

Course Framework

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| Course Title | German 4 |
| Grade Level | 11, 12 |
| Semesters | 2 |
| Prerequisites | German III with a B average strongly recommended |
| Course Description | The emphasis continues to be on speaking, listening, reading, and writing skills. Vocabulary will be increased by means of various German readings. Students write essays and give class presentations at a more advanced level. There will be a complete review of German grammar; several advanced concepts are introduced. |
| District-approved materials/resources | <u>Auf Deutsch 3</u> , McDougall Littell, 2001 |

**Unit Frameworks
German IV**

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| Unit of Study | Unit 1 Miteinander und die Jugendliche |
| Illinois Learning Standards | <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids</p> <p>28.B.4a Engage in extended conversations in a variety of situations</p> <p>28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection</p> <p>28.C.3a 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</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages</p> <p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines</p> <p>29.C.4c Comprehend main ideas from target language media in relation to everyday life</p> |
| Objectives | <p>Communicative Skills</p> <ul style="list-style-type: none"> • Acquire thematic vocabulary: Review of greetings, classroom vocabulary, and family. New vocabulary includes marriage, lifestyles and goals of young people • Comprehend related audio and video segments. • Poem interpretation. “meine grossmutter hatte kein gesicht” by Annemare Zornack. • Be able to integrate reviewed grammar concepts into written and oral assessments. <ol style="list-style-type: none"> 1. Review of nominative, accusative, dative and genitive cases. 2. –n and –en endings 3. Review of “es gibt”. 4. Review of infinitives and the present tense. 5. Review of two part verbs, i.e. spazieren gehen. 6. Review the simple past tense. 7. Coordinating conjunctions aber, denn, sondern, and und. 8. Subordinating conjunctions als, dass, weil, and wenn and ob. |

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| | <p>9. Review negation with kein and nicht. 10. Strong, weak and mixed verbs. 11. Review of prepositions in all cases 12. special masculine nouns 13. Wer, wen, wem and wessen</p> <p>Culture</p> <ul style="list-style-type: none"> • Compare and contrast family life in the US and Germany • Life goals and political activism of young people in Germany. |
| Assessments | <ul style="list-style-type: none"> • Text and workbook comprehension activities which accompany audio/video series. • Describe oneself in the target language using artifacts. “Mich in einer Tüte” • Write an original children’s story integrating reviewed grammar concepts. • Connecting cultures: Journal entry in the target language comparing the concept of family in Germany and North America or journal entry comparing and contrasting the interests of young people in Germany and North America. • Unit Vocabulary and Grammar Test. |

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| Unit of Study | Unit 2 Schulalltag und die Universität |
| Illinois Learning Standards | <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids</p> <p>28.B.4a Engage in extended conversations in a variety of situations</p> <p>28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection</p> <p>28.C.3a 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</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages</p> <p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines</p> <p>29.C.3c 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)</p> <p>29.C.4c Comprehend main ideas from target language media in relation to everyday life</p> |
| Objectives | <p>Communicative Skills</p> <ul style="list-style-type: none"> • Acquire thematic vocabulary related to the school routine and university life. • Read and comprehend short story “Der Stift” by Heinrich Spoerl. • Comprehend student magazine article from <i>Das Rad</i> in target language. • Be able to integrate reviewed grammar concepts into written and oral assessments. <ul style="list-style-type: none"> 14. der- and ein- words 15. Adjective endings. 16. Indefinite numerals and the interrogative pronoun “was für ein” 17. use of accusative case in expressions of time 18. Review of subjunctive: expressing polite requests. |

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| | <p>19. the expression “an deiner Stelle” 20. Present and past subjunctive 21. doch, nur and als ob 22. Review of comparative and superlatives 23. Verbs as adjectives 24. Participial constructions 25. Extended modifiers 26. Suffixes –heit and -keit</p> <p>Culture</p> <ul style="list-style-type: none"> • German school system: mandatory education in Germany • Biography of Albert Einstein’s early years. |
| Assessments | <ul style="list-style-type: none"> • Recorded oral assessment using Audacity. Questions related to school and university vocabulary. • Readers Theater. Students role play the story in groups. • Write a letter to an advice columnist and then write a response giving advice using the subjunctive. • Listening comprehension exercises related to biography of Albert Einstein. • Unit Grammar and Vocabulary Test |

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| Unit of Study | Unit 3 Arbeit, Wirtschaft und die Rollen von Frauen und Männer in der Gesellschaft |
| Illinois Learning Standards | <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids</p> <p>28.B.4a Engage in extended conversations in a variety of situations</p> <p>28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection</p> <p>28.C.3a 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</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages</p> <p>28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p> <p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p>29.C.4c Comprehend main ideas from target language media in relation to everyday life</p> <p>30.A.4a Identify major sources of employment and income in target language country(ies) compared to the United States.*</p> <p>30.A.5a Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States.*</p> |
| Objectives | <p>Communicative Skills</p> <ul style="list-style-type: none"> • Acquire thematic vocabulary related to the workplace, the roles of men and women in society and women’s rights • Comprehend audio and video segments related to unit topics including an advertisement for a women’s bookstore. • Comprehend on-line newspaper article in target language • Comprehend short story “Der Lacher” by Heinrich Böll • Be able to integrate reviewed grammar concepts into written and oral assessments. |

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| | <p>27. Review of comparative and superlatives 28. Verbs as adjectives 29. Participial constructions 30. Extended modifiers 31. Suffixes –heit and -keit 32. Indirect discourse 33. indirect questions 34. Review imperatives 35. Use of subjunctive II in speaking (würde construction)</p> <p>Culture</p> <ul style="list-style-type: none"> • Studying and working in Germany. • Discuss the difficulties of the German economy since the reunification of Germany. • Study the political role of women in German and US politics |
| Assessments | <ul style="list-style-type: none"> • Unit Grammar and Vocabulary Test. • Role play of job interview. • Write resume in the target language • Oral Assessment using Audacity. Answer questions related to unit topics and related picture sequence. • Comprehension activities related to the film “Bella Martha” • Relate an internet article both written and orally in the target language concerning the role of women in German and US politics. i.e. Angela Merkel and Hillary Clinton or an article about problems in Germany since the reunification. |

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| Unit of Study | Unit 4 - Freizeit, Ferien und Urlaub |
| Illinois Learning Standards | <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids</p> <p>28.B.4a Engage in extended conversations in a variety of situations</p> <p>28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection</p> <p>28.C.3a 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</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages</p> <p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p>29.C.4c Comprehend main ideas from target language media in relation to everyday life</p> |
| Objectives | <p>Communicative Skills</p> <ul style="list-style-type: none"> • Acquire thematic vocabulary related to leisure-time activities, hobbies, vacation and travel • Comprehend audio and video segments related to unit topics including an advertisement for a women’s bookstore. • Comprehend “Der hellgraue Frühjahrmantel” by Wolfgang Hildesheimer. • Comprehend authentic radio broadcast. • Be able to integrate reviewed grammar concepts into written and oral assessments. <ul style="list-style-type: none"> 36. Da- and wo- compounds 37. Review of modal verbs as well as modals in the present perfect tense. 38. The difference between <i>können</i> and <i>dürfen</i> – “can” and “may” 39. subjunctive II and simple past tense forms of <i>sollen</i>, <i>wollen</i> and <i>können</i> 40. Review the present perfect tense including verbs that take <i>sein</i>. |

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| | <p>41. Review of reflexive verbs and pronouns: Doing something for oneself.</p> <p>42. Review of two-way prepositions: Direction vs. Location.</p> <p>43. Verbs of direction and location.</p> <p>Culture</p> <ul style="list-style-type: none"> • Compare attitudes of German speakers and North Americans toward leisure time, work and vacation time. • Compare participation in <i>Vereins</i> • Study the political role of women in German and US politics |
| Assessments | <ul style="list-style-type: none"> • Unit Grammar and Vocabulary Test. • Plan a trip to a German Speaking city and write complete itinerary in the target language. • Write and perform a radio advertisement in the target language. • Oral Assessment using Audacity. Answer questions related to unit topics and related picture sequence. • Comprehension activities related to the short story. |

**Unit Frameworks
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| Unit of Study | Unit 5 <i>Geheime Mission</i> |
| Illinois Learning Standards | <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids</p> <p>28.B.4a Engage in extended conversations in a variety of situations</p> <p>28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection</p> <p>28.C.3a 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</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages</p> <p>28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p> <p>29.C.4c Comprehend main ideas from target language media in relation to everyday life</p> <p>28.B.5b Approximate native-like pronunciation, intonation and inflection</p> |
| Objectives | <p>Communicative Skills</p> <ul style="list-style-type: none"> • Acquire thematic vocabulary related to the audio story. • Improve listening comprehension through audio series entitled <i>Geheime Mission</i> . <p>Culture</p> <ul style="list-style-type: none"> • Study the historical and political significance of the city of Munich. |

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| Assessments | <ul style="list-style-type: none">• Unit vocabulary and comprehension test or alternative assessment based on audio story.• Human Summary after each chapter.• Complete related post chapter comprehension exercises.• Oral Assessment using Audacity. Answer questions related to plot of <i>Geheime Mission</i> based on picture sequence.• Munich landmark presentations in the target language. |
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| Unit of Study | Unit 6 Die Tierwelt |
| Illinois Learning Standards | <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids</p> <p>28.B.4a Engage in extended conversations in a variety of situations</p> <p>28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection</p> <p>28.C.3a 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</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages</p> <p>28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p> <p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p>29.C.4c Comprehend main ideas from target language media in relation to everyday life</p> |
| Objectives | <p>Communicative Skills</p> <ul style="list-style-type: none"> • Acquire thematic vocabulary related to a variety of animals and animal habitats • Comprehend authentic German film, “Nirgendwo in Afrika” • Be able to integrate reviewed grammar concepts into written and oral assessments. <ul style="list-style-type: none"> 44. Review of relative clauses and pronouns. 45. Infinitive clauses with zu: stating goal and intentions 46. Review of Passive Voice including present passive, simple past passive, present perfect passive and past perfect passive. 47. Uses of werden. 48. Review of future tense. <p>Culture</p> <ul style="list-style-type: none"> • Study German emigration trends since the 1840’s. |

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| Assessments | <ul style="list-style-type: none">• Unit Grammar and Vocabulary Test.• Research German emigration to a particular region and give short oral presentation in the target language.• Oral Assessment using Audacity. Answer questions related to unit topics and related picture sequence.• Completion of comprehension activities book related to the film “Nirgendwo in Afrika”• Write a journal from perspective of one character from the film or create a brochure about a trip to a specific location highlighting an animal habitat. |
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| Unit of Study | Unit 7 Fokus auf Kultur |
| Illinois Learning Standards | <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids</p> <p>28.B.4a Engage in extended conversations in a variety of situations</p> <p>28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection</p> <p>28.C.3a 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</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages</p> <p>28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p> <p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p>29.C.4c Comprehend main ideas from target language media in relation to everyday life</p> |
| Objectives | <p>Communicative Skills</p> <ul style="list-style-type: none"> • Acquire thematic vocabulary related to theater, film, city, neighborhood and giving directions. • Comprehend film and theater reviews in the target language. • Comprehend audio and video segment related to 100 years of German film. • Be able to integrate reviewed grammar concepts into written and oral assessments. <ul style="list-style-type: none"> 49. The past perfect tense. 50. alternatives to the passive voice. 51. word order with verbs. 52. position of nicht. 53. Uses of werden. 54. Review of future tense. <p>Culture</p> <ul style="list-style-type: none"> • Study the significance of early German and Austrian filmmakers. |

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| | <ul style="list-style-type: none"> • Research famous German speaking cultural figures past and present. |
| Assessments | <ul style="list-style-type: none"> • Unit Grammar and Vocabulary Test. • Role-play a movie review of a favorite film ala Siskel and Ebert. • Oral Assessment using Audacity. Answer questions related to unit topics and related picture sequence. • Write a top ten favorite film list for your website in the target language or create a brochure of famous German speaking historical or current cultural figure. • Create city map and give and understand directions to various locations in the target language. |