

**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 IV Honors</b>
<b>Grade Level</b>	10-12
<b>Semesters (1-2-3-4)</b>	2 semesters
<b>Prerequisite</b>	German III
<b>Course Description</b>	<p>German IV Honors is an enriched course designed to provide more opportunities for rigor and challenge within the German IV 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 IV curriculum.</p>

## **German IV Honors Syllabus 2010 - 2011**

**Course Goals/Objectives:** Course goals for German IV Honors are aligned with Illinois State Standards 28 – 30 for Foreign Language, Stage Three Intermediate and Stage Four Advanced 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 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 an 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 during World War II.

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

The curriculum for German IV Honors will be the same as for German IV, 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, reading and writing 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 Kaleidoskop Textbook and Workbook by Houghton Mifflin Company, Gefährliche Wege Mystery Story and Audio series, additional grammar resources, and various readings and authentic German films.

**Please Note**

This course has been completely rewritten to accommodate the prevalence of combined German IV and German V AP classes. In addition, a German IV Honors course is now offered accordingly, the following frameworks include both the German IV and German IV Honors curriculum. Additional Honors coursework is highlighted in yellow to differentiate between the two courses. Both levels of German IV as well and German V AP use the Kaleidoskop text on a two-year cycle alternating even and odd numbered chapters so that each theme will be covered over that period of time. Besides the text, each level has additional resources geared for that level of study and this work is assigned and completed by students separately.

Unit Frameworks continue below.

## Unit Frameworks

<b>Unit of Study:</b>	<b>Thema 1: Freizeit</b> <b>Grammatik: Infinitives,</b> <b>Present tense, Imperatives,</b> <b>Verbs with separable, prefixes,</b> <b>modal auxiliaries, meanings of</b> <b>lassen, future tense.</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> edition, Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a>
<b>Illinois Learning Standards</b>	<p><b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</p> <p><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.</p> <p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</p> <p><b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><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.</p> <p><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.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.3c</b> Present a simple, original poem or story based on a model</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p> <p><b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p><b>29.B.4b</b> Compare and contrast selected art forms of areas where the target</p>	

	<p>language is spoken.</p> <p><b>29.C.4c</b> Comprehend main ideas from target language media in relation to everyday life.</p> <p><b>30.A.4c</b> Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.</p>
<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 analyze data related to leisure time activities of young people in Germany and make comparisons with young people in the United States.</li> <li>3. Students will conduct a debate in the target language on a theme of their choice.</li> <li>4. Students will make plans and express preferences.</li> <li>5. Students will be introduced to the picture sequence oral exercise, which will become a regular feature of each unit.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire more extensive vocabulary related to leisure-time activities, household chores, and shopping related vocabulary through various text and online strategies.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review previously learned grammar concepts including: <b>Infinitives, Present tense, Imperatives, Verbs with separable, prefixes, modal auxiliaries, meanings of lassen, and the future tense.</b></li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss typical weekend activities in the German-speaking countries.</li> <li>2. Students will read and comprehend and respond orally and in writing to the short story <i>Mittagspause</i> by German author Wolf Wondartschek.</li> <li>3. Students will read the poem <i>Vergnügungen</i> by Bertolt Brecht and compose an original poem in the same style.</li> </ol>

Assessments	Performance Tasks	Other Evidence
	<ol style="list-style-type: none"> <li>1. Kapitel 1 vocabulary and grammar exercises</li> <li>2. Chapter 1 Listening comprehension exercises</li> <li>3. Kapitel 1 Video comprehension exercises.</li> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 1 Thema Exam</li> <li>6. Kapitel 1 Grammatik Exam</li> <li>7. Kapitel 1 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral Practice: making suggestions.</li> <li>2. Oral Presentation: Berliner Sehenswürdigkeit.</li> <li>3. Rollenspiel: Diskussion beim Stadtrat.</li> <li>4. Article Summary related to leisure time activities in Germany.</li> <li>5. Kurze Aufsatz (Grammatik)</li> <li>6. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Welche Freizeitbeschäftigungen unternehmen Sie mit Freunden?</li> <li>• Machen Sie einen Plan für eine Woche.</li> <li>• Vor- und Nachteile von .....</li> <li>• Wie wichtig ist Fitness für Sie ?</li> <li>• Welche Art von Urlaub machen Sie gern?</li> <li>• Was machen Sie während der Mittagspause?</li> <li>• Ihre Lebensziele.</li> </ul> </li> </ol>

<b>Unit of Study:</b>	<b>Thema 2: Kommunikation Grammatik: simple past tense, present perfect tense, past participles, past perfect tense, infinitives without zu, double-infinitive constructions</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> edition, Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a>
<b>Illinois Learning Standards</b>	<p><b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</p> <p><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.</p> <p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</p> <p><b>28.B.3b 28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><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.</p> <p><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.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p> <p><b>28.D.4a</b> Write complete expository pieces that include description, definition and analysis for a variety of situations</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals,</p>	

	<p>interviews, quotes) from target language sources.</p> <p><b>29.C.4b</b> Describe characteristics, origins and authors of various literary forms using target language vocabulary.</p> <p><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).</p> <p><b>29.C.4c</b> Comprehend main ideas from target language media in relation to everyday life.</p>
<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will debate the pros and cons of social networking media.</li> <li>2. Students will discuss their favorite television programs.</li> <li>3. Students will recreate a scene from their favorite television show in the target language.</li> <li>4. Students will read and write postcards and letters in the target language.</li> <li>5. Students will report on a political event in the target language</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire more extensive vocabulary related to various forms of communication and media.</li> <li>2. Students will learn vocabulary related for social networking media.</li> <li>3. Students will learn vocabulary and expressions for internet use.</li> <li>4. Students learn to form adjectives using the suffix –lich.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review previously learned grammar concepts including: <b>simple past tense, present perfect tense, past participles, past perfect tense, infinitives without zu, double-infinitive constructions</b></li> <li>2. Students will begin intensive verb training: identification, memorization, principle parts and usage.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will study the impact of violence on television from the German perspective.</li> <li>2. Students will read an article in the target language about the impact of constant exposure to electronic devices and media.</li> <li>3. Students will view German television commercials and compare them with commercials in the U.S. for the same product.</li> <li>4. Students will read and comprehend postcards written in the target language</li> </ol>

	<p>and in the current German handwriting.</p> <p>5. Students will read and analyze the short story <i>Eine Postkarte für Herrn Altenkirsch</i> by Barbara Honigmann as well as the poem <i>Nicht Zutreffendes streichen</i> by Hans Magnus Enzensberger.</p>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Kapitel 2 vocabulary and grammar exercises</li> <li>2. Kapitel 2 Listening comprehension exercises</li> <li>3. Kapitel 2 Video comprehension exercises.</li> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 2 Thema Exam</li> <li>6. Kapitel 2 Grammatik Exam</li> <li>7. Kapitel 2 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Oral practice: impromptu situation</li> <li>2. Oral Presentation: Original German Television or radio commercial for a German product.</li> <li>3. Rollenspiel: Cell phone conversation.</li> <li>4. Article Summary related to social networking or texting in Germany.</li> <li>5. Kurze Aufsatz (Grammatik)</li> <li>7. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Wie wichtig sind Computer und Videospiele für Sie?</li> <li>• Kann es persönliche Kontakte und Freundschaften auf über große Distanzen geben?</li> <li>• Sendungen mit Gewaltverbrechen</li> <li>• Wie bleiben Sie mit Ihren Freunden in Kontakt?</li> <li>• Eine Postkarte schreiben.</li> </ul> </li> </ol>

<b>Unit of Study:</b>	<b>Thema 3: Deutschland in der 21. Jahrhundert</b> <b>Grammatik: Word order: time, manner, place, position of nicht, independent and dependent clauses, conjunctions, uses of als, wenn, wann, infinitives with zu, expressions um...zu, (an)statt...zu, ohne...zu</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> ed., Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a> <i>Film: Goodbye Lenin</i>
<b>Illinois Learning Standards</b>	<p><b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</p> <p><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.</p> <p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><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.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</p> <p><b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p> <p><b>29.A.4</b> Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.</p> <p><b>29.B.4a</b> Compare themes that are inherent to areas where the target language is</p>	

	<p>spoken as expressed in different art forms.</p> <p><b>29.C.4a</b> Compare and contrast the characters, setting, themes and plot of two or more literary works.</p> <p><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).</p> <p><b>29.C.4c</b> Comprehend main ideas from target language media in relation to everyday life.</p> <p><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.</p> <p><b>29.D.4</b> Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p>
<p><b>Objectives</b></p>	<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> <li>4. Students will give a written and oral critique of two German films 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 practice word building strategies using the suffix –ung.</li> <li>3. Students will acquire vocabulary related to film and movies.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review previously learned grammar concepts including: <b>Word order: time, manner, place, position of nicht, independent and dependent clauses, conjunctions, uses of als, wenn, wann, infinitives with zu, expressions um...zu, (an)statt...zu, ohne...zu</b></li> <li>2. Students will continue intensive verb training: identification, memorization, principle parts and usage.</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</li> </ol>

	<p>east under Allied and Soviet control.</p> <p>3. Students will read and analyze a scene from the screenplay of the film <i>Das Versprechen</i>.</p> <p>4. Students will read and analyze the lyrics to <i>Berliner Liedchen</i> as it pertains to the reunification of Germany.</p>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Kapitel 3 vocabulary and grammar exercises</li> <li>2. Kapitel 3 Listening comprehension exercises</li> <li>3. Kapitel 3 Video comprehension exercises.</li> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 3 Thema Exam</li> <li>6. Kapitel 3 Grammatik Exam</li> <li>7. Kapitel 3 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Oral practice: impromptu situation.</li> <li>2. Create movie poster for German film.</li> <li>3. Oral Presentation: Ein bedeutendes Ereignis aus Ihrer Kindheit beschreiben. Describe an important event from your childhood.</li> <li>4. Rollenspiel: Oral movie review with a partner in the style of Siskel and Ebert.</li> <li>5. Article Summary related to East and West Germany.</li> <li>6. Kurze Aufsatz (Grammatik)</li> <li>7. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Beschreiben Sie einen schlechten Tag.</li> <li>• Was machen Sie jeden Morgen?</li> <li>• Wie kommen Sie zur Arbeit/zur Uni?</li> <li>• Wie bereiten Sie sich auf einen Test vor ?</li> <li>• Wie bereiten Sie eine Party vor?</li> <li>• Vor- und Nachteile einer „Europäischen Schule.“</li> <li>• Lieblingsfilme besprechen.</li> </ul> </li> <li>8. Goodbye Lenin Packet.</li> <li>9. Goodbye Lenin Honors assignment.</li> </ol>

<b>Unit of Study:</b>	<b>Thema 4: Familie</b> <b>Grammatik: nominative forms and uses: subject, predicate noun, accusative forms, accusative uses: direct object, prepositions, tim (definite and duration), measure, quantity, es gibt, nouns indicating nationality and profession, indefinite pronoun man.</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> ed. Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a>
<b>Illinois Learning Standards</b>	<p><b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</p> <p><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.</p> <p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><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.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.C.4b</b> Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p> <p><b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p>	

	<p><b>28.D.3c</b> Present a simple, original poem or story based on a model</p> <p><b>29.C.4a</b> Compare and contrast the characters, setting, themes and plot of two or more literary works.</p> <p><b>29.C.4b</b> Describe characteristics, origins and authors of various literary forms using target language vocabulary.</p>
<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss their family life in the target language.</li> <li>2. Students will describe family members in greater detail.</li> <li>3. Students will communicate daily routines both in writing and orally.</li> <li>4. Students will practice daily diary entries in the target language.</li> <li>5. Students will practice listening comprehension through human summary exercise.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will review basic fairy tale vocabulary and acquire more extensive vocabulary related to fairy tales.</li> <li>2. Students will review family related vocabulary and acquire vocabulary related to society.</li> <li>3. Students will build vocabulary by analyzing the uses of the suffixes –chen and –lein.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review previously learned grammar concepts including: <b>nominative forms and uses: subject, predicate noun, accusative forms, accusative uses: direct object, prepositions, time (definite and duration), measure, quantity, es gibt, nouns indicating nationality and profession, indefinite pronoun man.</b></li> <li>2. Students will continue intensive verb training: identification, memorization, principle parts and usage.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will select a German fairy tale to read and summarize for the class.</li> <li>2. Students will read and comprehend the Fairy Tale: <i>Die sieben Raben</i></li> </ol>

Assessments	Performance Tasks	Other Evidence
	<ol style="list-style-type: none"> <li>1. Kapitel 4 vocabulary and grammar exercises</li> <li>2. Kapitel 4 Listening comprehension exercises</li> <li>3. Kapitel 4 Video comprehension exercises.</li> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 4 Thema Exam</li> <li>6. Kapitel 4 Grammatik Exam</li> <li>7. Kapitel 4 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral practice: impromptu situation.</li> <li>2. Oral Presentation: present summary of a selected German fairy tale.</li> <li>3. Online grammar and vocabulary exercises</li> <li>4. Human Summary activity: Die sieben Raben.</li> <li>5. Rollenspiel: Conversation at the dinner table.</li> <li>6. Article Summary: Ich muss für meinen Sohn nachsitzen.</li> <li>7. Kurze Aufsatz (Grammatik)</li> <li>8. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Was sind die Vor- und Nachteile eines Umzugs in eine neue Wohnung.</li> <li>• Beschreiben Sie Ihre Stadt mit "es gibt."</li> <li>• Sprechen Sie über Geschenke, die Sie gekauft und erhalten haben.</li> <li>• Wie stellen Sie ein Leben zu zweit vor?</li> <li>• Inwiefern sind Eltern für das Verhalten ihrer Kinder verantwortlich?</li> <li>• „Vater und Sohn“, Zeichenserie: Die Geschichte aus der Perspektive des Hundes erzählen.</li> </ul> </li> <li>• Ein kurzes Märchen schreiben.</li> </ol>

<b>Unit of Study:</b>	<b>Thema 5: Musik</b> <b>Grammatik: Dative forms, dative uses: indirect object, prepositions, verbs, adjectives</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> edition, Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a>
<b>Illinois Learning Standards</b>	<p><b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</p> <p><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.</p> <p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><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.</p> <p><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.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.C.4b</b> Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p> <p><b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p> <p><b>29.B.4a</b> Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.</p>	

	<p><b>29.B.4b</b> Compare and contrast selected art forms of areas where the target language is spoken.</p> <p><b>29.C.4a</b> Compare and contrast the characters, setting, themes and plot of two or more literary works.</p> <p><b>29.C.4b</b> Describe characteristics, origins and authors of various literary forms using target language vocabulary.</p> <p><b>29.C.4c</b> Comprehend main ideas from target language media in relation to everyday life.</p> <p><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.</p> <p><b>29.D.4</b> Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p>
<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss their favorite types of music and artists.</li> <li>2. Students will describe works of art by German artists in the target language.</li> <li>3. Students will use thematic vocabulary to give an oral presentation or music review.</li> <li>4. Students will improve conversational skills, by asking and responding to questions about the subject of their biography.</li> <li>5. Students will continue to improve spontaneous speaking skills through practice of impromptu situations.</li> <li>6. Students will practice reciting German poetry with proper intonation.</li> <li>7. Students will create a biography brochure on a famous German artist, composer or author.</li> <li>8. Students will analyze the lyrics of several German pop artists.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will review vocabulary music, musicians and entertainment.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review previously learned grammar concepts including: <b>nominative forms and uses: subject, predicate noun, accusative forms, accusative uses: direct object, prepositions, tim (definite and duration), measure, quantity, es gibt, nouns indicating nationality and profession, indefinite pronoun man.</b></li> <li>2. Students will continue intensive verb training: identification, memorization, principle parts and usage.</li> </ol>

	<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will compare and contrast the romantic poems of Goethe and Heine.</li> <li>2. Students will read, comprehend and analyze <i>Der Erlkönig</i> by Goethe.</li> <li>3. Students will research the music of famous German composers.</li> </ol>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Kapitel 5 vocabulary and grammar exercises</li> <li>2. Kapitel 5 Listening comprehension exercises</li> <li>3. Kapitel 5 Video comprehension exercises.</li> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 5 Thema Exam</li> <li>6. Kapitel 5 Grammatik Exam</li> <li>7. Kapitel 5 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Oral practice: impromptu situation.</li> <li>2. Oral Presentation: Short oral biography of a famous German composer or artist.</li> <li>3. Memorize „Der Erlkönig” by Goethe.</li> <li>4. Make a music video to a German song. Students should lip sync part or all of the song highlighted in the video.</li> <li>5. Online grammar and vocabulary exercises</li> <li>6. Biographical brochure on artist or composer.</li> <li>7. Rollenspiel: Conversation about a recent concert attended or performed.</li> <li>8. Article Summary: Konzert or album review.</li> <li>9. Kurze Aufsatz (Grammatik)</li> <li>10. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Erzählen Sie von einer Reise.</li> <li>• Inwiefern ähneln Sie jemandem aus Ihrer Familie ?</li> <li>• Beschreiben Sie fünf Dinge, die Ihnen gefallen oder nicht gefallen.</li> <li>• Erzählen Sie von einem Konzert.</li> <li>• In welches Konzert wollen wir gehen ?</li> <li>• Welche Musik hören Sie am</li> </ul> </li> </ol>

		<p>lieben und warum ?</p> <ul style="list-style-type: none"><li>• Es ist manchmal im Nebel oder im Dunkeln unheimlich. Beschreiben Sie eine Situation, die Sie erlebt haben.</li></ul>
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<b>Unit of Study:</b>	<b>Thema 6: Die Welt der Arbeit</b> <b>Grammatik: hin und her, two-way prepositions, the verbs liegen/legen, sitzen/setzen, stehen/stellen, hängen, stecken.</b> <b>Time expressions with the dative case, da- and wo-compounds, genitive forms, genitive uses: possession and other relationships</b> <b>prepositions, indefinite time, special expressions. Dative as a substitute for the genitive.</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> Edition, Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a>
<b>Illinois Learning Standards</b>	<p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>29.A.4</b> Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.</p> <p><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).</p> <p><b>29.C.4c</b> Comprehend main ideas from target language media in relation to everyday life.</p> <p><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.</p> <p><b>30.A.4a</b> Identify major sources of employment and income in target language country(ies) compared to the United States.*</p> <p><b>30.A.4c</b> Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.</p>	

	<p><b>30.B.4a</b> Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States.</p>
<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss future plans and occupations in the target language.</li> <li>2. Students will conduct a job interview with a partner.</li> <li>3. Students will write a resume and cover letter in the target language.</li> <li>4. Students will learn formal communication and business etiquette used in the German workplace</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire advanced thematic vocabulary related to professions, personal qualities, the workplace and labor laws in German speaking countries.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review previously learned grammar concepts including: <b>hin und her, two-way prepositions, the verbs liegen/legen, sitzen/setzen, stehen/stellen, hängen, stecken. Time expressions with the dative case, da- and wo-compounds, genitive forms, genitive uses: possession and other relationships prepositions, indefinite time, special expressions. Dative as a substitute for the genitive.</b></li> <li>2. Students will continue intensive verb training: identification, memorization, principle parts and usage.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will research industry and commerce in German speaking countries as well as famous business leaders or founders of German companies.</li> <li>2. Students will research employment opportunities in the U.S. and in German speaking countries for Bi-lingual applicants.</li> <li>3. Students will read and analyze an excerpt from a novel by East German author Christa Wolf.</li> </ol>

Assessments	Performance Tasks	Other Evidence
	<ol style="list-style-type: none"> <li>1. Kapitel 6 vocabulary and grammar exercises</li> <li>2. Kapitel 6 Listening comprehension exercises</li> <li>3. Kapitel 6 Video comprehension exercises.</li> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 6 Thema Exam</li> <li>6. Kapitel 6 Grammatik Exam</li> <li>7. Kapitel 6 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral practice: impromptu situation.</li> <li>2. Oral Presentation: Oral biography of a famous German business owner, founder or inventor.</li> <li>3. Written biography of above.</li> <li>4. Online grammar and vocabulary exercises.</li> <li>5. Presentation of employment opportunities for bi-lingual applicants in the target language.</li> <li>6. Rollenspiel: Job Interview (Vorstellungsgespräch).</li> <li>7. Article Summary: Article related to workplace conditions in a German speaking country.</li> <li>8. Kurze Aufsatz (Grammatik)</li> <li>9. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Vorschlagen wie Ihr Partner ihr Zimmer umräumen kann.</li> <li>• Beschreiben Sie Ihr Zimmer.</li> <li>• Erzählen Sie von einem Job, den Sie haben oder hatten.</li> <li>• Wie stellen Sie sich Ihren Traumberuf vor?</li> <li>• Wovor haben Sie Angst?</li> <li>• Worüber lachen Sie gern?</li> <li>• Was ist bei der Arbeitsuche wichtig?</li> <li>• In welchem EU-Land würden Sie gern arbeiten?</li> <li>• Einen Beruf, der für sie Ideal wäre.</li> </ul> </li> </ol>

<b>Unit of Study:</b>	<b>Thema 7: Multikulturelle Gesellschaft</b> <b>Grammatik: Adjectives: predicate, attributive (preceded and unpreceded), used as nouns. Ordinal numbers, participles as adjectives, comparison of adjectives and adverbs.</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> Edition, Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a>
<b>Illinois Learning Standards</b>	<p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.3a</b> Respond to open-ended questions and initiate communication in various situations.</p> <p><b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</p> <p><b>28.B.3c</b> Use appropriate non-verbal cues common in areas where the target language is spoken.</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</p> <p><b>28.D.4a</b> Write complete expository pieces that include description, definition and analysis for a variety of situations</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p> <p><b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p><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).</p> <p><b>29.C.4c</b> Comprehend main ideas from target language media in relation to everyday life.</p>	

<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss the pros, cons and challenges of the emerging multi-cultural society in Germany.</li> <li>2. Students will describe incidents of hate crimes in the US and in German speaking countries.</li> <li>3. Students will describe prejudices and stereotypes in the target language.</li> <li>4. Students will conduct a debate on immigration reform from a German perspective.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire thematic vocabulary related to society, politics, immigration and other current issues.</li> <li>2. Students will review vocabulary related to clothing and fashion.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review previously learned grammar concepts including: <b>Adjectives: predicate, attributive (preceded and unpreceded), used as nouns. Ordinal numbers, participles as adjectives, comparison of adjectives and adverbs.</b></li> <li>2. Students will continue intensive verb training: identification, memorization, principle parts and usage.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will compare and contrast immigration issues in the United States and German speaking countries.</li> <li>2. Students will research incidents of hate crimes and German laws passed to combat them.</li> <li>3. Students will research immigration, citizenship and asylum laws in German speaking countries.</li> <li>4. Students will read a number of texts related to multi-culturalism in Germany from the perspective of the minority.</li> </ol>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Kapitel 7 vocabulary and grammar exercises</li> <li>2. Kapitel 7 Listening comprehension exercises</li> <li>3. Kapitel 7 Video comprehension exercises.</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Oral Practice: asking about someone's cultural origin and heritage.</li> <li>2. Oral Presentation: Immigration and citizenship debate.</li> <li>3. Rollenspiel: Create a video PSA for tolerance.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 7 Thema Exam</li> <li>6. Kapitel 7 Grammatik Exam</li> <li>7. Kapitel 7 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<ol style="list-style-type: none"> <li>4. Online grammar and vocabulary exercises.</li> <li>5. Article Summary related to incidents of hate crimes in Germany against minorities.</li> <li>6. Kurze Aufsatz (Grammatik)</li> <li>7. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Nachteile wenn man die Sprache des Landes nicht sprechen kann.</li> <li>• Minderheiten in Ihrem Land.</li> <li>• Etwas gegen Ausländerfeindlichkeit unternehmen.</li> <li>• Freunde beschreiben.</li> <li>• Die Rolle von Kleidung und Mode für Sie.</li> <li>• Vor- und Nachteile der Assimilation.</li> <li>• Ratschläge für Einwanderer.</li> </ul> </li> </ol>
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<b>Unit of Study:</b>	<b>Thema 8: Jung und Alt</b> Grammatik: Subjunctive II (present-time, past-time, uses) Modals in past-time subjunctive (double-infinitive construction), the würde construction, conditional sentences, als, ob, als wenn constructions.	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> Edition, Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a>
<b>Illinois Learning Standards</b>	<p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.4a</b> Write complete expository pieces that include description, definition and analysis for a variety of situations</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p> <p><b>29.A.4</b> Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.</p> <p><b>29.C.4a</b> Compare and contrast the characters, setting, themes and plot of two or more literary works.</p> <p><b>29.C.4b</b> Describe characteristics, origins and authors of various literary forms using target language vocabulary.</p> <p><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).</p>	
<b>Objectives</b>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss the differences between generations from baby boomers to generation text.</li> <li>2. Students will describe their health to a health care professional.</li> <li>3. Students will discuss the concerns of young people in the 21<sup>st</sup> century.</li> </ol>	

4. Students will use the subjunctive to discuss unreal situations and respond to “what if” questions.
5. Students will discuss living conditions for the elderly in nursing homes.

### **Vocabulary**

1. Students will acquire thematic vocabulary related to health and fitness, young and old, and various stages of life.

### **Grammar**

1. Students will learn grammar concepts including: **Subjunctive II (present-time, past-time, uses) Modals in past-time subjunctive (double-infinitive construction), the würde construction, conditional sentences, als, ob, als wenn constructions.**
2. Students will continue intensive verb training: identification, memorization, principle parts and usage.

### **Culture**

1. Students will compare and contrast the health care system the U.S. and Germany.
2. Students will read and analyze a poem and short story from the perspective of the elderly.
3. Compare and contrast the main characters from *Brief aus Amerika* and *Eine Postkarte für Herrn Altenkirch*.

Assessments	Performance Tasks	Other Evidence
	<ol style="list-style-type: none"> <li>1. Kapitel 8 vocabulary and grammar exercises</li> <li>2. Kapitel 8 Listening comprehension exercises</li> <li>3. Kapitel 8 Video comprehension exercises.</li> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 8 Thema Exam</li> <li>6. Kapitel 8 Grammatik Exam</li> <li>7. Kapitel 8 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral Practice: asking and responding to the question “Wie geht’s dir denn wirklich?”</li> <li>2. Oral Presentation: Wenn ich reich wäre...</li> <li>3. Rollenspiel: Doctor’s visit.</li> <li>4. Article Summary related to living conditions for the elderly in nursing homes.</li> <li>5. Kurze Aufsatz (Grammatik)</li> <li>6. Online grammar and vocabulary exercises.</li> <li>7. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Die Rolle ehrenamtlicher Arbeit für die Gesellschaft.</li> <li>• Was ist für Sie ein spießiger Lebensstil? Ein nicht- spießiger Lebensstil?</li> <li>• Inwiefern werden Sie immer mehr wie Ihre Eltern?</li> <li>• Argumentieren Sie für oder gegen die Aussage: Jeder Studierende sollte jobben.</li> <li>• Beschreiben sie wie Ihr Leben wohl sein wird, wenn Die 65 Jahre alt sind.</li> </ul> </li> </ol>

<b>Unit of Study:</b>	<b>Thema 9: Stereotypen und Fernsehprogrammen</b> <b>Grammatik: Reflexive pronouns, reflexive verbs and verbs used reflexively, intensifiers selbst and selber, relative clauses, relative pronouns, extended modifiers, objective and subjective use of modals.</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> Edition, Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a> <i>Film: Bella Martha</i>
<b>Illinois Learning Standards</b>	<p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.C.4b</b> Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p> <p><b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</p> <p><b>28.D.4a</b> Write complete expository pieces that include description, definition and analysis for a variety of situations</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p> <p><b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p><b>29.A.4</b> Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.</p> <p><b>29.B.4b</b> Compare and contrast selected art forms of areas where the target language is spoken.</p> <p><b>29.C.4a</b> Compare and contrast the characters, setting, themes and plot of two or more literary works.</p> <p><b>29.C.4b</b> Describe characteristics, origins and authors of various literary forms using target language vocabulary.</p>	

	<p><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).</p> <p><b>29.C.4c</b> Comprehend main ideas from target language media in relation to everyday life.</p>
<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss stereotypes of different cultures, professions and school groups in the target language.</li> <li>2. Students will describe how they see Germans and how Germans see themselves.</li> <li>3. Students will describe certain group and individuals using advanced grammar concepts such as relative sentences and the subjunctive.</li> <li>4. Students will describe their favorite television shows in the target language.</li> <li>5. Students will view and summarize a popular German television program.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire thematic vocabulary related to cultural stereotypes, entertainment and television programming.</li> <li>2. Students will review previously learned vocabulary in anticipation of the final exam.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review some previously learned grammar concepts and other new concepts including: <b>Reflexive pronouns, reflexive verbs and verbs used reflexively, intensifiers slebst and selber, relative clauses, relataive pronouns, extended modifiers, objective and subjective use of modals.</b></li> <li>2. Students will continue intensive verb training: identification, memorization, principle parts and usage.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will compare and contrast popular genres of television shows in the United States and Germany.</li> <li>2. Students will research regional stereotypes within and among German speaking countries.</li> <li>3. Students will read and analyze a theme-related poem and short story.</li> </ol>

Assessments	Performance Tasks	Other Evidence
	<ol style="list-style-type: none"> <li>1. Kapitel 9 vocabulary and grammar exercises</li> <li>2. Kapitel 9 Listening comprehension exercises</li> <li>3. Kapitel 9 Video comprehension exercises.</li> <li>4. Related Picture sequence activity.</li> <li>5. Kapitel 9 Thema Exam</li> <li>6. Kapitel 9 Grammatik Exam</li> <li>7. Kapitel 9 Workbook exercises.</li> <li>8. Two Journal entries</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral Practice: describing stereotypes of student groups.</li> <li>2. Oral Presentation: Summary of favorite television show.</li> <li>3. Rollenspiel: Recreate a scene from a favorite T.V. program.</li> <li>4. Article Summary: Students choose topic.</li> <li>5. Kurze Aufsatz (Grammatik)</li> <li>6. Online grammar and vocabulary exercises</li> <li>8. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Beschreiben Sie Stereotypen über ein Land und die Menschen dort.</li> <li>• Was sind für Sie gute Freunde?</li> <li>• Beschreiben Sie Ihren Zeitplan.</li> <li>• Warum sollte man versuchen toleranter zu sein?</li> </ul> </li> <li>9. Bella Martha Packet</li> <li>10. Honors assignment for Bella Martha</li> </ol>

<b>Unit of Study:</b>	<b>Thema 10: Umwelt Grammatik: Passive voice, participle, in passive vs. as predicate adjective, summary of uses of werden, alternatives to passive voice, subjunctive I (wishes, commands, requests) indirect discourse.</b>	<b>Resources that will support instruction:</b> <i>Kaleidoskop</i> , 6 <sup>th</sup> Edition, Houghton Mifflin Company Workbook Audio and Video series <a href="http://www.nthuleen.com">www.nthuleen.com</a> <i>Film: Nirgendwo in Afrika</i>
<b>Illinois Learning Standards</b>	<p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.3b</b> Produce language with improved pronunciation, intonation and inflection.</p> <p><b>28.B.4a</b> Engage in extended conversations in a variety of situations.</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.C.4b</b> Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p> <p><b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.4a</b> Write complete expository pieces that include description, definition and analysis for a variety of situations</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p> <p><b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p><b>29.A.4</b> Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.</p> <p><b>29.B.4a</b> Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.</p> <p><b>29.B.4b</b> Compare and contrast selected art forms of areas where the target language is spoken.</p> <p><b>29.C.4a</b> Compare and contrast the characters, setting, themes and plot of two or more literary works.</p>	

	<p><b>29.C.4b</b> Describe characteristics, origins and authors of various literary forms using target language vocabulary.</p> <p><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).</p> <p><b>29.C.4c</b> Comprehend main ideas from target language media in relation to everyday life.</p>	
<p><b>Objectives</b></p>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will discuss and debate measures to protect the environment and to conserve energy in the target language.</li> <li>2. Students will describe various world landscapes using thematic vocabulary.</li> <li>3. Students will describe animals and their habitats in the target language.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire thematic vocabulary related to the environment, going green, recycling and environmental protection, animals and habitats.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review previously learned grammar and some new concepts including: <b>Passive voice, participle, in passive vs. as predicate adjective, summary of uses of werden, alternatives to passive voice, subjunctive I (wishes, commands, requests) indirect discourse.</b></li> <li>2. Students will continue intensive verb training: identification, memorization, principle parts and usage.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate understanding of the importance of energy efficiency and conservation in German culture.</li> <li>2. Students will read and analyze a short story from Heinrich Böll entitled <i>Der Bergarbeiter</i> and a song by Anni Becker entitled, <i>Kartoffellied</i></li> </ol>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ol style="list-style-type: none"> <li>1. Kapitel 10 vocabulary and grammar exercises</li> <li>2. Kapitel 10 Listening comprehension exercises</li> <li>3. Kapitel 10 Video comprehension exercises.</li> <li>4. Related Picture sequence</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Oral Practice: describing animals.</li> <li>2. Oral Presentation: What will the world be like in 2100.</li> <li>3. Rollenspiel: Diskussion.</li> <li>4. Article Summary related to the environment or the animal kingdom.</li> </ol>

	<p>activity.</p> <ol style="list-style-type: none"> <li>5. Kapitel 10 Thema Exam</li> <li>6. Kapitel 10 Workbook exercises.</li> <li>7. Two Journal entries</li> </ol>	<ol style="list-style-type: none"> <li>5. Kurze Aufsatz (Grammatik)</li> <li>6. Brochure: Create a brochure of an animal sanctuary. Describe the habitat and several of the animals that make their home there.</li> <li>7. Online grammar and vocabulary exercises.</li> <li>8. Zur Diskussion/Zum Schreiben: Discuss all, choose 1 for short composition. <ul style="list-style-type: none"> <li>• Berichten Sie in einem Zeitungsartikel über ein Interview mit einer bekannten Persönlichkeit.</li> <li>• Stellen Sie Umweltthemen vor, für die Sie sich interessieren.</li> <li>• Die Wegwerfmentalität</li> <li>• Was wäre eine gute Umweltaktion für Ihre Stadt?</li> <li>• Was tun Sie für die Umwelt.</li> </ul> </li> <li>9. Nirgendwo in Afrika packet</li> <li>10. Honors Assignment for Nirgendwo in Afrika</li> </ol>
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<b>Unit of Study:</b>	<b>Geheime Mission</b>	<b>Resources that will support instruction:</b> <i>Geheime Mission</i> book and audio series <b>Related activity resource book</b>
<b>Illinois Learning Standards</b>	<p><b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</p> <p><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.</p> <p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</p> <p><b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.C.4b</b> Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.4a</b> Write complete expository pieces that include description, definition and analysis for a variety of situations</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p> <p><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).</p>	
<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>	<b>Other Evidence</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>	<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 for the Honors students.</li> </ol>

<b>Unit of Study:</b>	<b>Kurzgeschichten/Short Story Collection</b>	<b>Resources that will support instruction:</b> <i>Kurzgeschichten: Einstieg in die Lieteratur durch die Kurzgeschichte.</i>
<b>Illinois Learning Standards</b>	<p><b>28.A.4a</b> Comprehend details of oral and audio presentations unsupported by visual aids</p> <p><b>28.B.5b</b> Approximate native-like pronunciation, intonation and inflection.</p> <p><b>28.C.4a</b> Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p><b>28.C.4b</b> Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p> <p><b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</p> <p><b>28.D.4a</b> Write complete expository pieces that include description, definition and analysis for a variety of situations</p> <p><b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.</p> <p><b>29.C.4a</b> Compare and contrast the characters, setting, themes and plot of two or more literary works.</p> <p><b>29.C.4b</b> Describe characteristics, origins and authors of various literary forms using target language vocabulary.</p>	
<b>Objectives</b>	<p>Students will increase their competency in reading comprehension and speaking through their exposure to a collection of short stories by various contemporary German authors. These stories include:</p> <ul style="list-style-type: none"> <li>• <i>Gibs auf</i> by Franz Kafka</li> <li>• <i>Weihnacht</i> by Friedrich Dürrenmatt</li> <li>• <i>Herr Böse und Herr Streit</i> by Heinrich Hannover</li> <li>• <i>Im Zoo</i> by Peter Härtling</li> <li>• <i>An der Brücke</i> by Heinrich Böll</li> <li>• <i>Ein ruhiges Haus</i> by Mare Luise Kaschnitz</li> <li>• <i>Das Brot</i> by Wolfgang Borchert</li> <li>• <i>Ordnung</i> by Reiner Kunze</li> <li>• <i>Das Märchen vom Glück</i> by Erich Kästner</li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Der Dichter und der Kaiser</i> by Klabund</li> <li>• <i>Die beiden Brüder</i> by Hermann Hesse</li> <li>• <i>Mildtätig</i> by Thomas Bernhard</li> <li>• <i>Märchen der Technik</i> by Alfred Döblin</li> <li>• <i>Eine Reise</i> by Günter Bruno Fuchs</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ol style="list-style-type: none"> <li>1. Students will choose one of the 13 authors whose work is represented in the text to research and prepare a written and oral biography including other famous works.</li> <li>2. Students will complete all comprehension exercises that follow each story.</li> <li>3. Plot quiz and short story summaries.</li> </ol>	<b>Other Evidence</b> <ol style="list-style-type: none"> <li>1. Students will perform human summaries of each story in the target language.</li> <li>2. Students will complete the additional “Entwicklung” activity for each story.</li> </ol>