

# **Southern Regional High School District Course of Study**

**Department**

**World Language**

**Course # 5220**

## **Course Title:**

**German II  
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August 2008**

## **Essential Questions of the Course:**

- 1. How do we live our lives?**
- 2. How do our lives differ from and relate to those of Germanic cultures?**

## **Assessments:**

- 1. Students will complete tasks and assessments that address the modes of communication (interpretive, interpersonal, and presentational. Assessments that relate to the perspectives, practices, and products will address the uniqueness and diversity of Germanic cultures throughout the world.**
- 2. Students will develop and submit projects to provide thoughtful evidence of their competency and proficiency as learners of German. These assessments target student responsibility, meta-cognition and the dispositions needed to function and interact in another culture.**
- 3. Students will complete tests and quizzes and collaborative tasks.**
- 4. Students will complete a cultural Internet challenge designed to assess their understanding of location and contributions of major German towns.**

**Unit Title:**

**Visiting a German Family**

**Essential Questions of the Unit:**

- 1. How do German families and family life differ or not from a family in the United States?**
- 2. How do German food and eating habits differ from that in the United States?**

**Assessments:**

- 1. As part of the review chapter, students will develop write and present a typical day of an American teenager and compare them to a day of a typical German teenager, and answer questions in reference to their presentation. (Presentational/Cultural Perspectives and Practices)**
- 2. Students will prepare and present a short skit, taking place in a German family around the dinner table. Students will have to use authentic problems, concerns or other topics that might be of relevance to a German teenager. Class will have to present solutions to the problems presented. (Interpersonal and Presentational) (Cultural Perspectives, Practices, and Products)**
- 3. Students will complete tests, quizzes and collaborative work.**

## **Content:**

### **Vocabulary:**

1. **Vocabulary asking for and giving information about yourself and others**
2. **Vocabulary on family members**
3. **Expressing likes and dislikes**
4. **Describing and commenting on various articles**
5. **Making plans**
6. **Talking about how something tastes**
7. **Other useful words and expressions**

### **Grammar:**

1. **Present Tense forms of haben and sein**
2. **Possessive pronouns in the nominative and accusative.**
3. **The nominative and accusative forms of the definite and indefinite articles.**
4. **Regular and irregular stem-changing verbs**
5. **Modal auxiliary verbs in the present and future tense.**

### **Culture:**

1. **Questionnaire: Was für eine Person bist du?**
2. **Article: Sebastian über seine Familie**
3. **Article: Popstars machen Mode**
4. **Und was hast du am liebsten?**
5. **Und was hast du am liebsten?**
6. **Advertisements**

## **Skills:**

- 1. Describing, asking for and giving information about yourself and others**
- 2. Expressing likes and dislikes**
- 3. Giving and responding to compliments**
- 4. Agreeing and disagreeing with someone**
- 5. Expressing opinions**

## **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding about the cultural differences between Germany and the United States and their family lifestyles.**
- 2. To have students use German when presenting an argument.**
- 3. To enable students to understand simple spoken German.**
- 4. To provide students with opportunities for usage when expressing disapproval, annoyance or disagreement over something.**
- 5. To enable students to visit the city of Munich, Potsdam and Frankfurt and various sightseeing places.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**Four Weeks**

## **Instructional Activities:**

1. **TPR- teacher to students and students to students.**
2. **Oral paired dialogue between students when asking or reporting about past events.**
3. **Situations where student develop and use expressions appropriately.**
4. **Writing and performing expressions such as disapproval, annoyance and dissatisfaction.**
5. **Visiting various cities in Germany through the Internet.**

## **Materials and Resources:**

1. **Komm Mit**
2. **Internet activities**
3. **Games**
4. **Project**

**Unit Title:** Family Chores and Obligations

**Essential Questions of the Unit:**

1. How would a German describe what they have to do to help out at home?
2. How would prepare for a German birthday party?

**Assessments:**

1. As part of the review chapter, students will develop, write and present a day of a typical American teenager that is preparing to celebrate their birthday and compare it to a day of a typical German teenager celebrating their birthday, and answer questions in reference to their presentation. (Interpretive and Presentational) (Cultural perspectives practices, and products)
2. Students will prepare and present a short skit, taking place in a German restaurant where they will be celebrating their birthday. Students will have to use a German menu, and the German monetary unit to pay their bill. They will also have to pretend that there is a problem with the food they ordered and the bill they received. (Interpretive, Interpersonal, and Presentational) (Cultural perspectives, practices, and products)
3. Students will complete tests, quizzes and collaborative work.

## **Content:**

### **Vocabulary:**

1. Vocabulary on expressing obligations; extending and responding to an invitation; offering help and telling what to do.
2. Asking and telling what to do; telling that one needs to do something else
3. Discussing gift ideas; expressing likes and dislikes; expressing likes, preferences and favorites; saying they do or don't want more.

### **Grammar:**

1. Modal Auxiliaries
2. Interrogative questions
3. Clauses introduced by weil and denn
4. The past tense forms
5. The dative case of possessives
6. Nominative, accusative and dative of noch ein and kein.

### **Culture:**

1. Was nimmst du mit, wenn du irgendwo eingeladen bist?
2. Grocery advertisements
3. German gift ideas

## **Skills:**

- 1. Describing, asking for and giving information about yourself and others**
- 2. Expressing likes and dislikes**
- 3. Giving and responding to compliments**
- 4. Making plans**
- 5. Ordering food and beverages and expressing disapproval and concern.**

## **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding about the cultural differences between Germany and the United States in reference of how they celebrate birthdays and other holidays.**
- 2. To have students use German when making plans and order in a German restaurant.**
- 3. To enable students to understand simple spoken German.**
- 4. To provide students with opportunities for usage when expressing disapproval, annoyance or disagreement over something.**
- 5. To enable students to visit the city of Munich, Potsdam and Frankfurt and various places of interest for sight-seeing.**

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**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**Four Weeks**

## **Instructional Activities:**

1. TPR- teacher to students and students to students.
2. Oral paired dialogues between students when asking or reporting about past events.
3. Situations where student develop and use expressions appropriately.
4. Writing and performing expressions such as disapproval, annoyance and dissatisfaction.
5. Describing and presenting typical dialogues taking place in a restaurant.
6. Visiting various cities in Germany through the Internet.

## **Materials and Resources:**

1. Komm Mit
2. Internet activity
3. Games
4. Project

**Unit Title:**      **Traveling to various places in Europe**

**Essential Questions of the Unit:**

- 1.      Can you tell someone from Germany the places you have visited?**
- 2.      How would you be able to express enthusiasm or disappointment over a place you have visited?**

**Assessments:**

- 3.      Students will develop and present dialogues reporting past events and talking about places. This assessment focuses on students' writing, speaking, and recall listening of German used in context.**
- 4.      Students will ask how someone liked something, expressing enthusiasm or disappointment, responding enthusiastically or sympathetically.**
- 5.      Students will orally present their dream vacation.**
- 6.      Students will complete test, quizzes and collaborative work.**

## **Content:**

### **Vocabulary:**

1. Verb forms into present and past tenses.
2. Vocabulary for sightseeing destinations in a city.
3. Vocabulary for places to stay and eat while on vacation.
4. Functional expressions and vocabulary to answer questions and complete sentences about vacation.

### **Grammar:**

1. Present perfect tense – regular verbs (conversational past) 1.
2. Present perfect tense –irregular verbs (past participle) 1.
3. The past tense – irregular verbs (narrative past) hatte, war, ging...2.
4. Past tense – modal auxiliaries durfte, konnte...2
5. Personal pronouns ich, mich, mir (nominative, accusative, dative) 1.
6. Possessives adjectives mein, meinen, meinem (nominative, accusative, dative) 1.
7. Dative preposition in and an (indicate location).
8. Comparison of adjectives (schnell, schneller, schnellsten).
9. Comparison of adverbs (gut, besser, am besten).
10. Gern and lieber.

### **Culture:**

4. Vacation time
5. Sightseeing of Munich, Potsdam and Lubeck.
3. Youth hostel

## **Skills:**

- 1. Reporting about past events, talking about activities and places they visited.**
- 2. Asking how someone liked something, expressing enthusiasm or disappointment, and responding enthusiastically or sympathetically.**
- 3. Reading and understanding reports about places such as Frankfurt, Dresden, and St. Ulrich, Austria.**
- 4. Writing about their own weekend and vacation activities.**
- 5. Finding and reporting about how Germans spend their vacation time.**

## **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding about the cultural differences between Germany and the United States in reference to vacation time and how vacation is spent.**
- 2. To have students use German when reporting about past events and places they have visited.**
- 3. To enable students to understand simple spoken German.**
- 4. To provide students with opportunities for usage when expressing enthusiasm or disappointment.**
- 5. To enable students to visit the city of Munich, Potsdam and Frankfurt and various sightseeing places.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:                      Four Weeks**

### **Instructional Activities:**

1. **TPR- teacher to students and students to students.**
2. **Oral pair dialogue between students when asking or reporting about past events.**
3. **Situations where students develop and use expressions appropriately.**
4. **Writing and performing expressions such as enthusiasm or disappointment.**
5. **Describing and presenting their favorite vacation place.**
6. **Visiting various cities in Germany through the Internet.**

### **Materials and Resources:**

1. **Komm Mit**
2. **Internet activity**
3. **Games**
4. **Project**

**Unit Title:**        **Staying fit and eating healthy**

**Essential Questions of the Unit:**

1. **What do Germans like to eat?**
2. **Can you describe some differences between German and American meals?**
3. **How do Germans stay fit? Can you recall some health tips?**

**Assessments:**

1. **Students will develop and present dialogues talking about their eating habits and expressing preferences on various foods and what they do to stay fit. (Interpretive, Interpersonal, and Presentational) (Cultural perspectives, practices, and products)**
2. **Students will converse spontaneously on how to eat healthy in the United States and in Germany. (Presentational)**
3. **Students will create a diet program advertising how to eat healthy and stay fit.**
4. **Students will create and record (video) a conversation between friends who meet at the gym and report of what they eat to stay healthy. (Interpersonal and Presentational)**
5. **Students will complete tests, quizzes and collaborative work.**

## **Content:**

### **Vocabulary:**

6. Vocabulary talking about health and fitness.
7. Vocabulary talking about healthy food.
8. Identify food items in a grocery store.
9. Functional expressions used to convey regret, say something doesn't matter, make certain, call someone's attention to something, and ask what's happening.
10. Functional expressions and vocabulary to complete sentences and conversations about maintaining a healthy lifestyle.

### **Grammar:**

1. The sequence words in sentences containing dass-clauses
2. The der-words in the nominative, accusative, dative case (dieser, jeder, welcher)
3. The present tense of durfen.
4. Word order of Dative and Accusative case.
5. Question Words - Accusative (wer? was?)
6. Question Words - Dative (wen? wem?)
7. Genitive Case (possible)

### **Culture:**

1. German foods
2. Various hotels
3. Where do Germans eat?
4. Where do Germans shop for groceries?
5. What do German students eat on their school break?
6. Kaffeezeit
7. Open-faced sandwiches and varieties of bread
8. What do Germans do to keep fit (Trim-dich-pfad)?
9. Health food stores (Reformhauser, Bioladen)

## **Skills:**

- 1. Expressing regret and downplaying**
- 2. Expressing skepticism and preferences.**
- 3. Calling someone's attention to something and responding**
- 4. Writing and reporting on their choices on food and tips of how to stay healthy**

## **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding about German food and lifestyle.**
- 2. To have students use German when reporting about healthy eating habits and how to stay fit.**
- 3. To enable students to understand simple spoken German.**
- 4. To provide students with opportunities for usage to express regrets, skepticism and bring someone's attention to something in reference to food, as well as, to express approval or disapproval and respond emphatically or agree with reservation.**
- 5. To enable students to express, using German, their eating habits, food preferences and lifestyles to be fit.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:                      Three Weeks**

**Unit Title:        Healthy Eating Habits**

**Essential Questions of the Unit:**

- 1. What kind of food do Germans usually eat and why?**
- 2. What do German teenagers like to eat and why?**
- 3. What kind of healthcare system do Germans have and who developed it?**

**Assessments:**

- 1. Students will develop and present a healthy diet for an American teenager living in Germany, incorporating the differences in eating habits, meals and quantities available in Germany. (Interpretive and Presentational)**
- 2. Students will develop and present a healthy lifestyle for a German exchange student living in Long Beach Island, and what he/she needs to avoid in order to stay healthy. (Interpretive and Presentational)**
- 3. Students will develop and present a health column for the opening of their fitness center in Long Beach Island, and why people should join. (Presentational)**
- 4. Students will complete tests, quizzes and collaborative work.**

## **Content:**

### **Vocabulary:**

11. Vocabulary on expressing skepticism and regrets
12. Vocabulary calling someone's attention to something and responding
13. Vocabulary on food items
14. Vocabulary on what you eat at meals.

### **Grammar:**

1. Dieser, jeder and welcher words in the accusative and dative case
2. The possessives (summary)
3. Verbs used with dative case
4. Comparatives and superlatives
5. The interrogative was für

### **Culture:**

1. Was iss du, was nicht?
2. Nutritious snacks for Gymnasten
3. German meals and eating habits.

### **Skills:**

- 1. Expressing regrets and downplaying situations**
- 2. Calling someone's attention to something and responding**
- 3. Expressing preferences in regards to food**

### **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding about the cultural differences between Germany and the United States in reference to meals and eating habits.**
- 2. To have students use German when expressing healthy eating habits.**
- 3. To enable students to understand simple spoken German.**
- 4. To provide students with opportunities for usage when expressing regret and downplaying, expressing skepticism and making certain.**

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**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:                      Four Weeks**

## **Instructional Activities:**

1. TPR- teacher to students and students to students.
2. Oral paired dialogue between students when asking or reporting about past events.
3. Situations where students develop and use expressions appropriately.
4. Writing and performing expressions such as disapproval, annoyance and dissatisfaction.
5. Describing and presenting typical dialogues taking place in a restaurant.
6. Visiting various cities in Germany through the Internet.

## **Materials and Resources:**

1. Komm Mit
2. Internet activity
3. Games
4. Project

**Unit Title:****Your Health****Essential Questions of the Unit:**

1. How would you offer help or advice when someone is sick in German?
2. How would you inquire about someone's health and wish them well in German?
3. What are some occupations in the industrial countries of Europe?

**Assessments:**

1. Students will develop and present dialogues expressing pains and aches, talking about health and asking and giving advice when someone is sick. (Interpretive, Interpersonal, and Presentational)
2. Students will inquire about someone's health, respond, ask for, give advice and express hope. (Interpersonal and Presentational)
3. Students will discuss their favorite occupation and what kind of job they would like to have one day. (Interpersonal and Presentational)
4. Students will prepare, write and present an advice column for a health magazine. (Interpretive, Interpersonal, and Presentational)
5. Students will complete tests, quizzes and collaborative work.

## **Content:**

### **Vocabulary:**

1. **Vocabulary for various ailments**
2. **Vocabulary for aches and pains**
3. **Expressions used to talk about health and to ask for and give advice**
4. **Vocabulary dealing with good health**
5. **Vocabulary on occupations**

### **Grammar:**

1. **Command form**
2. **Reflexive verbs used with dative case**
3. **Verbs wehtun, brechen, waschen**
4. **Verbs Fieber messen ( to measure fever)**
5. **The dative to express the idea of something too expensive too large too small.**
6. **Past Perfect Tense (ich hatte gelesen)**
7. **Da/dahin and dort/dorthin**

### **Culture:**

1. **Apotheke and Drogerie**
2. **Entschuldigungszettel**
3. **Major occupations**

## **Skills:**

- 1. Inquiring about someone's health and responding**
- 2. Asking about and expressing pain, giving advice and expressing hope**
- 3. Expressing the last time they were sick and what they did to get better**
- 4. Reading and understanding the difference between an Apotheke and a Drogerie**
- 5. Preparing and presenting an advice column for a health magazine**
- 6. Identifying occupations**

## **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding about the cultural differences between Germany and the United States.**
- 2. To have students use German when they feel sick or have aches and pains.**
- 3. To enable students to understand simple spoken German.**
- 4. To provide students with opportunities for usage when inquiring about someone's health, give advice and express hope for recovery.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit: Two weeks**

## **Instructional Activities:**

1. TPR- teacher to students and students to students.
2. Oral pair dialogue between students when asking or reporting about someone's health
3. Situations where student develop and use expressions appropriately.
4. Writing and performing expressions such as when they express pain, ask for and receive advice.
5. Describing after researching some of the occupations in Germany.
6. Describing and presenting an advice column on health.
7. Students will list parts of the body and various ailments one can get when they are sick.

## **Materials and Resources:**

1. Komm Mit
2. Internet activity
3. Games
4. Project

**Unit Title:       Where to live - City or Suburbs**

**Essential Questions of the Unit:**

- 1.       Can you describe some of the advantages and disadvantages of where you live?**
- 2.       What are some of the differences between a city in Germany and a city in the United States?**

**Assessments:**

- 1.       Students will develop and present dialogues expressing their preferences and reasons for living in a city or the suburbs. (Interpretive, Interpersonal, and Presentational)**
- 2.       Students will inquire, orally and in writing, about the advantages and disadvantages of living in someone's community their wishes and dreams for the future. (Interpersonal and Presentational)**
- 3.       Students will complete tests, quizzes and collaborative work.**

## **Content:**

### **Vocabulary:**

1. Phrases for expressing advantages and disadvantages of city and country life
2. Words and phrases for sources of noise pollution.
3. Functional expressions to answer questions about wishes and places to live.

### **Grammar:**

1. Comparative forms of adjectives.
2. Adjectives following der-words. (Der alte Film)
3. Adjectives following ein-words. (Ein alter Film)
4. Adjectives not preceded by articles.

### **Culture:**

1. Owning a house in Germany
2. Schrebergarten
3. Stuttgart

## **Skills:**

1. **Expressing advantages and disadvantages of living in a community**
2. **Expressing wishes and dreams for the future**
3. **Describing their surroundings**
4. **Discussing environmental issues**
5. **Talking about future challenges**
6. **Identifying problems in the society**
7. **Proposing solutions**

## **Purpose / Rationale of the unit:**

1. **To develop a conscious understanding about environmental problems in European countries.**
2. **To have students use German when describing their communities and environmental issues.**
3. **To enable students to understand simple spoken German.**
4. **To provide students with opportunities for usage when talking about wishes and dreams for their future and identifying problems in our society.**
5. **To get acquainted with various sightseeing of the city of Stuttgart.**

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**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**Two Weeks**

## **Instructional Activities:**

1. TPR- teacher to students and students to students.
2. Oral pair dialogue between students when asking or reporting about someone's health
3. Situations where student develop and use expressions appropriately.
4. Writing and performing expressions such as when they express pain, ask for and receive advice.
5. Describing after researching some of the occupations in Germany.
6. Describing and presenting an advice column on health.
7. Students will list parts of the body and various ailments one can get when they are sick.

## **Materials and Resources:**

1. Komm Mit
2. Internet activity
3. Games
4. Project

**Unit Title:        Clothing and Trends of Fashion**

**Essential Questions of the Unit:**

- 1.        Can you describe some of the clothing that teenagers like to wear in Germany?**
- 2.        How would you describe the latest trends of fashion to a teenager in Germany?**

**Assessments:**

- 1.        Students will create and present dialogues describing clothing articles (material, colors, sizes), expressing interest, disinterest or indifference as well as persuading and dissuading someone about certain style of clothing. (Interpretive, Interpersonal, and Presentational)**
- 2.        Students will inquire, orally and in writing, about the kinds of clothes German students like to wear and they think about fashion and clothes. (Interpersonal and Presentational)**
- 3.        Students will complete tests, quizzes and collaborative work.**

## **Content:**

### **Vocabulary:**

1. Vocabulary identifying articles of clothing, fabrics and colors.
2. Functional expressions for indicating one's level of interest and making and accepting compliments.
3. Functional expressions and vocabulary to complete sentences and conversations about clothing.

### **Grammar:**

1. Adjectives following der and dieser - words
2. The verb tragen (to wear)
3. Dative case
4. The verb kaufen used with reflexive pronouns in the dative case.
5. Verbs with Dative (danken, folgen, gefallen, gratulieren, helfen, passen, schmecken, stehen)
6. Coordinating Conjunctions (aber, denn, oder, sondern, und) 2
7. Subordinating Conjunctions ( als, bevor, ehe, bis, da, damit, dass, nachdem, ob, obgleich, obwohl, seitdem, sobald, solange, während, weil, wenn)

### **Culture:**

1. What teenagers wear in other countries
2. What kind of detergent is used in Germany
3. Sizes and material
4. Fashion
5. Catalogs and ordering clothes from a catalog

### **Skills:**

1. **Asking a friend what he or she likes to wear**
2. **Responding to someone as to what kind of cloths they like to wear**
3. **Complimenting someone on their appearance**
4. **Responding to a compliment**
5. **Persuading someone to buy a clothing article in various materials**

### **Purpose / Rationale of the unit:**

1. **To develop a conscious understanding about the interests of clothing in German speaking countries.**
2. **To have students use German when describing clothes, express their interest, disinterest, and indifference.**
3. **To enable students to understand spoken German.**
4. **To provide students with opportunities for usage when talking about clothes, complimenting someone on their appearance and returning the compliment.**
5. **To find out what German students thing about fashion and clothes.**

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**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:                      Three Weeks**

## **Instructional Activities:**

- 1. TPR- teacher to students and students to students.**
- 2. Oral pair dialogue between students when describing, expressing interest, disinterest, and indifference about clothing.**
- 3. Situations where student develop and use expressions appropriately.**
- 4. Designing and labeling clothing ads.**
- 5. Using the Internet and Internet activities visiting various department stores.**
- 6. Students will design, label and describe clothing ads.**

## **Materials and Resources:**

- 1. Komm Mit**
- 2. Internet activity**
- 3. Games**
- 4. Project**

**Unit Title:**

**Vacations and Vacation Plans**

**Essential Questions of the Unit:**

- 1. How do Germans spend their vacations?**
- 2. What are some popular vacation spots in Europe?**

**Assessments:**

- 1. Students will create and present dialogues in which they discuss places to go on vacation, how they will get there and some of the attractions they will see. (Interpretive, Interpersonal, and Presentational)**
- 2. Students will create an illustrated advertisement of a popular German vacation place. They will orally present it and show how it reflects German attitudes toward leisure time. (Interpretive and Presentational)**
- 3. Students will complete tests, quizzes and collaborative work.**

## **Content:**

### **Vocabulary:**

1. Vocabulary for modes of transportation and vacation activities
2. Sentences expressing location or direction
3. Vocabulary for sights and locations in a city.

### **Grammar:**

1. The use of prepositions nach, an, in, auf to express directions.
2. Questions words Wo? (Dative) and Wohin? (Accusative)
3. Preposition with Dative or Accusative 2
4. Dative Contractions and Accusative Contractions 2
5. Da- and Wo- compounds
6. Mountains using der, die or das

### **Culture:**

1. Traveling in and out of Germany
2. Die Zugspitze!
3. Vacation time in Germany

### **Skills:**

- 1. Planning and describing vacation plans**
- 2. Writing about various vacation spots**
- 3. Expressing doubt, conviction and resignation about a certain vacation spots**
- 4. Expressing indecision and making suggestions on vacation plans**
- 5. Reading and discovering why Germans consider vacations a necessity and not a luxury**

### **Purpose / Rationale of the unit:**

- 1. To plan and describe vacation plans**
- 2. To write about various vacation spots**
- 3. To express doubt, conviction and resignation about a certain vacation spots**
- 4. To express indecision and make suggestions on vacation plans**
- 5. To discover why Germans consider vacations a necessity and not a luxury**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**Two Weeks**

### **Instructional Activities:**

1. TPR- teacher to students and students to students.
2. Oral pair dialogue between students when expressing their vacation plans.
3. Situations where student develop and use expressions appropriately.
4. Creating and presenting an illustrated advertisement for a vacation spot.
5. Students will express indecision, doubt, conviction and resignation, as well as, make suggestions.

### **Materials and Resources:**

1. Komm Mit
2. Internet activity
3. Games
4. Project

**Unit Title:** Berlin - Entertainment, Cars (driver's license) and Other Interests of German Teenagers.

**Essential Questions of the Unit:**

1. Can you describe some of the sources of information and entertainment that teenagers in German speaking countries rely on?
2. What kind of steps does a teenager in Germany need to take to acquire his/her driver's license?

**Assessments:**

1. Students will create and present dialogues expressing their interest discussing television shows. This assessment focuses on students' writing, speaking, and recall listening of German used in context.
2. Students will ask about and express interest, give permission, and express assumption, express surprise, agreement and disagreement about plans. They will prepare a written itinerary with appropriate requests.
3. Students will create a "wall of information" about the city of Berlin listing the most significant information for a tourist.
4. Students will orally report about various sightseeing in the city of Berlin as part of a year-long Internet project.
5. Students will complete tests, quizzes and collaborative work.

## **Content:**

### **Vocabulary:**

1. Types of television broadcasts.
2. Vocabulary on television equipment.
3. Vocabulary for parts of a car
4. Vocabulary to complete sentences and answer questions

### **Grammar:**

1. Wo and da-compounds
2. Prepositions with wen? (Für wen arbeitest du?)
3. Werden to express future time
4. The verbs lassen and laufen
5. Kein to negate a noun.

### **Culture:**

1. Autobahn
2. Speed Limit
3. Drivers license
4. Television shows
5. Berlin (Pergamon-Museum, Rotes Rathaus, Alexanderplatz, Platz der Akademie, Brandenburger Tor, Reichstag, Ku'damm)

### **Skills:**

1. **Writing and expressing interest on German television shows and German cars.**
2. **Using functional expressions and vocabulary to complete sentences and answering questions in reference to television shows, driver's licenses and other various interests that students have in Germany and in the United States.**
3. **Listening to and understanding native speakers talk about what they do to relax.**
4. *Creating a conversation between two friends discussing television shows.*
5. **Writing and presenting information on sightseeing places in Berlin.**

### **Purpose / Rationale of the unit:**

1. **To develop a conscious understanding about the similarities and differences between German and American students on television, driving privileges and other interests.**
2. **To have students use German when expressing their interests, asking for information and expressing assumptions.**
3. **To enable students to understand spoken German.**
4. **To provide students with opportunities for usage when talking about Berlin and the sightseeing places.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:                      Two Weeks**

### **Instructional Activities:**

1. TPR- teacher to students and students to students.
2. Oral pair dialogue between students when expressing interest, giving opinion and asking for and information.
3. Situations where students develop and use expressions appropriately.
4. Designing and presenting the various sightseeing in Berlin.
5. Developing and presenting various Television programs that are similar in Germany and in the United States.

### **Materials and Resources:**

1. Komm Mit
2. Internet activity
3. Games
4. Project

**Unit Title: Cultural Events and Specialties that Germans Like to Eat**

**Essential Questions of the Unit:**

- 1. Can you list some German plays, operas or classical musicals written by Germans?**
- 2. How have some of culinary specialties introduced by foreigners that have found their way into the German culture?**

**Assessments:**

- 1. Students will explain the three most significant events in the German culture where guest workers introduced their culinary specialties to Germans. (Interpretive, Interpersonal, Presentational)**
- 2. Students will create and present dialogues ordering in a restaurant, making suggestions about the food and making plans to attend a cultural event. Students will inquire about foods and their ingredients respond to suggestions and expressing hearsay. ((Interpersonal and Presentational)**
- 3. Students will complete tests, quizzes and collaborative work.**

## **Content:**

### **Vocabulary:**

1. Vocabulary for cultural events and sightseeing activities.
2. Vocabulary for food specialties from various countries
3. Vocabulary for foods popular in Germany
4. Expressions on responding to good wishes, taking and placing an order in restaurant and talking about cultural events they find interesting.

### **Grammar:**

1. Adjectives not preceded by an article
2. Hatte used with gern or lieber
3. Wurde followed by gern, lieber, am liebsten and the infinitive form of a verb.
4. Expressions for times of day

### **Culture:**

1. Cultural events
2. Famous people (composers, poets, musicians)
3. German immigrants in the United States. German-American Day, October 2, 1987
4. German food
5. Gastarbeiter - Immigrants in Germany

### **Skills:**

- 1. Ordering in a restaurant; asking for and responding, giving suggestions about the food**
- 2. Making plans to attend a cultural event and going to dinner in Germany**
- 3. Reading excerpts from city guides and restaurant menus**
- 4. Writing about their culture and culinary tastes**
- 5. Offering information about the kinds of specialties Germans like to eat**

### **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding about cultural events and their importance in Germany, and the strong cultural influence immigrants have had in what Germans eat today.**
- 2. To have students use German when ordering from a menu and talk about cultural events they would like to attend.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage with cultural and culinary tastes.**
- 5. To develop knowledge of various famous people that have influenced Germany in the past and present.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:        Three Weeks**

## **Instructional Activities:**

1. **TPR- teacher to students and students to students.**
2. **Oral pair dialogue between students when expressing opinions of the advantages and disadvantages of living in their communities, as well as, environmental problems they will be faced with.**
3. **Situations where students develop and use expressions appropriately.**
4. **Designing and labeling the ideal place they would like to live.**
5. **Using the Internet and Internet activities visiting and sightseeing the city of Stuttgart.**
6. **Students will report about a famous German-speaking person.**

## **Materials and Resources:**

1. **Komm Mit**
2. **Internet activity**
3. **Games**
4. **Project**

**Unit Title:****Review Chapter****Essential Questions of the Unit:**

1. Can you report about your favorite foods, clothes or a vacation?
2. Where do Germans like to spend their vacation, what clothes do they take, and what kinds of cuisine do they enjoy?
3. How does a German's vacation view differ from an American's in terms of place, clothing and cuisine?

**Assessments:**

1. Students will report on past events; ask for, make and respond to suggestions. (Interpretive, Interpersonal, and Presentational)
2. Students will be explain a German menu, order food, express hearsay and regret, persuade and dissuade someone through dialogues and composition. (Interpretive, Interpersonal, and Presentational)
3. Students will classify phrases asking for, giving advice, express preference, express interest, disinterest and indifference and use them to justify how American and German views of vacation compare. (Interpretive and Presentational)
4. Students will report on various sightseeing places in the capital of Germany, Berlin as part of a year long Internet culture project.
5. Students will complete tests, quizzes and collaborative work.

## **Content:**

### **Vocabulary:**

1. **Types of television broadcasts**
2. **Vocabulary on television equipment**
3. **Vocabulary for parts of a car**
4. **Vocabulary to complete sentences and answer questions**
5. **Vocabulary for cultural events and sightseeing activities**
6. **Vocabulary for food specialties from various countries**
7. **Vocabulary for foods popular in Germany**
8. **Expressions on responding to good wishes, taking and placing an order in a restaurant and talking about cultural events they find interesting**

### **Grammar:**

1. **Comparative forms of adjectives**
2. **Adjectives following der-words (Der alte Film)**
3. **Adjectives following ein-words (Ein alter Film)**
4. **Adjectives not preceded by articles**
5. **Wo and da-compounds**
6. **Prepositions with wen? (Für wen arbeitest du?)**
7. **Werden to express future time**
8. **The verbs lassen and laufen**
9. **Kein to negate a noun**
10. **Adjectives not preceded by an article**
11. **Hatte used with gern or lieber**
12. **Wurde followed by gern, lieber, am liebsten and the infinitive form of a verb**
13. **Expressions for times of day**

### **Culture:**

1. **German immigrants in the United States**
2. **Immigrants in Germany**
3. **German Literature**
4. **Population density**
5. **Foreign cuisine**
6. **German television (stations)**

### **Skills:**

- 1. Reporting on past events; asking for, making and responding to suggestions**
- 2. Ordering food, expressing hearsay, regretting and dissuading**
- 3. Asking for and giving advice and expressing preference**
- 4. Expressing interest, disinterest and indifference**
- 5. Expressing interest on vacations resorts, favorite foods and clothes**
- 6. Expressing opinion on international cuisine and cultural events**

### **Purpose / Rationale of the unit:**

- 1. To develop a conscious understanding where Germans like to spend their vacations, what clothes they take, and what kinds of cuisine they enjoy.**
- 2. To have students use German when describing their interests, reporting on past events and expressing regrets.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when talking about wishes and dreams, giving advice and expressing preferences.**
- 5. To get acquainted with various sightseeing of the city of Berlin.**

**New Jersey Core Curriculum Content Standards:**

**7.1 Communication: Students will be able to communicate in at least one world language in addition to English.**

**7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).**

**Time Frame of Unit:**

**Two Weeks**

### **Instructional Activities:**

1. TPR- teacher to students and students to students.
2. Oral pair dialogue between students when reporting on past events.
3. Situations where student develop and use expressions appropriately.
4. Designing and labeling vacation resorts, international cuisine and clothes.
5. Using the Internet and Internet activities visiting and sightseeing the city of Berlin.

### **Materials and Resources:**

1. Komm Mit
2. Internet activity
3. Games
4. Project