

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

<b><i>Mission Statement</i></b>	<p><b>Mission Statement</b></p> <p>Foreign language learning provides the students with the skills necessary to take an active and responsible role in an increasingly diverse local community with expanding global connections. The study of a foreign language is an essential component of the academic curriculum and should be integrated into the entire school experience. All students should have the opportunity to learn a foreign language. The goal of the foreign language program is for each student to communicate with others in the target language at nationally accepted levels of proficiency. The study of foreign language assists students in appreciation and knowledge of their native language, enhances skills needed in other subjects, and provides cultural and aesthetic enrichment. With communication and culture as the cornerstone, the goal is for all students to learn how, when and why to say what to whom.</p> <p><u>Foreign Language Instruction Guiding Principles</u></p> <ol style="list-style-type: none"> <li>1. <i>The teacher of a foreign language offers a variety of teaching styles in order to teach all of the different learning styles of students (i.e. auditory, visual, kinesthetic...)</i></li> <li>2. <i>The teacher of a foreign language strives to teach competency in oral, written, spoken and listening comprehension of the target language.</i></li> <li>3. <i>Assessment in a foreign language directly reflects the modality of instruction (oral, written, spoken, listening)</i></li> <li>4. <i>Foreign language instruction uses meaningful contexts that have significance for the students.</i></li> <li>5. <i>Language is a tool for accessing and providing information</i></li> <li>6. <i>The teacher encourages language comprehension before production.</i></li> <li>7. <i>Instruction should be primarily in the target language.</i></li> </ol> <p><b>Foreign Language Learning Guiding Principles</b></p> <ol style="list-style-type: none"> <li>1. <i>All students have the potential to be successful language and culture learners.</i></li> <li>2. <i>All students are capable of communicating in another language.</i></li> <li>3. <i>Students learn at different rates through a variety of</i></li> </ol>
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	<p><i>styles.</i></p> <ol style="list-style-type: none"> <li>4. <i>Students work cooperatively and participate actively in the progress of the class.</i></li> <li>5. <i>Students of a foreign language will acquire a heightened awareness of other cultures' contributions to the world.</i></li> <li>6. Students should be encouraged to learn and appreciate diversity.</li> </ol>
<p><b><i>Course Sequence</i></b> (Grades 6-12)</p>	<p>German I, II, III, IV, V (AP)</p>

## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p><b>Unit I – Kapitel 1 Wohin geht's?</b></p> <p><b>New: Travel Vocabulary, Travel accommodations, at the Airport, Transportation</b></p> <p><b>Review: Dative Case and Present Perfect Tense of Regular and Irregular Verbs.</b></p>	<p><b>Resources that will support instruction:</b></p> <p><i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics Journal</p>
<p><b>Illinois Learning Standards, Benchmarks,</b></p> <p><b>National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</p> <p><b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</p> <p><b>28.B.2a</b> Pose questions spontaneously in structured situations.</p> <p><b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</p> <p><b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p><b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</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.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p> <p><b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization.</p> <p><b>28.D.2b</b> Present a simple written or oral report on familiar topics.</p> <p><b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</p> <p><b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</p> <p><b>29.C.2a</b> Read, retell and summarize selected literary works.</p> <p><b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</p>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b>Communication: All Lektion A AND Lektion B communicative activities</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about overnight accommodations</li> <li>2. Students will conduct a dialog between taxi driver and passenger.</li> <li>3. Students will write postcards relating travel experiences.</li> <li>4. Students will ask preferences.</li> <li>5. Students will conduct dialog between airport ticket agent and passenger.</li> <li>6. Students will write thank you note after visit.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire travel, transportation and airport vocabulary through various strategies.</li> <li>2. Students will use on-line resources to improve related vocabulary.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will learn and understand equal and unequal comparisons, superlatives and expressing and asking about preferences.</li> <li>2. Students will review and understand the English equivalents of the German present perfect tense.</li> <li>3. Students will review the dative case.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will research the various modes of transportation in Germany.</li> <li>2. Students will compare and contrast public transportation in Germany and the U.S.</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.</li> <li>2. Chapter 1 Video series comprehension activities</li> <li>3. Kapitel 1 vocabulary quiz</li> <li>4. Kapitel 1 grammar quiz</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 1 Exam</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog: Auf dem Weg zum Flughafen.</li> <li>4. Dialog 2: Am Schalter.</li> <li>5. Aktuelles: Means of Transportation.</li> <li>6. Persönliches: Was</li> </ol>

	<p>7. Related TPR activities.</p>	<p>bringen wir auf die Reise mit?</p> <p>7. Persönliches: Fragen über Reisen beantworten.</p> <p>8. Rollenspiel: Situation 1, der Onkel vom Flughafen abholen.</p> <p>9. Rollenspiel: Situation 2, Gespräch am Schalter.</p> <p>10. Zungenbrecher. Tongue twister.</p> <p>11. Lesestück: "Mit der U-Bahn geht's schneller."</p> <p>12. Write and perform a skit, retelling vacation experiences using the simple past tense and the present perfect tense.</p> <p>13. Journal: favorite vacation.</p> <p>14. Research and present a vacation destination in a German speaking country.</p> <p>15. Create a German song book featuring the lyrics of nine songs that will be learned on Fridays throughout the semester. Ongoing.</p> <p>16. Completion of related on-line exercises.</p>
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<p><b>Unit of Study: major topics</b></p>	<p><b>Unit I – Kapitel 1 Wohin geht's?</b></p> <p><b>New: Travel Vocabulary, Travel accommodations, at the Airport, Transportation</b></p> <p><b>Review: Dative Case and Present Perfect Tense of Regular and Irregular Verbs.</b></p>	<p><b>Resources that will support instruction:</b></p> <p><i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics Journal</p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</p> <p><b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</p> <p><b>28.B.2a</b> Pose questions spontaneously in structured situations.</p> <p><b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</p> <p><b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p><b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</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.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p> <p><b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization.</p> <p><b>28.D.2b</b> Present a simple written or oral report on familiar topics.</p> <p><b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</p> <p><b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</p> <p><b>29.C.2a</b> Read, retell and summarize selected literary works.</p> <p><b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</p>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b>Communication: All Lektion A AND Lektion B communicative activities</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about overnight accommodations</li> <li>2. Students will conduct a dialog between taxi driver and passenger.</li> <li>3. Students will write postcards relating travel experiences.</li> <li>4. Students will ask preferences.</li> <li>5. Students will conduct dialog between airport ticket agent and passenger.</li> <li>6. Students will write thank you note after visit.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire travel, transportation and airport vocabulary through various strategies.</li> <li>2. Students will use on-line resources to improve related vocabulary.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will learn and understand equal and unequal comparisons, superlatives and expressing and asking about preferences.</li> <li>2. Students will review and understand the English equivalents of the German present perfect tense.</li> <li>3. Students will review the dative case.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will research the various modes of transportation in Germany.</li> <li>2. Students will compare and contrast public transportation in Germany and the U.S.</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.</li> <li>2. Chapter 1 Video series comprehension activities</li> <li>3. Kapitel 1 vocabulary quiz</li> <li>4. Kapitel 1 grammar quiz</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 1 Exam</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog: Auf dem Weg zum Flughafen.</li> <li>4. Dialog 2: Am Schalter.</li> <li>5. Aktuelles: Means of Transportation.</li> <li>6. Persönliches: Was</li> </ol>

	<p>7. Related TPR activities.</p>	<p>bringen wir auf die Reise mit?</p> <p>7. Persönliches: Fragen über Reisen beantworten.</p> <p>8. Rollenspiel: Situation 1, der Onkel vom Flughafen abholen.</p> <p>9. Rollenspiel: Situation 2, Gespräch am Schalter.</p> <p>10. Zungenbrecher. Tongue twister.</p> <p>11. Lesestück: "Mit der U-Bahn geht's schneller."</p> <p>12. Write and perform a skit, retelling vacation experiences using the simple past tense and the present perfect tense.</p> <p>13. Journal: favorite vacation.</p> <p>14. Research and present a vacation destination in a German speaking country.</p> <p>15. Create a German song book featuring the lyrics of nine songs that will be learned on Fridays throughout the semester. Ongoing.</p> <p>16. Completion of related on-line exercises.</p>
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<p><b>Unit of Study: major topics</b></p>	<p><b>Unit II – Kapitel 2 Im Sommer Review: Travel Vocabulary New: youth hostels and camping, countries of Europe</b></p>	<p><b>Resources that will support instruction:</b> <i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics Journal</p>
<p><b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</p> <p><b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</p> <p><b>28.B.2a</b> Pose questions spontaneously in structured situations.</p> <p><b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</p> <p><b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p><b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</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.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p> <p><b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization.</p> <p><b>28.D.2b</b> Present a simple written or oral report on familiar topics.</p> <p><b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</p> <p><b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</p> <p><b>29.C.2a</b> Read, retell and summarize selected literary works.</p> <p><b>30.A.2c</b> Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.</p> <p><b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</p>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will ask and answer questions about what others are doing.</li> <li>2. Students will talk about the features of the Rhine River Valley.</li> <li>3. Students will use targeted vocabulary to hold a conversation about overnighing in a youth hostel.</li> <li>4. Students will write postcard message to German teacher using targeted vocabulary.</li> <li>5. Conduct interview with classmate about camping trip.</li> <li>6. Conversation activity about weekend camping trip.</li> <li>7. Letter to pen pal about camping trip.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will learn Countries of Europe and the use of –er to form geographical feature names.</li> <li>2. Students will learn vocabulary related to youth hostels and campgrounds.</li> <li>3. Students will enhance vocabulary skills with on-line resource activities.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to reflexive verbs and reflexive pronouns.</li> <li>2. Students will learn and use common reflexive verbs associated with the morning routine.</li> <li>3. Students will use reflexive verbs in imperative forms.</li> <li>4. Students will learn accusative and dative reflexive pronouns.</li> <li>5. Students will distinguish between dative and accusative reflexive verbs.</li> <li>6. Students will learn the word order for sentences with Dative and Accusative pronouns.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about youth hostel system and camping in the German speaking countries.</li> <li>2. Students will learn about the Rhine River and the Castles of the Rhein.</li> <li>3. Students will learn the countries of Europe in the target language..</li> </ol>
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<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ol style="list-style-type: none"> <li>1. Chapter vocabulary and grammar exercises.</li> <li>2. Chapter 2 Video series comprehension activities</li> <li>3. Kapitel 2 vocabulary quiz</li> <li>4. Kapitel 2 grammar quiz</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 2 Exam</li> <li>7. Related TPR activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog activity: In der Jugendherberge.</li> <li>4. Dialog activity: Auf dem Campingplatz.</li> <li>5. Aktuelles: Jugendherbergen und Camping</li> <li>6. Persönliches: Fragen beantworten</li> <li>7. Persönliches: plan camping trip.</li> <li>8. Rollenspiel: Conversation with Herbergsmutter or Herbergsvater.</li> <li>9. Rollenspiel: Interview activity to review previous learning.</li> <li>10. Zungenbrecher. Tongue twister.</li> <li>11. Lesestück: "Unterwegs."</li> <li>12. Schreiben: Artikel über die Schule.</li> <li>13. Journal: morning routine.</li> <li>14. Completion of related on-line exercises.</li> <li>15. Research a castle of the Rhein and the town it is located in.</li> </ol>

<p><b>Unit of Study: major topics</b></p>	<p><b>Unit III – Kapitel 3 Ferien</b> <b>New: Vacation and Weather forecasts</b> <b>Review: Weather terms</b></p>	<p><b>Resources that will support instruction:</b> <i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics</p>
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<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students talk and write about a visit to a travel agency in the target language.</li> <li>2. Students will discuss their preferences and opinions about the best vacation destinations.</li> <li>3. Students will discuss current weather conditions and weather forecasts in the target language.</li> <li>4. Students will write letter or email to teacher or friend about Chiemsee.</li> <li>5. Conversation between tourist office and tourist.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire travel office, vacation and weather forecast related vocabulary.</li> <li>2. Students will enhance vocabulary skills with on-line resource activities.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will learn the narrative past (simple past)tense of regular verbs.</li> <li>2. Students will learn the narrative past (simple past)tense of irregular verbs.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about Chiemsee in Bavaria.</li> <li>2. Students will learn about popular European vacation destinations for Germans including der Bodensee, Mallorca, and Hiddensee.</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.</li> <li>2. Kapitel 3 Video series comprehension activities</li> <li>3. Kapitel 3 vocabulary quiz</li> <li>4. Kapitel 3 grammar quiz</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 3 Exam</li> <li>7. Related TPR activities.</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog: Im Reisebüro.</li> <li>4. Dialog: Planen wir unsere Reise.</li> <li>5. Aktuelles: Der Chiemsee.</li> <li>6. Persönliches: Fragen zur Ferien beantworten.</li> <li>7. Persönliches: Fragen</li> </ol>

		<p>zum Wetter beantworten.</p> <p>8. Rollenspiel: Conversation with Travel Agent.</p> <p>9. Rollenspiel: Converstation about weather and travel plans.</p> <p>10. Lesestück: Wir waren am Bodensee.</p> <p>11. Zungenbrecher: Tongue twister.</p> <p>12. Schreiben: Diese Reise hat uns sehr Gefallen.</p> <p>13. Oral Assignment: Wettervorhersage</p> <p>14. Journal: The weather ruined my travel or outing plans.</p> <p>15. Completion of related on-line practice exercises.</p>
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<b>Unit of Study: major topics</b>	<b>Unit IV – Kapitel 4 Bei Uns New: On a Farm, Animals, chores</b>	<b>Resources that will support instruction:</b> <i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics
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<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<b>Communication</b> <ol style="list-style-type: none"> <li>1. Student will discuss and write about family obligations and chores in the target language.</li> <li>2. Students will relate weekend activities in the target language.</li> </ol>	

	<p>3. Students interview a classmate about their pets and other animals in the target language.</p> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire vocabulary related to chores, life on a farm and animals.</li> <li>2. Students will decode stories using thematic vocabulary.</li> <li>3. Students will use the appropriate tenses for oral vs. written story telling. .</li> <li>4. Students will enhance vocabulary skills with on-line resource activities.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will learn the past tense of modal verbs and use these to relate family responsibilities and obligations.</li> <li>2. Students will learn to use infinitive verbs as nouns.</li> <li>3. Students will learn to use the infinitive nouns with “beim.”</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about different living situations and types of dwellings in Germany: life in a large city, life in a suburban area and life in the country.</li> <li>2. Students will study the principality of Liechtenstein.</li> <li>3. Students will learn about the city of Leipzig.</li> <li>4. Students will learn about the life and poems of Johann Wolfgang von Goethe.</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.</li> <li>2. Kapitel 4 vocabulary quiz</li> <li>3. Kapitel 4 grammar quiz</li> <li>4. Kapitel 3 Video series comprehension activities</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 4 Exam</li> <li>7. Related TPR activities.</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog: Es gibt heute viel zu tun.</li> <li>4. Dialog: Ich bin beim Füttern.</li> <li>5. Aktuelles: In einer Großstadt.</li> <li>6. Persönliches: Fragen zu Haushaltarbeit und Aktivitäten beantworten.</li> </ol>



		<p>7. Persönliches: Fragen zu Tiere beantworten.</p> <p>8. Rollenspiel: Exchange student discusses chores he/she can do to help host family.</p> <p>9. Rollenspiel: Telephone conversation asking for information about the farm.</p> <p>10. Lesestück: Auf dem Bauernhof</p> <p>11. Lesestück: Land und Leute</p> <p>12. Zungenbrecher. Tongue twister.</p> <p>13. Schreiben: Was ich während der Woche tun muss.</p> <p>14. Completion of related on-line practice exercises.</p> <p>15. Journal: Mein Besuch auf dem Bauernhof.</p> <p>16. Research assignment: Johann Wolfgang von Goethe Gedicht.</p>
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<p><b>Unit of Study: major topics</b></p>	<p><b>Unit V – Kapitel 5 Guten Appetit! New: Foods and Restaurants, German Breakfast and Table Settings.</b></p>	<p><b>Resources that will support instruction:</b> <i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics</p>
<p><b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</p> <p><b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</p> <p><b>28.B.2a</b> Pose questions spontaneously in structured situations.</p> <p><b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</p> <p><b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p><b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</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.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p> <p><b>29.C.2c</b> Summarize the main points of selected media presentations in the target language.</p> <p><b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization.</p> <p><b>28.D.2b</b> Present a simple written or oral report on familiar topics.</p> <p><b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</p> <p><b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</p> <p><b>29.C.2a</b> Read, retell and summarize selected literary works.</p> <p><b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</p>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about and write about their favorite foods in the target language.</li> <li>2. Students will learn to read a menu in the target language and order food in a restaurant in the target language.</li> <li>3. Students will simulate restaurant conversations and experiences in the target language.</li> <li>4. Students will follow recipes in the target language.</li> <li>5. Students will plan a party in the target language.</li> <li>6. Students will practice telephone calls in the target language.</li> <li>7. Students will continue to practice written communication using targeted vocabulary and grammar concepts.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire thematic vocabulary related to foods, beverages, restaurants, and cooking.</li> <li>2. Students will enhance vocabulary skills with on-line resource activities.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will review the following grammar concepts: questions, accusative and dative cases, imperatives, word order, definite and indefinite articles, imperative forms of “<i>sein</i>,” the use of “<i>bitte</i>, <i>doch</i> and <i>mal</i>” in imperative, the present perfect tense.</li> <li>2. Students will learn the genitive case and the alternative form to show possession (<i>von</i> + dative case).</li> <li>3. Students will learn all <i>der-</i> words and their appropriate case endings.</li> <li>4. Students will review all interrogative pronouns and learn the interrogative pronoun, <i>wessen</i>.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will explore typical types and features of German and Ethnic restaurants in German speaking countries.</li> <li>2. Students will compare and contrast breakfast foods in Germany and the U.S.</li> <li>3. Students will compare and contrast food shopping in Germany and the U.S.</li> <li>4. Students will learn about table settings and dinner table etiquette in German speaking countries.</li> </ol>
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<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ol style="list-style-type: none"> <li>1. Chapter vocabulary and grammar exercises.</li> <li>2. Kapitel 5 vocabulary quiz</li> <li>3. Kapitel 5 grammar quiz</li> <li>4. Kapitel 5 Video series comprehension activities</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 5 Exam</li> <li>7. Related TPR activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog: Beim Frühstück.</li> <li>4. Dialog: So ein Festessen.</li> <li>5. Aktuelles: Wie und wo essen die Deutschen.</li> <li>6. Persönliches: Fragen zu Lieblingsessen.</li> <li>7. Persönliches: Den Tisch decken.</li> <li>8. Rollenspiel: Exchange student discusses typical foods eaten at meals with host family in the U.S.</li> <li>9. Restaurant project assignment</li> <li>10. Lesestück: Gehen wir zur Pizzeria!</li> <li>11. Zungenbrecher. Tongue twister.</li> <li>12. Schreiben: Im Restaurant</li> <li>13. Completion of related on-line practice exercises.</li> <li>14. Journal: Eine schlechte Erfahrung im Restaurant.</li> </ol>

<p><b>Unit of Study: major topics</b></p>	<p><b>Unit VI – Kapitel 6 Einkaufen! New: Stores and Shopping related vocabulary. Additional Food Vocabulary</b></p>	<p><b>Resources that will support instruction:</b> <i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics</p>
<p><b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</p> <p><b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</p> <p><b>28.B.2a</b> Pose questions spontaneously in structured situations.</p> <p><b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</p> <p><b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p><b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</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.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p> <p><b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization.</p> <p><b>28.D.2b</b> Present a simple written or oral report on familiar topics.</p> <p><b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</p> <p><b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</p> <p><b>29.A.3</b> Demonstrate selected customs, manners and traditions in societies associated with the target language</p> <p><b>29.C.2a</b> Read, retell and summarize selected literary works.</p> <p><b>29.C.2c</b> Summarize the main points of selected media presentations in the target language.</p>	

	<p><b>30.A.2a</b> Identify products that are from the countries where the target language is spoken and that are found in the United States economy.*</p> <p><b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Students will talk about their favorite foods in the target language.</li> <li>2. Students will make and discuss shopping lists in the target language</li> <li>3. Students will write in the target language using new vocabulary and grammar concepts.</li> <li>4. Students will discuss and write about a shopping trip for a needy family in the target language.</li> <li>5. Students will simulate various conversation situations between a customer and a store clerk.</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire thematic vocabulary related to fruits and vegetables, various store types, and shopping.</li> <li>2. Students will enhance vocabulary skills with on-line resource activities.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will learn demonstrative pronouns (relative pronouns) and recognize the similarities between the definite pronouns.</li> <li>2. Students will recognize when to “<i>wer, wen or wem</i>” in a question.</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 shopping patterns and popular stores.</li> <li>2. Students will learn about the popularity of open air markets and learn about the Viktulienmarkt in Munich.</li> <li>3. Students will learn about the cash culture in Germany as opposed to the credit culture of the U.S.</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.</li> <li>2. Kapitel 6 vocabulary quiz</li> <li>3. Kapitel 6 grammar quiz</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog: Bitte, geh einkaufen.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Kapitel 6 Video series comprehension activities</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 6 Exam</li> <li>7. Related TPR activities.</li> </ol>	<ol style="list-style-type: none"> <li>4. Dialog: Im Lebensmittelgeschäft.</li> <li>5. Aktuelles: Wo kaufen di Deutsche nein?</li> <li>6. Persönliches: Ein Einkaufsliste zusammenstellen.</li> <li>7. Persönliches: Fragen zu Einkaufsmöglichkeiten beantworten.</li> <li>8. Rollenspiel: Auf dem Markt.</li> <li>9. Rollenspiel: Im Kaufhaus</li> <li>10. Lesestück: Im Supermarkt</li> <li>11. Zungenbrecher. Tongue twister.</li> <li>12. Schreiben: write a dialog between a shopper and a clerk or market stand operator.</li> <li>13. Completion of related on-line practice exercises.</li> <li>14. Journal: Mein Lieblingsgeschäft ist....</li> </ol>
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<b>Unit of Study: major topics</b>	<b>Unit VII – Kapitel 7 – Hobbys und Interessen</b> New: Outdoor Activities Review: Interests and Daily Activities	<b>Resources that will support instruction:</b> <i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</p> <p><b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</p> <p><b>28.B.2a</b> Pose questions spontaneously in structured situations.</p> <p><b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</p> <p><b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p><b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</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.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p> <p><b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</p> <p><b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</p> <p><b>29.C.2a</b> Read, retell and summarize selected literary works.</p> <p><b>29.C.2c</b> Summarize the main points of selected media presentations in the target language.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<b>Communication</b> <ol style="list-style-type: none"> <li>1. Students will discuss hobbies and interests in the target language.</li> <li>2. Students will talk about daily activities in the target language.</li> <li>3. Students will describe outdoor activities in the target language.</li> <li>4. Students will talk about a sporting event in the target language.</li> </ol>	



	<ol style="list-style-type: none"> <li>5. Students will organize a rummage sale.</li> <li>6. Students will simulate a conversation between a customer and photography store clerk.</li> <li>7. Students will write a report of Rockmobil in the town of Siegen.</li> <li>8. Students will write about a leisure activity 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 daily activities, hobbies, leisure activities and outdoor activities.</li> <li>2. Students will enhance vocabulary skills with on-line resource activities.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to attributive adjectives preceded by der- words and the appropriate case endings.</li> <li>2. Students will learn to use Adjectives as nouns.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about popular outdoor activities that people in German speaking countries participate in.</li> <li>2. Students will learn about the Rockmobil in Siegen.</li> <li>3. Students will research the interests and concerns of youth in Germany.</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.</li> <li>2. Kapitel 7 vocabulary quiz</li> <li>3. Kapitel 7 grammar quiz</li> <li>4. Kapitel 7 Video series comprehension activities</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 7 Exam</li> <li>7. Related TPR activities.</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog: Ich fotografiere gern.</li> <li>4. Dialog: Mutig sein!</li> <li>5. Aktuelles: Das Rockmobil</li> <li>6. Persönliches: Einen kurzen Aufsatz über deine Hobbies schreiben.</li> <li>7. Persönliches: Ein Picknick planen.</li> <li>8. Rollenspiel: Tagespläne mit einem Freund/einer</li> </ol>

		<p>Freundin machen.</p> <p>9. Rollenspiel: Einen Freund/Eine Freundin überreden mit dir ins Kino mitzukommen</p> <p>10. Lesestück: Wettkampf im Wasser</p> <p>11. Zungenbrecher. Tongue twister.</p> <p>12. Schreiben: Wofür interessierst du dich?</p> <p>13. Completion of related on-line practice exercises.</p> <p>14. Journal: Am liebsten gehe ich....</p>
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<b>Unit of Study: major topics</b>	<b>Unit VIII – Kapitel 8 – Feste und Feiertage</b> New: Festivals, Holidays and Amusement parks Review: Food and Drinks	<b>Resources that will support instruction:</b> <i>Deutsch Aktuell 2</i> Workbook TPR Activities Communicative Activities Audio and DVD series German Folk Song Lyrics
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>28.A.2a</b> Comprehend illustrated stories, audiovisual programs or websites.</p> <p><b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities.</p> <p><b>28.B.2a</b> Pose questions spontaneously in structured situations.</p> <p><b>28.B.2b</b> Produce language using proper pronunciation, intonation and inflection.</p> <p><b>28.B.2c</b> Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p><b>28.C.2a</b> Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</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.2b</b> Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</p> <p><b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</p> <p><b>29.A.2</b> Demonstrate activities (e.g., games, songs and role playing) associated with the target language.</p> <p><b>29.C.2a</b> Read, retell and summarize selected literary works.</p> <p><b>29.C.2c</b> Summarize the main points of selected media presentations in the target language.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<b>Communication</b> <ol style="list-style-type: none"> <li>1. Students will express preferences in what they eat and drink in the target language.</li> <li>2. Students will talk about a special event in the target language.</li> <li>3. Students will identify holidays and what people do to celebrate them in the target language.</li> </ol>	

	<ol style="list-style-type: none"> <li>4. Students will describe a festival in the target language.</li> <li>5. Students will tell about past activities in the target language.</li> <li>6. Students will simulate a conversation at Oktoberfest.</li> <li>7. Students will write a report about a yearly festival in Germany</li> </ol> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Students will acquire vocabulary related to festivals, holidays, amusement parks and foods served on these occasions.</li> <li>2. Students will enhance vocabulary skills with on-line resource activities.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to attributive adjectives preceded by ein- words and the appropriate case endings.</li> <li>2. Students will review attributive adjectives preceded by der-words.</li> <li>3. Students will learn un-preceded attributive adjectives.</li> <li>4. Students will learn how to use Adjectives after <i>nichts, etwas, viel</i> and quantity words.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about popular yearly festivals in German speaking countries.</li> <li>2. Students will learn about Oktoberfest and other Volksfeste in Germany.</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.</li> <li>2. Kapitel 8 vocabulary quiz</li> <li>3. Kapitel 8 grammar quiz</li> <li>4. Kapitel 8 Video series comprehension activities</li> <li>5. Unit Listening exercises</li> <li>6. Unit I/Kapitel 8 Exam</li> <li>7. Related TPR activities.</li> </ol>	<p><b>Other Evidence</b></p> <ol style="list-style-type: none"> <li>1. Video series exercises</li> <li>2. Listening activities.</li> <li>3. Dialog: Das Oktoberfest macht Spaß.</li> <li>4. Dialog: Auf dem Cannstatter Volksfest!</li> <li>5. Aktuelles: Das Oktoberfest</li> <li>6. Persönliches: Beschreib ein Besuch auf ein Volksfest in Deutschland.</li> <li>7. Persönliches: Was machst du an dem</li> </ol>

		<p>nächsten Feiertag?</p> <p>8. Rollenspiel: Tourist and Tourguide conversation about Oktoberfest.</p> <p>9. Rollenspiel: Ein Schulfest planen und machen.</p> <p>10. Lesestück: Ein besonderer Tag</p> <p>11. Lesestück: Feste und Feiertage in Deutschland</p> <p>12. Zungenbrecher. Tongue twister.</p> <p>13. Schreiben: Wie feiern wir Weihnachten bei mir zu Hause?</p> <p>14. Completion of related on-line practice exercises.</p> <p>15. Journal: Mein Lieblingsfeiertag ist _____, denn ....</p>
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