audio and Video series
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> <li>• <b>29.D.3</b> 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</li> </ul>
<b>Objectives</b>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about shopping in the target language.</li> <li>2. Students will give driving and walking directions in the target language.</li> <li>3. Students will discuss traditional and non-traditional family roles.</li> <li>4. Students will discuss equality in the workplace and at home.</li> <li>5. Students will talk about sporting events and games.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will review basic transportation and shopping vocabulary</li> <li>2. Student will acquire vocabulary related to giving directions to various locations in a city or town.</li> <li>3. Students will acquire vocabulary that relates to the changing roles of family members in the home and at work.</li> <li>4. Students will acquire more extensive vocabulary related to a variety of sports and games played in Germany.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review the simple past tense forms of <i>haben, sein, wissen</i> and the modal verbs.</li> <li>2. Students will review the uses of the present perfect tense vs. the simple past tense.</li> <li>3. Students will learn the past tense forms of all other verbs.</li> <li>4. Students will learn when to use <i>als, wenn</i> and <i>wann</i> for the English word “when”</li> <li>5. Students will learn the similarities between <i>als</i> and “as” and use <i>als</i> in comparisons.</li> <li>6. Students will build on the simple past tense to form the subjunctive of all other verbs.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will compare the Berlin dialect to the English language.</li> <li>2. Students will discuss male and female roles in the family in German speaking countries.</li> </ol>

Assessments	Performance Tasks	Other Evidence
	<ol style="list-style-type: none"> <li>1. Vocabulary and grammar exercises assigned as homework</li> <li>2. Kapitel 22 vocabulary quiz</li> <li>3. Kapitel 23 vocabulary quiz</li> <li>4. Kapitel 22 grammar quiz</li> <li>5. Kapitel 23 grammar quiz</li> <li>6. Unit Listening exercises</li> <li>7. Unit VI Exam</li> <li>8. Related TPR activities.</li> <li>9. Journal writing. Students write an entry in the perspective of their opposite gender parent.</li> </ol>	<ol style="list-style-type: none"> <li>1. Videothek exercises</li> <li>2. Hör mal zu! Listening exercises. Listen to information about a museum.</li> <li>3. Students will describe a building.</li> <li>4. Scavenger hunt following written and verbal directions.</li> <li>5. Write directions from the school to one's house.</li> <li>6. Write a narrative in the subjunctive, "Wenn ich reich ware..."</li> <li>7. Draw and label map of fictitious village.</li> <li>8. Give and follow directions from one point on map to another.</li> <li>9. Interaktion. Write copy for a fashion show.</li> <li>10. Perform fashion show for class.</li> <li>11. Write article about fashion show.</li> <li>12. Create print or television advertisement for fashion show.</li> <li>13. Students will use authentic TV guide in the target language to learn about TV programs.</li> </ol>

<b>Unit of Study:</b>	<b>Unit VII – Kapitel 24</b> <b>Review : Basic Travel vocabulary</b> <b>New: Extensive Travel and vacation vocabulary</b>	<b>Resources that will support instruction:</b> <i>Auf Deutsch II</i> , McDougal Littell Workbook Audio and Video series
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> <li>• <b>29.D.3</b> 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</li> </ul>
<b>Objectives</b>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Talk about travelling.</li> <li>2. Talk about customs in German speaking countries.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will review basic travel vocabulary.</li> <li>2. Students will acquire more extensive vocabulary regarding travel.</li> <li>3. Students will acquire vocabulary to describe German customs and traditions.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review the present perfect tense.</li> <li>2. Students will review the past tense forms of <i>haben</i> and <i>sein</i>.</li> <li>3. Students will review the uses of the present perfect tense vs. the simple past tense.</li> <li>4. Students will learn past perfect tense and its uses.</li> <li>5. Students will review the subjunctive form and its uses.</li> <li>6. Students will learn to use infinitive clauses with the preposition <i>zu</i>.</li> <li>7. Students will be introduced to the past subjunctive.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>3. Students will compare the greetings and farewells in Germany and the US in the target language.</li> <li>4. Students will research destinations and German speaking countries.</li> <li>5. Students will learn about the opportunity to become an Au Pair.</li> </ol>

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ol style="list-style-type: none"> <li>1. Vocabulary and grammar exercises assigned as homework</li> <li>2. Kapitel 24 vocabulary quiz</li> <li>3. Kapitel 24 grammar quiz</li> <li>4. Unit Listening exercises</li> <li>5. Unit VI Exam</li> <li>6. Related TPR activities.</li> <li>7. Journal writing. Students write an entry from the perspective of an Au Pair.</li> </ol>	<ol style="list-style-type: none"> <li>1. Videothek exercises</li> <li>2. Hör mal zu! Listening exercises. Listen to an interview with people of other cultures living in Germany.</li> <li>3. Plan an exchange with a student in a German speaking country.</li> <li>4. Write a letter to a German penpal.</li> <li>5. Read and comprehend an excerpt about an exchange program.</li> <li>6. Talk about summer plans.</li> </ol>

<b>Unit of Study:</b>	<b>German Literature Unit</b> <b>Review: Vocabulary regarding authors and literature.</b> <b>Students will select and read novella and completes various assignments.</b> <b>This work will be done along side the other units and class time will be provided throughout each semester to complete the work on this unit.</b>	<b>Resources that will support instruction:</b> <i>Petra reist nach Kalifornien</i> <i>Mein eigenes Auto</i> <i>Fast stirbt er</i> <i>Till Eulenspiegel</i> Related vocabulary lists.
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements,</li> </ul>	

	<p>posters, television, radio, brochures, websites).</p> <ul style="list-style-type: none"> <li>• <b>29.D.3</b> 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.</li> </ul>	
<b>Objectives</b>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will summarize events in a chapter of a novella.</li> <li>2. Students will compare stories.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire vocabulary related to their selected novella.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review simple past tense structure and formation most commonly used in narratives.</li> <li>2. Students will review possessive pronouns.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will research author and place of origin of their selected novella.</li> </ol>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Written Chapter summary.</li> <li>2. Oral Chapter summary.</li> <li>3. Vocabulary quiz related to selected novella.</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. In class reading and comprehension work.</li> <li>2. Character descriptions.</li> <li>3. Partner dialogue.</li> </ol>

<b>Unit of Study:</b>	<b>Unit VII</b> <b>Geheime Mission</b>	<b>Resources that will support instruction:</b> <i>Geheime Mission</i> <b>Audio tape</b> <b>Novella</b> <b>Accompanying exercises</b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</li> <li>• <b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</li> <li>• <b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>29A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.C.3c</b> 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).</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>29.D.3</b> 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.</li> </ul>	
<b>Objectives</b>	Students will increase their competency in reading, listening comprehension, and speaking through their exposure to the above audio novella.	
<b>Assessments</b>	<b>Performance Tasks</b> <ol style="list-style-type: none"> <li>1. Chapter vocabulary quizzes.</li> <li>2. Chapter plot quizzes.</li> <li>3. Unit Exam.</li> </ol>	<b>Other Evidence</b> <ol style="list-style-type: none"> <li>1. Daily activities related to the story include human summaries, vocabulary activities, reading and listening comprehension exercises and written summaries.</li> <li>2. Students will be offered a variety of choices for the final unit assessment. Each choice includes a presentation to the class in the target language.</li> </ol>