

COURSE: German 3	Grade(s) 10-12
UNIT: Travel	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2

<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to provide, obtain and describe information concerning travel to and within the German-speaking countries (in speaking and writing). 2. Students will be able to comprehend, decipher and utilize information concerning travel to and within the German-speaking countries (in listening and reading). 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to say, write, read and understand German vocabulary dealing with: <ol style="list-style-type: none"> a. Train stations, b. Airports, c. Youth hostels/hotels, and d. Vacation plans. 2. Students will review the following grammatical items: <ol style="list-style-type: none"> a. Nominative, accusative and dative definite and indefinite articles b. Modal helping verbs c. Future tense d. Dative prepositions and two-way prepositions with dative case
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Circumlocution games 2. Authentic materials (train and plane schedules, travel books, travel advertisements) 3. Listening activities with note-taking 4. Cultural readings in German 5. Conversation cards and student-generated dialogues 6. Classroom question and answer sessions 7. Writing prompts 8. Skits 9. <i>Deutsch Aktuell II</i> Videos – Chapters 1-3 <p>RESOURCES: <i>Deutsch Aktuell II</i> – Chapters 1, 2, 3</p> <p>Various travel books in English and German</p> <p>Teacher-generated worksheets and activities</p> <p>Authentic materials from the Internet (www.bahn.de, www.letsgo.com, www.german-info.com, etc.)</p> <p>Das Rad teen magazine articles</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Paired Activities 2. Written and oral responses to listening and reading activities 3. Classroom discussion 4. Homework worksheets 5. Written quizzes 6. Trip to Germany travel project (writing) 7. Oral quizzes <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Extra help from the teacher 2. Reduced amount of vocabulary and extra time to master concepts 3. Reinforcement worksheets 4. Re-teaching concepts 5. Anchor activities 6. Various language learning CD-Roms 7. Various Internet sites (www.aatg.org, www.goethe.de, etc.) <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Expanded list of vocabulary 2. Enrichment/Challenge activities from the textbook 3. Various language learning CD-Roms 4. Various Internet sites (www.aatg.org, www.goethe.de, etc.) 5. Independent and expanded research on travel to and within the German-speaking countries. 6. Anchor activities

COURSE: German 3

Grade(s) 11-12

UNIT: Listening Comprehension: Keine Panik, Türkisch für Anfänger

NATIONAL STANDARDS:

1.1, 1.2, 1.3, 4.1, 4.2, 5.2

Goals:

1. Students will increase their listening comprehension abilities (with native speakers).
2. Students will increase their range of vocabulary.
3. Students will utilize new vocabulary and information to discuss what they've heard.

UNIT OBJECTIVES:

1. Students will be able to:
 - a. Respond
 - b. Draw Conclusions from
 - c. Predict
 - d. Paraphrase
 - e. Express opinions in speaking and writing about the story/episode that they hear/watch.
2. Students will be able to recognize and use the following grammatical items correctly:
 - a. Possessive Pronouns (*mein, dein, sein, ihr, unser, euer, Ihr*)

ACTIVITIES:

1. Weekly listening activity
2. Discuss meaning and use of new vocabulary
3. Answer comprehension questions
4. Predict and analyze future events
5. Skits/Role play based on story/episode
6. Who am I? Character Descriptions
7. Discussing Family Dynamics
8. Comparing Private vs. Public Personality
9. Written Vocabulary Exercises

RESOURCES:

Keine Panik: Book and CD/Tape

Türkisch für Anfänger Staffel 1 (Season 1): DVD and Teacher-Created Worksheets

ASSESSMENTS:

1. "At the Bell" review of previous week's segment
2. Weekly vocabulary sheet
3. Worksheet
4. Oral questions and answers
5. Class discussion
6. Written and oral summaries

REMEDIATION:

1. Extra help from the teacher
2. Extra time to master comprehension
3. Reinforcement worksheets
4. Re-teach concepts
5. Re-listen to segments/episodes
6. Anchor Activities

ENRICHMENT:

1. Expanded list of vocabulary
2. Faster paced listening assignments on own
3. View additional episodes on own
4. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com)

COURSE: German 3	Grade(s) 11-12
UNIT: Reading Comprehension: Myths and Legends, Fairy Tales and Fables	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1.2, 3.1.2, 4.1, 4.2, 5.2
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<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to recall events in conversational (spoken) and narrative (written) past tenses. 2. Students will use reading strategies to lessen anxiety and increase comprehension 3. Students will increase understanding of cultural differences. 4. Students will be able to listen to and understand spoken information. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be introduced to reading strategies for the world language classroom. 2. Students will apply reading strategies to reading materials in this unit. 3. Students will use vocabulary learned in readings to demonstrate comprehension. 4. Students will be able to recognize and use the following grammatical items: <ol style="list-style-type: none"> a. Conversational Past Tense (Strong and Weak Verbs, Modal Helping Verbs) b. Narrative Past Tense (Strong and Weak Verbs, Modal Helping Verbs)
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Read, respond to and discuss readings (myths, legends, fairy tales, fables) individually, in small groups and whole group. 2. Discuss cultural similarities and differences between readings. 3. Perform skits 4. Create posters and simple story books 5. Field trip to see a bilingual performance of various German fairy tales 6. Perform German fairy tale for junior high students 7. Retell stories in past tense 8. Conversation prompts for retelling actual events 9. Written prompts for retelling actual events 10. Worksheets for mastery 11. Anchoring activities 12. Recognizing patterns for past tense constructions 13. View and discuss <i>Snow White</i> Video <p>RESOURCES: <i>Deutsch Aktuell 1</i> – Chapters 11, 12 <i>Deutsch Aktuell 2</i> – Chapter 3 <i>Deutsche Sagen und Legenden</i> <i>Komm, wir spielen Märchen.</i> (Come, let's act out fairy tales) <i>Die schönsten Grimms Märchen</i> (The nicest Grimm fairy tales) Graded German Reader Teacher generated worksheets and activities</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Paired Activities 2. Written and Oral Responses 3. Classroom Discussion 4. Homework Worksheets 5. Written Quizzes 6. Oral Quizzes 7. In Class Projects <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Extra help from teacher. 2. Reduced list of vocabulary words 3. Extra time to learn vocabulary 4. Reinforcement worksheets. 5. Reinforcement listening activities. 6. Reteach concepts. 7. Anchor activities. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Expanded list of vocabulary words. 2. Enrichment/Challenge activities from Resource List. 3. Anchor Activities 4. Various language learning CD-ROMs 5. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com)

COURSE: German 3	Grade(s) 11-12
UNIT: Automobiles and Descriptions	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 4.1, 5.2

<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to compare and contrast everyday items (speaking, writing, reading, listening). 2. Students will be able to provide detailed descriptions of everyday items (speaking, writing, reading, listening). 3. Students will demonstrate comprehension of automobile vocabulary for exterior and interior terms in speaking and writing. 4. Students will create a PowerPoint project with superlative adjectives to advertise their dream car. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to say, write, read and understand in German: <ol style="list-style-type: none"> a. Automobile Vocabulary b. Descriptions c. Adjectives d. Comparing people, places and things 2. Students will be able to recognize and use the following grammatical items: <ol style="list-style-type: none"> a. Adjectives in positive, comparative and superlative forms b. Phrases that accompany comparative and superlative forms c. Irregular adjective forms
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Vocabulary building games 2. Sentence building 3. Visual Comparisons 4. Cultural and Geographic Comparisons 5. Creative Writing Exercises 6. Dream Car PowerPoint Project <p>RESOURCES:</p> <p><i>Deutsch Aktuell 2</i> – Chapter 11</p> <p>German English Visual Bilingual Dictionary</p> <p>Authentic materials from Germany and the Internet (German traffic signs and symbols)</p> <p><i>Das Rad</i> and <i>der Schuss</i> teen magazine articles</p> <p>Teacher generated worksheets and activities</p> <p>Informational graphs from www.statista.de</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Paired Activities 2. Written and oral responses 3. Classroom Discussion 4. Homework Worksheets 5. Written Quizzes 6. Dream Car PowerPoint Project <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Extra help from teacher. 2. Reinforcement worksheets. 3. Extra time to learn vocabulary words/reduced list of words. 4. Rewriting of short essay. 5. Reteach concepts. 6. Anchor activities. 7. Various language learning CD-ROMs 8. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com) <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Expanded list of vocabulary words. 2. Enrichment/challenge activities from textbooks, authentic materials, the Internet, CD-ROM from textbook series. 3. Different, more advanced cultural readings. 4. Various language learning CD-ROMs. 5. Various Internet sites (www.aatg.org, www.goethe.de, www.dw.de, www.yabla.com, etc.). 6. Anchor activities

COURSE: German 3	Grade(s) 11-12
UNIT: Daily Routine and Wellness	
NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	
Goals: <ol style="list-style-type: none"> 1. Students will be able to describe their personal daily routine (speaking and writing). 2. Students will be able to listen to and understand spoken information dealing with daily routine of themselves and others. 3. Students will be able to differentiate between hygiene habits in different countries (Europe vs. USA). 4. Students will be able to describe personal illness and well-being (speaking and writing). 5. Students will be able to listen to and understand spoken information dealing with personal illness and well-being. 	UNIT OBJECTIVES: <ol style="list-style-type: none"> 1. Students will be able to understand, read, write, pronounce and use in conversation vocabulary pertaining to: <ol style="list-style-type: none"> a. Daily Routine b. Health, illness and well-being 2. Students will be able to recognize and use the following grammatical items (new): <ol style="list-style-type: none"> a. Reflexive Verbs b. Reflexive Pronouns (accusative and dative) c. Word Order d. Reflexive Verbs including prepositions 3. Students will be able to write a description of their daily routine and/or of health and well-being.
ACTIVITIES: <ol style="list-style-type: none"> 1. Flash Cards 2. Teacher generated worksheets for mastery 3. Picture descriptions 4. Class activities (short dialogues, question and answer sessions). 5. Listen to a song by the Wise Guys. 6. Listening activities with note taking. 7. Realia (magazine articles and informational graphs) 8. Create and illustrate a children's book dealing with daily routine and/or health and well-being RESOURCES: <i>Deutsch Aktuell 2 – Chapter 2</i> <i>Schönen Guten Morgen</i> by the Wise Guys "Krank sein – mit Eva" video from Yabla.com "Illnesses, Problems and Emergencies" section from Usborne Essential German guide Health-related informational graphs from www.statista.de Teacher generated worksheets and activities Informational graphs from www.statista.de	ASSESSMENTS: <ol style="list-style-type: none"> 1. Written quizzes 2. Written and oral responses to listening and reading activities 3. Paired/Partner activities (including simple AP style conversations) 4. Classroom discussions 5. Homework, worksheets (teacher-generated) 6. Children's book project REMEDIATION: <ol style="list-style-type: none"> 1. Extra help from teacher. 2. Reinforcement worksheets. 3. Reinforcement listening activities. 4. Extra time to learn vocabulary words/reduced list of words. 5. Reteach concepts. 6. Anchor activities 7. Various language learning CD-ROMs 8. Various internet sites (www.aatg.org, www.goethe.de, etc.) ENRICHMENT: <ol style="list-style-type: none"> 1. Expanded list of vocabulary words. 2. Enrichment/Challenge activities from <i>Deutsch Aktuell 2</i>, authentic materials, the Internet, CD-ROM from textbook series. 3. Anchor activities. 4. Various Internet sites (www.aatg.org, www.goethe.de, etc.)

COURSE: German 3	Grade(s) 11-12
UNIT: Mystery Novel/Short Story	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.2

<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to read and understand a short "chapter" book in German. 2. Students will be able to integrate vocabulary learned in the book into their own personal German vocabulary. 3. Students will gain knowledge of certain aspects of German culture, related to the story read. 4. Students will be able to use genitive case to show possession and relationships to items. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will demonstrate competency in reading strategies for foreign languages. 2. Students will use vocabulary learned in readings to demonstrate comprehension (speaking and writing). 3. Students will be able to identify cultural information, related to the story read. 4. Students will be able to recognize and use the following grammatical items: <ol style="list-style-type: none"> a. Genitive case: articles, prepositions and question word b. Conjunctions (coordinating and subordinating)
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Read a short story/novel in German (25+ pages) 2. Answer comprehension questions and write a summary of every chapter in the book. 3. Actively learn vocabulary. 4. Dramatic role play of certain scenes. 5. Worksheets for mastery. 6. Watch supplementary cultural videos. 7. Learn about culture/geography related to the story read. <p>RESOURCES: "Chapter" book from resources list (<i>Ein Mann Zuviel, Berliner Pokalfieber, Oktoberfest, Der Märchenkönig, etc.</i>)</p> <p>Various Internet sites related to the story being read.</p> <p>Teacher generated worksheets and activities</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Written and oral responses to reading 2. Classroom discussions 3. Question packet 4. Vocabulary quizzes 5. Grammar quizzes 6. Final written exam on book <p>REMEDICATION:</p> <ol style="list-style-type: none"> 1. Extra help from teacher. 2. Reinforcement worksheets. 3. Extra time to learn vocabulary words/reduced list of words. 4. Reteach concepts. 5. Anchor activities 6. Various language learning CD-ROMs 7. Various internet sites (www.aatg.org, www.goethe.de, etc.) <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Expanded list of vocabulary words. 2. Expanded research on cultural information, related to the story read. 3. Anchor activities. 4. Various Internet sites (www.aatg.org, www.goethe.de, etc.)

COURSE: German 3	Grade(s) 11-12
UNIT: Deutschlands Beste	

NATIONAL STANDARDS: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1
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<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will increase and improve intermediate-advanced level reading and listening skills in German. 2. Students will be able to listen to and understand spoken information dealing with influential Germans (inventors, scientists, politicians, musicians, etc.). 3. Students will be able to present information to their classmates about an influential German person (inventor, scientist, politician, musician, etc.). 4. Students will be able to listen to and understand spoken information dealing with typical aspects of German culture (cars, soccer, sausage, Christmas and beer). 5. Students will be able to interpret how influential German people and customs represent the "typical" German culture. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to formulate thoughts and ideas that will answer the following questions: <ol style="list-style-type: none"> a. What people and products have had an influence in Germany? b. How have they influenced the country? c. Is their influence always positive? d. In what areas has Germany influenced our country the most? Other countries? 2. Students will start to create AP style presentational speaking and interpersonal writing (Email) samples. 3. Students will be able to recognize and use the following grammatical items (new): <ol style="list-style-type: none"> a. Conjunctions (coordinating and subordinating)
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Reading selections and class discussion dealing with the following: <ol style="list-style-type: none"> a. German-speaking inventors and inventions b. German-speaking politicians c. German-speaking artists and musicians d. German-speaking writers e. German places (cities, areas, attractions, etc.) 2. Listening selections and class discussion dealing with the following: <ol style="list-style-type: none"> a. Cars b. Soccer c. Sausage d. Christmas e. Beer 3. Oral presentation about an influential German. 4. AP style email response <p>RESOURCES: <i>Cleaner Deutschland atlas</i> <i>Wir entdecken Deutschland</i> <i>Was ist Was: Deutschland</i> <i>Deutschland: Unser Land, Unser Leben</i></p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Written quizzes (reading and listening – AP style multiple choice) 2. Written and oral responses to listening and reading activities 3. Classroom discussions 4. Oral presentation about an influential German. 5. AP style email response <p>REMEDICATION:</p> <ol style="list-style-type: none"> 1. Extra help from teacher. 2. Reinforcement listening activities. 3. Anchor activities. 4. Various language learning CD-ROMs 5. Various Internet sites (www.aatg.org, www.goethe.de, etc.) <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Expanded research of influential Germans. 2. Wider selection of reading and listening materials (www.dw.de). 3. Anchor activities. 4. Various Internet sites (www.aatg.org, www.goethe.de, etc.)
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*Orientierungskurs Deutschland:
Geschichte, Kultur, Institutionen.
Entdeckungsreise D-A-CH: Kursbuch zur
Landeskunde
Reading Texts for Students of German: from 20
Years of the AATG National Examination.
Deutsche Welle (www.dw.de): "Top-Thema mit
Vokabeln" and "So geht's Deutschland" videos*

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German 3 Resources

Crossgrove, Hannelore and William C. Crossgrove. *Graded German Reader*. Lexington: D.C. Heath and Company, 1992.

Die schönsten Grimms Märchen. Erlangen: Pestalozzi-Verlag, 2000.

Dreke, Michael and Sofia Salgueiro. *Wechselspiel Junior*. Berlin: Langenscheidt, 2000.

Dreke, Michael and Wolfgang Lind. *Wechselspiel*. Berlin: Langenscheidt, 1986.

Duhn-Osius, K. Eckhard, ed. *Reading Texts for Students of German*. Cherry Hill, NJ: AATG, 1990.

Erne, Andrea. *Wir entdecken Deutschland*. Ravensburg: Ravensburger Buchverlag Otto Maier GmbH, 2013.

Felix and Theo. *Berliner Pokalfieber*. Berlin: Langenscheidt, 1991.

Felix and Theo. *Der Märchenkönig*. Berlin: Langenscheidt, 1991.

Felix and Theo. *Ein Mann Zuviel*. Berlin: Langenscheidt, 1991.

Felix and Theo. *Oktoberfest*. Berlin: Langenscheidt, 1991.

German English Visual Bilingual Dictionary. New York: Dorling Kindersley Limited, 2005.
Glasgow, Mary. *Das Rad*. London: Scholastic, Inc., 2010-2013. (Teen Magazine)

Kaufmann, Susan, Lutz Rohrmann, Petra Szablewski-Cavus. *Orientierungskurs Deutschland: Geschichte, Kultur, Institutionen*. Berlin: Langenscheidt. 2007. (Deutschlands Beste, pg. 52-53; In Deutschland kann man..., pg. 56-57)

Kernecker, Herb and Hyde Flippo. *Deutsche Sagen und Legenden. A Collection of Legends from the German-Speaking World*. Lincolnwood: National Textbook Company, 1998.

Kolditz, Gottfried. *Snow White*. East Germany: Icestorm International, 1960. (video)

Kraft, Wolfgang S. *Deutsch Aktuell II*. Fifth edition. St. Paul, MN: EMC Publishing, 2004.
Deutsch Aktuell II series includes:

- Textbook
- Teacher's Edition
- Workbook
- CD Program and Manual
- Video Program and Manual
- Additional Activities Book

- Testing/Assessment Program
- TPR Storytelling Manual
- Communicative Activities

Kuhn-Osius, K. Eckhard. *Reading Texts for Students of German: from 20 Years of the AATG National Examination*. Cherry Hill, NJ: AATG, 1990. ("Der gute Mensch Einstein", 1981-3a; "Urlaubsorte deutscher Kanzler", 1971-2a; "Mozart und ein Wunderkind", 1975-3a)

Lorig, Sven. *Deutschland: Was ist was? Band 126*. Nürnberg: Tessloff, 2010. (Berühmte Deutsche, pg. 36-37; Deutsche Erfindungen und Erfinder, pg. 45; Welterbestätten in Deutschland, pg. 46-47)

Petersen, Kristina. *Kleiner Deutschlandatlas*. Mannheim: Meyers Lexikonverlag, 2007.

Pilaski, Anna, Birgitta Fröhlich, Christiane Bolte-Costabiei, Heinke Behal-Thomsen. *Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde*. Berlin: Langenscheidt, 2011. (Erfindungen, pg. 90-91; Nobelpreisträger, pg. 92-93; Innovative Unternehmen, pg. 132-133)

Plasger, Uwe. *Die Fälle des Kommissar Wagner*. Berlin: Langenscheidt, 1998.

Die Fälle des Kommissar Wagner includes:

- Workbook
- Cassette/CD

Raths, Angelika. *Keine Panik!* Berlin: Langenscheidt, 1997.

Keine Panik includes:

- Workbook
- Cassette/CD

Schulte, Hannelore. *Komm, wir spielen Märchen. Sechs fertige Theaterstücke für Kinder*. Mülheim an der Ruhr: Verlag an der Ruhr, 2012.

Seiffert, Christian. *Treffpunkt D-A-CH. Cultural Reader and Exercise Booklet*. Berlin: Langenscheidt, 2010.

Seiffert, Christian. *Treffpunkt D-A-CH. Landeskundeheft 2*. Berlin: Langenscheidt, 2010.

Steves, Rick. *Austria and the Alps*. Edmonds: Back Door Productions, 2000-2007. (DVD)

Steves, Rick. *Germany and Scandinavia*. Edmonds: Back Door Productions, 2000-2007. (DVD)

Winkler, George. *Intermediate Reader. Lies mit mir! 1*. Austin: Holt, Rinehart and Winston, 2003.

Various internet sites, CD-ROMs, magazines, newspapers, etc.

Specifically:

- www.dw.de
- www.statista.de
- www.yabla.com

Various music CDs from the following groups: Wise Guys, Die Prinzen, Silbermond, Tokio Hotel, Rosenstolz, Sportfreunde Stiller, Wir sind Helden, Die Fantastischen Vier, Fettes Brot, Rammstein, etc.