



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: German 3 Grade Level(s): 10-12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. The students will acquire vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of several places where the target language is spoken. The student will use both regular and irregular verbs to communicate in the present, past, future, and command forms of the target language. Proper pronunciation and intonation will also be stressed.

Instructional Strategies, Learning Practices, Activities, and Experiences

Textbook Maps Listening CDs Question/Answer Technology	Workbook Communication Activities Songs Discussion	Chapter Video Vocabulary Transparencies Games White Boards
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Assessments

Self-Directed Class Activities Quizzes Class Participation	Group Activities Tests Verbal Communication Activities	Homework Projects
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Materials/Resources

Primary Sources: <u>Deutsch Aktuell II</u> EMC / Paradigm Publishing Copyright 2017-2018: Seventh Edition	Supplemental Sources: Worksheets, Realia, Media Center, Technology, Authentic Materials (audio, video, text), Teacher- made Materials	
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Adopted: 1/27/1988

Revised: 9/3/1991, 7/21/1999, 8/17/05, 5/3/07, 5/21/18

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Review of Level 2	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> • Form sentences using the conversational past tense. • Describe the differences between the use of haben or sein in the conversational past tense. • Conduct a partner interview to practice speaking skills. • Form sentences using the dative case. • Identify parts of the dative case (verbs, pronouns, and prepositions). • Recognize states and capitals of Germany. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Listening Comprehension: Keine Panik	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> • Learn new vocabulary associated with daily teenage life. • Enhance listening comprehension skills by expanding vocabulary, making predictions, answering comprehension questions and incorporating grammar from class. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Theme: In der Stadt (In the City)	
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<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> Recall vocabulary related to building in a city and directions. Learn how to use commands in the various forms in order to give directions. Identify the accusative case with the phrase "es gibt." Ask for directions; give directions; say "excuse me," make a polite request; say that you enjoyed a travel location; make a suggestion. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Theme: Feste und Feiertage (festivals and holidays)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> • Talk about what to take along and how to make a decision, ask what someone is hungry for, and make a suggestion. • Discuss <i>Oktoberfest</i> – its origins, activities, events and food. • Read a list of fun facts about <i>Oktoberfest</i>. • Describe standing in line, indirectly suggest an activity, wish someone a good holiday, and tell someone to stay put. • Talk about <i>Volksfeste</i> in Germany. • Use adjectives to describe things – after <i>der</i>-words, <i>ein</i>-words, and adjectives not preceded by articles and after <i>nichts</i>, <i>etwas</i>, <i>viel</i>, and following quantity words. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Theme: Das Haus (The House)	
CONTENT/KEYNCEPTS	OBJECTIVES/STANDARDS
<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> • Recognize rooms in a house. • Identify common household objects. • Describe household chores. • Make recommendations to others and make polite requests. • Understand and respond to formal commands. • Understand two-way prepositions and the case they take based on motion or location. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Grammar Lesson: Genitive Case	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> • Identify the definite and indefinite articles for the genitive case. • Understand the genitive case is used with possession. • Make sentences with proper word order using the genitive case. • Review body parts and family members along with everyday vocabulary. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Theme: Wohin geht's? (Where are you going to?)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> • Sequence a narrative, say someone can't make it, express difficulty, say what the best option is and compare. • Discuss the baggage allowance when flying Lufthansa, public transportation in Germany, transportation recommendations for different sightseeing destinations and driving in Germany. • Use the comparison of adjectives and adverbs. • Read a survey about Germans' use of transportation. • Express what someone is planning to do, describe where I prefer to sit, ask if a plane is taking off on time. • Discuss passports, air travel, and going through customs. • Use the words <i>gern</i> and <i>lieber</i> correctly. • Read a narrative/dialogue about using the <i>U-Bahn</i> and a poem. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Theme: Im Sommer (In the Summer)	
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<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> • Inquire about activities, say what I'm looking forward to, tell someone to hurry, suggest a place to sit, ask about someone's travel preparations, and suggest where to meet. • Talk about youth hostels, the Rhine River, and activities to engage in there; and examples of the arts that the Rhine inspired. • Use reflexive verbs in the present tense and make commands using reflexive verbs. • Read a website about a youth hostel along the Rhine. • Make a suggestion, tell someone to get going, express hope. • Talk about camping in Germany and <i>die Insel Rügen</i>, an island on the Baltic. • Understand word order of sentences with the dative and accusative cases. • Read the story of a two young men's stay in a German youth hostel. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Theme: Ferien (Vacation)	
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<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> Express a preference, say it is busy somewhere, state a generalization, make a prediction and verify a spoken utterance. Talk about the <i>Chiemsee</i> and its main attractions. Form sentences using the past tense (narrative past) of regular verbs. Read a narrative about a trip to the <i>Chiemsee</i> and a webpage that leads to information about King Ludwig's castle. Describe the weather, express where I have been, and express my opinion about a past event. Talk about how to get to <i>Hiddensee</i> and activities available there. Use the past tense (narrative past) of irregular verbs. Read an e-mail about a trip to the <i>Bodensee</i>. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Review of Level 3	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the formation of sentence structure in the written past tense. • Describe the differences between the four cases in German. • Recall travel vocabulary. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>