

Southern Regional High School District Course of Study

Department

World Language

Course # 5230

Course Title:

**German III
Written by Vasiliki Matthew
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Essential Questions of the Course:

- **How does the future of German Teenagers compare to that of American teenagers?**
- **How do roles and responsibilities of German teenagers compare to that of the American teenagers?**
- **What political, social, and cultural issues do teenagers face?**
- **How can I function as a contributing member of another culture?**

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. (Interpretive, Interpersonal, and Presentational)**
- 3. Students will complete tests and quizzes and collaborative tasks.**
- 4. Students will complete a cultural internet challenges designed to assess their understanding of history, geography and contributions of various Germanic cultures. (Interpretive and Presentational) (Cultural perspectives, practices, and products)**

Unit Title: Chapter Review - Visiting the New States of Germany, finding out where Germans spend their vacation, making plans to stay at a youth hostel, discussing what makes teenagers feel good about themselves.

Essential Questions of the Unit:

1. Can you tell us some vacation spots that Germans like to go to?
2. What kind of historic areas could you name in the new states of Germany?
3. How would you inquire about someone's health and respond?
4. Could you express pain and ask for help using German?
5. Could you report on the German literature "Eine alltägliche Verwirrung" written by Franz Kafka?
6. How would you go about applying for a summer internship in a German-speaking country?

Assessments:

1. Students will orally report historic areas in the new states of Germany. (Interpretive and Presentational)
2. Students will narrate and present orally and in writing in the past tense. (Presentational)
3. Students will classify phrases expressing enthusiasm or disappointment; responding enthusiastically or sympathetically. (Interpretive)
4. Students will create/develop various dialogues to inquire about and discuss health issues. (Interpretive, Interpersonal, and Presentational)
5. Students will report on the German literature of Franz Kafka "Eine alltägliche Verwirrung". (Interpretive and Presentational)
6. Students will complete tests, quizzes and collaborative work.

Content:

Vocabulary:

1. **Vocabulary reporting on past events**
2. **Functional expressions responding and expressing enthusiasm or disappointment.**
3. **Functional expressions asking for information, inquiring about someone's health and responding.**

Grammar:

1. **Prepositions and verbs followed by dative forms.**
2. **Prepositions and verbs followed by accusative forms.**
3. **Prepositions followed by dative or accusative forms.**
4. **Reflexive pronouns in the accusative and dative case.**
5. **Future Tense**
6. **Past Tense**
7. **Past Perfect Tense of regular and irregular verbs**
8. **Present Perfect**
9. **Modal auxiliaries in the present and past.**
10. **Der- words dieser, jeder, welcher**
11. **Question words.**
12. **Adjectives - after der and ein words - not preceded by articles.**
13. **Da - and - wo compounds**
14. **Da/dahin and dort/dorthin**
15. **Verbs with prepositions**
16. **Coordinate and subordinate conjunctions**

Culture:

1. **Insel Rugen**
2. **How to stay fit**
3. **Monetary Units and exchange rate.**

Skills:

1. **Reporting on past events; asking for, making and responding to suggestions**
2. **Asking how someone liked something**
3. **Expressing enthusiasm or disappointment**
4. **Responding enthusiastically or sympathetically**
5. **Expressing hope**
6. **Reporting on historic areas**

Purpose / Rationale of the unit:

1. **To develop a conscious understanding of where historic areas are in the new states of Germany that are once again accessible to everyone.**
2. **To have students use German when describing their interest, report on past events and express regrets.**
3. **To enable students to understand spoken German.**
4. **To provide students with opportunities for usage when inquiring about someone's health and expressing hope.**
5. **To get acquainted with the Island Rugen and report on the Literature written by Franz Kafka.**

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. **Reporting on German Literature**
5. **To compose a letter to a company in German-speaking country applying for a summer internship**
6. **Internet-Project -Find three Web sites with information about typical German foods**

Materials and Resources:

1. **Komm Mit**
2. **Internet project**
3. **Selected literature by Franz Kafka**

Unit Title: Youth Hostels in Germany and Germany's Most Famous Cultural Landmarks

Essential Questions of the Unit:

- 1. How would a teenager make his travel arrangements in Germany where he or she could stay for a reasonable price?**
- 2. What are some of Germany's most famous cultural landmarks?**

Assessments:

- 1. Students will orally and in writing ask for and make suggestions, express preferences, give a reason, express wishes, convictions and resignation. (Interpersonal and Presentational)**
- 2. Students will create and perform dialogues to develop travel plans, noting what to visit and where to spend the night. (Interpersonal, Interpretive, and Presentational)**
- 3. Students will complete tests, quizzes and collaborative work.**

Content:

Vocabulary:

1. Words useful for traveling
2. Words and expressions
3. Words for things to take on a picnic
4. Expressions on asking for information, express assumption, hearsay, respond to suggestions and express wishes
5. Words and expressions explained in German

Grammar:

1. Present perfect and Narrative Past.
2. Irregular verbs
3. Time expressions
4. Time expressions with the dative
5. Adjective endings

Culture:

1. Jugendherbergen
2. Referring to teachers (der Gleissner)
3. Weimar's history (Herder, Schiller, Goethe, Liszt, Nietzsche)
4. Erlkonig, Der Panther, Der Radwechsel, Ottos mops, Menschenskind and Apfel, Kinderlied)

Skills:

- 1. Asking and making suggestions**
- 2. Expressing preference and giving reasons**
- 3. Expressing wishes**
- 4. Expressing doubt, conviction and resignation**
- 5. Asking for information and expressing assumption**
- 6. Expressing hearsay**
- 7. Writing a letter requesting information about Jugendherbergen**
- 8. Reading maps and identifying location of the city of Weimar**
- 9. Reading and analyzing literary piece, der Erlkonig**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding of German culture and values through study of various pieces of German literature**
- 2. To have students use German to report about various Jugendhrbergen**
- 3. To enable students to understand spoken German**
- 4. To provide students with opportunities for usage when making travel plans and decisions**
- 5. To get acquainted with some of Germany's most famous cultural landmarks accessible once again after unification**

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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 making decisions over travel plans**
- 3. Situations where students develop and use expressions appropriately**
- 4. Reporting on German Literature**
- 5. Writing a letter requesting information about Jugendherbergen**
- 6. Internet-Project - find information on Jugendherbergen**

Materials and Resources:

- 1. Komm Mit**
- 2. Internet project**
- 3. Literature “*der Erlkonig*” by Johan Wolfgang von Goethe**

Unit Title:

**How important is your appearance?
Karl der Grosse - Heinrich der Erste**

Essential Questions of the Unit:

- 1. What current issues dominate the German-speaking countries?**
- 2. What contributes to your well being?**

Assessments:

- 1. Students will orally report on things that contribute to their well being. (Interpretive and Presentational)**
- 2. Students will orally and in writing express opinion, sympathy and resignation, give advise, reason and admit something or express regret. (Presentational)**
- 3. Students will create and perform dialogues, inquire about how someone feels, noting what they do to look good and feel good about themselves. (Interpretive, Interpersonal, and Presentational)**
- 4. Students will research and create a one page brief on “Karl Der Grosse.” (Interpretive and Presentational)**
- 5. Students will complete tests, quizzes and collaborative work.**

Content:

Vocabulary:

1. Vocabulary reporting on past events
2. Functional expressions asking for and expressing opinion
3. Expressions on giving and receiving advice
4. Expressions on admitting something and expressing regret
5. Expressions on sympathy and resignation
6. Vocabulary for sports and leisure time activities

Grammar:

1. Da - and wo - compounds
2. Verbs used as nouns.
3. Als, wenn, wann
4. Imperative
5. Infinitive clauses with zu, um...zu

Culture:

1. Karl der Grosse and Heinrich der Erste

Skills:

- 1. Asking for and expressing opinions**
- 2. Expressing sympathy and resignation**
- 3. Giving a reason and admitting to something**
- 4. Expressing regret**
- 5. Writing a description of someone they know**
- 6. Reporting on what German students do to look good and feel good about themselves**
- 7. Researching “Karl der Grosse” and “Heinrich der Erste”**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding of what Germans students do to look good and feel good about themselves, and learn how important appearance is to them.**
- 2. To have students use German when describing themselves or someone else.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when expressing opinions, ask for and give advice, and express something.**
- 5. To get acquainted with one of Germany's famous kings, Karl der Grosse.**

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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 someone or themselves**
3. **Situations where students develop and use expressions appropriately**
4. **Reporting on “Karl der Grosse” and “Heinrich der Erste”**
5. **Presenting a report on a current event from one of the German-speaking countries**
6. **Internet-Project - inform classmates on a sport or hobby popular in German-speaking countries**

Materials and Resources:

1. **Komm Mit**
2. **Internet project**
3. **Literature on “Karl der Grosse” and “Heinrich der Erste”**

Unit Title: Relationships with Other People - More About the German School System

Essential Questions of the Unit:

1. Why is there a generation gap today?
2. How do you get along with others?
3. How is the German school system different from the American school system?

Assessments:

1. Students will research and write a biographical brief of the last German empress. They will orally present it to the class. (Interpretive and Presentational)
2. Students will introduce another point of view, debate pros and cons and propose solution to problems. (Interpretive, Interpersonal and Presentational)
3. Students will create and perform dialogues, showing how to differ or get along with someone else, and describe the relationship they have with someone important to them. (Interpretive, Interpersonal and Presentational)
4. Students will orally and in writing compare the German school system to the American one. (Interpretive and Presentational)
5. Students will be able to recreate the story Ein Tisch ist ein Tisch by illustrating it with a captioned collage. They will orally present it to the class. (Interpretive and Presentational)
6. Students will complete test, quizzes and collaborative work.

Content:

Vocabulary:

1. Vocabulary used when hypothesizing, introducing another point of view or giving advice.
2. Vocabulary of the story Ein Tisch ist Tisch
3. Vocabulary on the German school system.
4. Vocabulary on the report on “The last empress of Germany”.

Grammar:

1. Ordinal numbers used as adjectives
2. Relative clauses - relative pronouns
3. Hatte und wurde
4. The genitive case (shows possession)- definite and indefinite articles, possessive adjectives
5. Preposition requiring the genitive case
6. Interrogative pronoun wessen?

Culture:

1. German school system
2. The last empress
3. Wurzburg

Skills:

- 1. Reporting on relationships with other people**
- 2. Describing family dynamics**
- 3. Expressing range of opinions and proposing solutions to problems**
- 4. Comparing cultural trends over time**
- 5. Reporting on people in history particularly the last empress**
- 6. Reporting on the city of Wurzburg**
- 9. Describing and performing a story**
- 10. Describing family dynamics**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding of teenage relationships in both Germany and the United States.**
- 2. To have students use German when describing current situations, expressing a range of emotions and describing relationships.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when reporting on the city of Wurzburg and the last empress of Germany.**

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Time Frame of Unit:

Two Weeks

Instructional Activities:

1. TPR- teacher to students and students to students.
2. Oral pair dialogue between students when describing relationships with someone important.
3. Situations where students develop and use expressions appropriately.
4. Reporting on the city of Wurzburg and the last empress of Germany.
5. To recreate the story of Ein Tisch ist ein Tisch by illustrating it with a captioned collage.
6. Internet-Project -Find Wurzburg and its sightseeing.

Materials and Resources:

1. Komm Mit
2. Internet project
3. Literature by Peter Bichsel
4. Project

Unit Title: **The Rights and Obligation of Teenagers in Germany**

Essential Questions of the Unit:

- 1. What rights and responsibilities do teenagers have in Germany as they approach legal adulthood?**
- 2. How does this differ from those of American teenagers?**

Assessments:

- 1. Students will orally and in writing compare the rights and obligations of teenagers in Germany in regard to teenagers in the United States. (Interpretive and Presentational)**
- 2. Students will role play obtaining driver's training, renting or purchasing a vehicle and joining the army. (Interpretive, Interpersonal and Presentational)**
- 3. Students will create and perform dialogues talking about what is possible, saying what they would have liked to do and reporting on present and past events affecting teenagers. (Interpretive, Interpersonal, and Presentational)**
- 4. Students will write and present a one page brief on the rights of young people and equal treatment in the army. (Interpretive and Presentational)**
- 5. Students will generate a report on the reading caption of the sibling school and their impact on the German history during World War II. (Interpretive and Presentational)**
- 6. Students will complete tests, quizzes and collaborative work.**

Content:

Vocabulary:

1. **Vocabulary reporting on present and past events**
2. **Functional expressions talking about cars, drivers license and discussing and purchasing a vehicle.**
3. **Vocabulary expressing surprise, relief, resignation and other useful words.**
4. **Functional expressions when referring to the service in the German army.**

Grammar:

1. **The past tense of modals (imperfect)**
2. **Modals: Present Perfect (dürfen, können, mögen, müssen, sollen, wollen)**
3. **Modals: Narrative Past (dürfen - durfte)**
4. **Modals: Present subjunctive**
5. **Modals: Past Subjunctive (hatte - wäre)**

Culture:

1. **Requirements and fees for getting a driver's license in other countries**
2. **Germany's basic law or constitution**
3. **Legal adulthood in Germany**
4. **Germany's military personnel**
5. **German resistance during WW II**

Skills:

- 1. Reporting on past events, asking for, making and responding to suggestions**
- 2. Expressing surprise, relief and resignation**
- 3. Reporting on teenagers' rights and responsibilities**
- 4. Talking about their dreams for their future**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding of the German constitution and have a background on what transpired before, during and after the second WW II.**
- 2. To develop a conscious understanding of how important reaching legal adulthood is for a young person in Germany.**
- 3. To have students use German when describing their interest and dreams for their future.**
- 4. To enable students to understand spoken German.**
- 5. To provide students with opportunities for usage when inquiring about a country's historical background.**
- 6. To get acquainted with Germans serving in the army and other obligations that come with reaching legal age in Germany.**
- 7. To develop an imaginary outline of a chosen educational path in Germany.**

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Time Frame of Unit: Three to Four Weeks

Instructional Activities:

1. **TPR- teacher to students and students to students.**
2. **Oral pair dialogue between students when reporting on current and past events (historical)**
3. **Situations where students develop and use expressions appropriately.**
4. **Reporting on German army services.**
5. **Internet- Project: To create a diagram outlining the steps of a chosen educational path.**
6. **To acquire information on the resistance during WWII.**

Materials and Resources:

1. **Komm Mit**
2. **Internet project**
3. **Literature**
4. **Project**

Unit Title: German Public Television and Its Influence on the German Society

Essential Questions of the Unit:

1. How do Germans use media to convey and influence society?
2. What kinds of media do Germans prefer?
3. What are some newspapers popular in Germany?

Assessments:

1. Students will orally discuss how they stay informed and what kind of media Germans prefer. (Interpersonal and Presentational)
2. Students will express their position, opinions and report on past events noting how various media presented ideas. (Interpretive and Presentational)
3. Students will create and perform dialogues to agree, disagree, change the subject or interrupt when discussing certain topics. (Interpretive, Interpersonal, and Presentational)
4. Students will research the kinds of media and present a visual noting the role and influence of each in German society. (Interpretive and Presentational)
5. Students will complete tests, quizzes and collaborative work.

Content:

Vocabulary:

1. **Vocabulary reporting on past events**
2. **Functional expressions expressing opinion, agreeing or disagreeing.**
3. **Functional expressions asking for information on past events.**
4. **Words used when asking someone to take a position and asking for reasons.**

Grammar:

1. **The past tense of modals (imperfect)**
2. **Modals: Present Perfect (dürfen, können, mögen, müssen, sollen, wollen)**
3. **Modals: Narrative Past (dürfen - durfte)**
4. **Modals: Present subjunctive**
5. **Modals: Past Subjunctive (hatte - wäre)**
6. **Narrative past**
7. **Superlative forms of adjectives**

Culture:

1. **Fairytales (Rumpelstilzchen, Rotkapchen, Hansel und Grettel, Max und Moritz)**
2. **German public television stations**
3. **German newspapers.**

Skills:

- 1. Taking a position on topics that are important and expressing opinion**
- 2. Reporting on past events**
- 3. Expressing surprise and annoyance**
- 4. Expressing hope**
- 5. Reporting about the differences and similarities of German and American media**
- 1. Reading and telling German fairytales**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding about the influence of media in Germany.**
- 2. To have students use German when expressing their opinion about issues important to them.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when taking a position or responding to a certain topic of conversation such as the news.**
- 5. To get acquainted with the German television and other forms of media.**
- 6. To develop an understanding of the German folktale.**

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 to Four 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. **Reporting on German fairytales**
5. **To design and plan a premier issue of a German language newspaper for the school**
6. **Internet Project - Plan a 15-minute radio show discussing the basic operation of the German public television stations ZDF and ARD**

Materials and Resources:

1. **Komm Mit**
2. **Internet project**
3. **Fairytales**
4. **Project**

Unit Title: **Commercials and Advertisements in the German Media**

Essential Questions of the Unit:

- 1. What are some pros and cons of advertisements in Germany and in the United States?**
- 2. What are some products that are both advertised in the United States and Germany?**
- 3. What forms of media receive the most advertisement in Germany?**

Assessments:

- 2. Students will be able to write the script, decide on the props, create and present a convincing television commercial for a particular product or cause that will be judged by the class for its authenticity. (Interpretive and Presentational) (Cultural perspectives, practices, and products)**
- 3. Students will be able to, create and perform dialogues, in which they elaborate on statements, indicate that they are convinced, or express uncertainty about a certain statement. (Interpretive, Interpersonal, and Presentational)**
- 3. Students will orally and in writing note the impact commercials and advertisements have on trying to persuade the consumer's opinion. (Interpretive and Presentational)**
- 4. Students will complete tests, quizzes and collaborative work.**

Content:

Vocabulary:

1. Vocabulary on expressing annoyance
2. Vocabulary on comparisons
3. Vocabulary on expressing convictions
4. Other useful expressions
5. Vocabulary on various forms of media

Grammar:

1. Derselbe, der gleiche
2. Adjective endings following determiners of quantity
3. Introducing relative clauses with was und wo
4. Irgendein and irgendwelche

Culture:

1. Werbung-pro and contra
2. Warum so wenig Unterbrecherwerbung
3. Excerpt from Frankfurter Allgemeine
4. Cartoon "Obelix and Asterix"

Skills:

- 1. Eliciting agreement and agreeing on various topics**
- 2. Expressing conviction, uncertainty, and what seems to be true in reference to advertising in various media**
- 3. Reading various ads and cartoons popular in Germany**
- 4. Writing their own ads**
- 5. Talking about German advertising and its influence on the German population**
- 6. Presenting various sightseeing places in the city of Frankfurt**
- 7. Expressing positions, opinions and reporting on past events**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding about the influence of advertisement in the German media.**
- 2. To have students use German when expressing their opinion about issues important to them.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when taking a position or responding to a certain topic of conversation such as advertisements and commercials.**
- 5. To get acquainted with typical German advertisements and commercials.**
- 6. To develop an understanding of the German cartoons.**
- 7. To visit and familiarize themselves with the city of Frankfurt and its sightseeing.**

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 to Four 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. Reporting on German popular cartoons
5. To design and plan a German commercial
6. To visit the city of Frankfurt

Materials and Resources:

1. Komm Mit
2. Internet project
3. Fairytales
4. Project

Unit Title: Stereotypes Germans and Americans Have About Each Other's Culture

Essential Questions of the Unit:

1. **What kind of preconceptions do we have about other cultures, and how can we overcome them?**

Assessments:

1. **Students will in writing identify and compare cultural stereotypes and clichés that exist in Germany and in the United States about each other and other cultures. (Interpretive and Presentational) (Cultural perspectives and practices)**
2. **Students will complete a reflective journal noting how they view other people stereotypes. (Interpretive and Presentational) (Cultural perspectives and practices)**
3. **Students will create and perform dialogues, in which they talk about their experiences in America and other countries and examine preconceptions that they might have of other people and things. (Interpretive, Interpersonal and Presentational) (Cultural perspectives and practices)**
4. **Students will prepare and present a collage and write a letter representing their town to our sister city in Germany. (Interpretive and Presentational) (Cultural perspectives and practices)**
5. **Students will complete tests, quizzes and collaborative work.**

Content:

Vocabulary:

1. **Functional expressions on expressing surprise, disappointment and annoyance**
2. **Expressions on assumptions and preconceptions**
3. **Words on stereotypes**
4. **Words on personal interaction and reflection**
5. **Slang expressions**

Grammar:

1. **Subordinating conjunction used with the narrative past (the imperfect)**
2. **Coordinating conjunctions**
3. **Verbs with prefixes**

Culture:

1. **Immigrants (auslander)**

Skills:

- 1. Expressing surprise, disappointment and annoyance**
- 2. Expressing an assumption, making suggestions and recommending or giving advice**
- 3. Talking about their experiences and stereotypes that we have about other cultures**
- 4. Writing about and examining preconceptions**
- 5. Talking about how prejudices and stereotypes can be challenged through personal interaction and reflection**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding about stereotypes and preconceptions of other cultures.**
- 2. To have students use German when expressing surprise, disappointment and annoyance**
- 3. To enable students to understand spoken German**
- 4. To provide students with opportunities for usage when taking a position on stereotypes and prejudices by expressing assumptions and making suggestions and recommendations or giving advice**
- 5. To get acquainted with the German culture**
- 6. To develop an understanding of the German history**

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 to Four Weeks

Instructional Activities:

1. TPR- teacher to students and students to students
2. Oral pair dialogue between students when reading and reporting on stereotypes and preconceptions
3. Situations where students develop and use expressions appropriately
4. Reporting on German history and immigrants in Germany
5. Internet Project - To create their own collage with pictures and text discussing stereotypical views and misconceptions with the help of the Internet and shared personal experiences
6. To prepare a collage and letter representing their town to our sister city in Germany

Materials and Resources:

1. Komm Mit
2. Internet project
3. Project

Unit Title: Environmental Concerns in Germany and Other European Countries

Essential Questions of the Unit:

1. What environmental concerns and challenge do Germans face today?
2. What are some ways we can reduce pollution and become environmentally responsible?

Assessments:

1. Students will create and perform dialogues, in which they express concern over environmental issues, inform what is being done about the problem and offer solutions. (Interpretive, Interpersonal, and Presentational) (Cultural perspectives and practices)
2. Students will prepare a news article on the European community and its function. (Interpretive and Presentational) (Cultural perspectives and practices)
3. Students will create a pamphlet outlining an environmental organization's recycling campaign.
4. Students will organize an adopt-a-classroom campaign for which they will initiate concrete tasks to help alleviate the environmental concerns with which a typical class might be faced on a daily basis. (Cultural perspectives, practices, and products)
5. Students will complete tests, quizzes and collaborative work.

Content:

Vocabulary:

1. **Vocabulary about the environment**
2. **Functional expressions for fear and offering solutions**
3. **Vocabulary used to make polite requests**
4. **Vocabulary on hypothesizing**

Grammar:

1. Modals: Past subjunctive (hatte-ware)
2. **Uses of Werden (future, passive)**
3. **Passive voice, present tense**
4. **Passive voice, narrative past**
5. **Passive voice with modals, narrative past**
6. **Passive voice with the subject “es”**
7. **Present Subjunctive II: requests and wishes**

Culture:

1. **Environmental challenges**
2. **Packing and handling of food**
3. **European Community**

Skills:

- 1. Taking a position on environmental concerns**
- 2. Reporting on environmental challenges**
- 3. Expressing concern and offering solutions**
- 4. Making polite requests**
- 5. Reporting on new ways to reduce pollution**
- 6. Reading and reporting on the European Community**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding about environmental issues and concerns that European countries are faced with.**
- 2. To have students use German when expressing their concern and making accusations.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when taking a position offering solutions and hypothesizing.**
- 5. To get acquainted with what the European Community stands for.**

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 to Four Weeks

Instructional Activities:

- 1. TPR- teacher to students and students to students**
- 2. Oral pair dialogue between students when expressing concern and offering solutions on environmental issues**
- 3. Situations where students develop and use expressions appropriately**
- 4. Reporting on what Germans do to develop an environmentally friendly environment.**
- 5. Organize an Adopt-a-Classroom campaign for which they will initiate concrete tasks to help alleviate the environmental concerns with which a typical class might be faced on a daily basis.**
- 6. Internet Project - To create a pamphlet outlining an environmental organization's recycling campaign.**

Materials and Resources:

- 1. Komm Mit**
- 2. Internet Project**
- 3. Project**

Unit Title: Cultural Interests and Cultural Activities Being Offered to German Students

Essential Questions of the Unit:

1. What cultural activities are being offered to German students?
2. How do my cultural interests compare with a German student's interests?

Assessments:

1. Students will be able to develop a conscious understanding about how important cultural events and activities are for the Germans. (Cultural perspectives and practices)
2. Students will create and perform dialogues, in which they report their interest on various cultural interests and activities and compare them to German interest. (Interpretive, Interpersonal, and Presentational)
3. Student will plan a tour of cultural events in different cities and in the city of Dresden and present it to an American audience. (Interpretive and Presentational) (Cultural perspectives and practices)
Students will plan and coordinate a summer festival in their town. (Interpretive, Interpersonal, and Presentational) (Cultural perspectives and practices)
4. Students will complete tests, quizzes and collaborative work.

Content:

Vocabulary:

1. **Vocabulary for cultural events**
2. **Functional expressions on cultural interests and activities**
3. **Words to express preference, give certain possibilities and express envy and admiration**
4. **Words to express happiness and sadness, to say that something is or was being done**

Grammar:

1. **Prepositions requiring the genitive case**
2. **Da – and wo – compounds**
3. **Summary of passive voice**

Culture:

- 1, **Hausmusik**
2. **Popular instruments**
3. **City of Dresden**

Skills:

- 1. Talking about cultural events and interests**
- 2. Expressing preference on cultural events**
- 3. Expressing happiness and sadness**
- 4. Saying that something is or was being done**
- 5. Reporting on cultural events and sightseeing of Dresden**
- 6. Expressing envy, admiration and other emotions**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding of the importance of cultural events in Germany.**
- 2. To have students use German when expressing their interest, preference, envy or admiration.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when talking about cultural events and activities being offered to German students.**
- 5. To get acquainted with the city of Dresden and its landmarks.**

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 to Four Weeks

Instructional Activities:

1. TPR – teacher to students and students to students.
2. Oral pair dialogue between students when talking about cultural activities.
3. Situations where students develop and use expressions appropriately.
4. Reporting on German cultural events.
5. Internet Project – to plan a tour of cultural events in different cities and in the city of Dresden.
6. Plan and coordinate a summer festival in their town.

Materials and Resources:

1. Komm Mit
2. Internet Project
3. Project

Unit Title: **Discovering, Visualizing and Refining Plans for the Future**

Essential Questions of the Unit:

1. **What possibilities are open to German youth after they graduate?**
2. **How do my expectations for the future compare to German teenagers?**

Assessments:

1. **Students will research and orally present the three most critical problems that German students face. They will note how Germans deal with them in regards to expectations and hopes for their future. (Interpretive and Presentational) (Cultural perspectives and practices)**
2. **Students will create and perform dialogues, in which they express certainty or uncertainty, importance or unimportance about their plans and goals for the future. (Interpretive, Interpersonal, and Presentational)**
3. **Student will be able to create and present a collage on professional opportunities that include World Languages. (Interpretive and Presentational) (Cultural perspectives and practices)**
4. **Students will create a newsletter about employment opportunities in Germany and the United States. (Interpretive and Presentational) (Cultural perspectives and practices)**
5. **Students will create their own resume for a job in Germany they will write a cover letter to accompany the resume. (Interpretive and Presentational)**
6. **Students will complete tests, quizzes and collaborative work.**

Content:

Vocabulary:

5. Functional expressions relating whether something is important, refusing or accepting with certainty.
6. Functional expressions on expressing determination, indecision, wishes, goals for the future and relief.
7. Vocabulary on modern professions.

Grammar:

4. Future tense forms
5. Perfect infinitive with modals and werden

Culture:

1. Professions
4. Career Paths
5. Types of high schools
6. Seeking employment in a foreign country
7. Fairytales

Skills:

- 1. Talking about expectations for the future**
- 2. Talking about decisions and professional choices**
- 3. Expressing determination or indecision**
- 4. Talking about whether something is important or not important**
- 5. Talking about events in the past**
- 6. Developing and presenting their resume when applying to an overseas company**
- 7. Expressing surprise and disappointment**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding of the employment opportunities with foreign language background.**
- 2. To have students use German when expressing their hopes, wishes and decisions about their future.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when talking about professions requiring a foreign language or are enhanced by one.**
- 5. To get acquainted with how to find information at a career center, local library or ads in newspapers of various positions with backgrounds in foreign language.**
- 6. To develop, plan and choose a profession they plan to research in detail.**

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 to Four Weeks

Instructional Activities:

1. TPR – teacher to students and students to students.
2. Oral pair dialogue between students when talking about professions with foreign language background.
3. Situations where students develop and use expressions appropriately.
4. Reporting on a list of professions available to them and developing and choosing a path to apply for it.
5. Internet Project – to create a newsletter about employment opportunities.
6. To create an extensive collage for professions requiring a foreign language.

Materials and Resources:

1. Komm Mit
2. Internet Project
3. Project

Unit Title: Chapter Review - "The Future Lies in Your Hands!"

Essential Questions of the Unit:

- 1. What kind of job opportunities does the knowledge of the German language provide you with in the United States and in Europe?**
- 2. What are some expectations that German students are faced with for the future?**

Assessments:

- 1. Students will design, develop and present a brochure informing world language students of the various job opportunities available to them in the United States as well as, overseas, which require the knowledge of a world language. (Interpretive and Presentational) (Cultural Perspectives and Practices)**
- 2. Students will provide a written report comparing the expectations and opportunities made available to German students after high school graduation. Students will also compare the educational or professional path students choose in both countries after high school graduation. (Interpretive and Presentational)**
- 3. Students will, using the language in various dialogues, express determination or indecision about what is important or not important to them and their hopes, fears and expectations for the future. (Interpretive, Interpersonal, and Presentational)**
- 4. Students will engage in spontaneous conversation, finding out ways of how they can contribute in making the world a better one. (Interpersonal and Presentational)**
- 5. Students will complete tests, quizzes and collaborative work.**

Content:

Vocabulary:

1. Vocabulary on professions
2. Vocabulary on various useful expressions

Grammar:

1. The narrative past (imperfect)
2. The word forms
3. Infinitive forms of verbs
4. Direct and indirect object pronouns
5. Subjunctive

Culture:

1. German Universities
2. Kummerkasten
3. Pauken allein reicht nicht
4. Die Zukunft
5. Textbilder

Skills:

- 1. Reporting on past events**
- 2. Talking about what is important and not important in students' future**
- 3. Hypothesizing**
- 4. Reporting on future plans and concerns**
- 5. Talking about goal and expectations**

Purpose / Rationale of the unit:

- 1. To develop a conscious understanding about professional opportunities available to students in the States, as well as, overseas.**
- 2. To have students use German when expressing their opinion about issues important to them.**
- 3. To enable students to understand spoken German.**
- 4. To provide students with opportunities for usage when taking a position or responding to a certain topic of conversation such as their goals and aspirations for the future.**
- 5. To get acquainted with German Universities the educational requirements and general enrollment.**

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 to Four 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 students develop and use expressions appropriately
4. Reporting on Germany's professional opportunities for an American
5. To design and plan a brochure that will give information to people interested in using their language skills
6. Internet-Project the city of Dresden its annual cultural events

Materials and Resources:

1. Komm Mit
2. Internet Project
3. Brochures
4. Project