

### Honors German 3/ German 3 Curriculum

Timeline	Unit 1	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
3 weeks	<b>Die Wiederholung</b> (Review)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify patterns for conjugating and using verbs in the Present Tense</li> <li>Identify patterns for conjugating and using sein and haben in the Present and Simple Past Tenses</li> <li>Contrast and compare nominative vs. accusative case for nouns and pronouns</li> <li>Create descriptive adjectives with the addition of gender/case endings</li> <li>Recall, define, and describe the family, the house, and clothing nouns</li> <li>Recall and list adjectives from prior courses</li> <li>Modify descriptive adjectives with gender/case endings</li> <li>Recall and list possessive adjectives</li> <li>Modify</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Family</li> <li>Animals</li> <li>House</li> <li>Clothing</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Gender and case of nouns and pronouns</li> <li>Descriptive adjectives with gender/case endings</li> <li>Verb conjugations in the Present Tense</li> <li>Conjugations of sein and haben in the Present and Simple Past Tenses</li> <li>Telling time</li> </ul> <b>Culture:</b> <ul style="list-style-type: none"> <li>German families</li> <li>Fashion</li> <li>Lifestyles in Germany</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Power points</li> <li>Ancillary materials</li> <li>Board games „Äpfel zu Äpfel“</li> <li>Selected readings</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a booklet entitled „Familie und Freunde“. They will choose 7 individuals (<u>including themselves</u>) and write 2 paragraphs (5-8 sentences) about each individual. The information should include the person’s name, the relationship to the author and a physical description of the person, his house, or his clothing. The paragraphs should also include the age, birth date, hobbies, likes and dislikes, and some of the person’s favorite things.</li> <li><b>ALTERNATIVE PROJECT:</b> Each student will receive a purse or container of some sort. Inside the container there will be small toys, pictures, and other ancillary materials. Using the “clues” found within the purse, students will use their imaginations to write a biography for person who “lost” the purse. The following information must be included in the description: a fictitious name, an age and birthdate, a</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>

			<p>possessive adjectives with gender/case endings</p> <ul style="list-style-type: none"> <li>• Identify patterns when telling time</li> <li>• Create a timeline</li> <li>• Summarize select reading passages for comprehension</li> <li>• Connect a variety of grammar concepts to create original compositions and dialogues using target vocabulary</li> </ul>			<p>physical description of the “owner”, his hobbies, likes and dislikes, and some of the person’s favorite things to do, eat, and own.</p> <ul style="list-style-type: none"> <li>• Students will verbally introduce and describe <u>themselves</u> to the class.</li> </ul> <p>Autobiographical information such as name, age, birthdate, physical description, hobbies, likes and dislikes, favorite things to do, eat, and own must be included. This presentation will be 1-2 minutes in length. This must be memorized and will be graded for grammar and pronunciation.</p>	
<b>Timeline</b>	<b>Unit 2</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
2 Weeks	<b><u>Der Sport</u></b> (Sports)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall, define, and use previously learned sports vocabulary</li> <li>• Identify, spell, and pronounce track and field sports</li> <li>• Categorize types of sports</li> <li>• Sequence a series of events</li> <li>• Critique sporting events</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Track and Field sports</li> <li>• Sports verbs</li> <li>• Stem-changing verb list</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Conjugation of stem-changing verbs in the Present Tense</li> <li>• Use of gern, lieber, am liebsten</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Soccer in Germany</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Power points</li> <li>• Ancillary materials</li> <li>• Selected readings</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a poster for a track and field meet. They will need to draw, computer generate, or cut and paste pictures of a minimum of 7 different events. For each picture they will need to write a sentence describing who is performing the event.</li> <li>• Students will work in pairs to create an original dialogue about going to a track and</li> </ul>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Projects</li> </ul>

			<ul style="list-style-type: none"> <li>• Conjugate and use stem-changing verbs in speech and writing</li> <li>• Apply grammar and vocabulary concepts to read for comprehension</li> <li>• Connect a variety of grammar concepts to create original compositions and dialogues using target vocabulary</li> </ul>			<p>field meet. Each student must say 5-6 complete sentences about the sporting event. The students may use a combination of questions and answers. The presentation must be memorized.</p> <ul style="list-style-type: none"> <li>• OPTIONS: Students may modify a project in order to produce a solo performance.</li> </ul>	
<b>Timeline</b>	<b>Unit 3</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
4 weeks	<b><u>Die Hausarbeit</u></b>  (Household chores)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recall, define, and use previously learned household chores vocabulary</li> <li>• Identify, spell, and pronounce new household chores vocabulary</li> <li>• Identify, spell, and pronounce supporting vocabulary</li> <li>• Categorize types of chores</li> <li>• Memorize and use descriptive adjectives and gender/case endings</li> <li>• Identify patterns</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Previously learned household chores</li> <li>• New household chores vocabulary</li> <li>• Cleaning utensils</li> <li>• Accusative prepositions</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Adjective endings following der words</li> <li>• Conjugation of modal verbs in the Present Tense</li> <li>• Conjugation and use of werden as the Future Tense</li> <li>• Conjugation and use of verbs with separable prefixes in the Present Tense</li> <li>• Formation and use of commands</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Ancillary materials</li> <li>• Reading booklets (Cinderella)</li> <li>• Songs</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a poster depicting 8 different household chores. They will need to draw, computer generate, or cut and paste pictures of these chores. For each picture they will need to write a sentence using 8 different subjects and all 7 modal verbs and warden to describe who is performing the chore. They must also include subordinate conjunctions and clauses to tell why they are or are not going to perform the chore.</li> <li>• OPTIONS: Students may modify a project in order to produce a</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Projects</li> </ul>

			<p>in adjective endings used with der words</p> <ul style="list-style-type: none"> <li>• Conjugate and use of modal auxiliary verbs</li> <li>• Conjugate and use of verbs with separable prefixes</li> <li>• Formulate 4 types of commands</li> <li>• Sequence activities with adverbs of time</li> <li>• Memorize accusative prepositions and their meanings</li> <li>• Construct thoughts and ideas using accusative prepositions</li> <li>• Justify decisions through the use of weil and denn clauses</li> <li>• Read for comprehension</li> <li>• Write original compositions and dialogues using the target vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinate clauses and conjunctions</li> </ul>		<p>solo performance.</p> <ul style="list-style-type: none"> <li>• <b>OPTIONAL EXTRA CREDIT:</b> Students will work in pairs to create a parody of a song (such as “Heigh, ho, heigh, ho”) to describe who does which household chore.</li> </ul>	
<b>Timeline</b>	<b>Unit 4</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
3 weeks	<u>Das Essen</u> (Food)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall, define, and use previously learned food vocabulary terms</li> <li>• List, define, and</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Food vocabulary</li> <li>• Advanced food vocabulary</li> <li>• Restaurant terminology</li> <li>• Table setting</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Recipes</li> <li>• Ancillary materials</li> <li>• Metric conversion charts</li> <li>• Reading booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work in pairs or groups to select a recipe, either for an American food item or a typical German food item, translate the recipe into German, and then</li> </ul>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative</li> </ul>

			<p>use advanced food vocabulary</p> <ul style="list-style-type: none"> <li>List, define, and use shopping vocabulary terms</li> <li>Combine and construct sentences and conversations using food and shopping vocabulary</li> <li>Support ideas with details and examples</li> <li>Identify, list, and memorize restaurant vocabulary and terms</li> <li>Identify, list, and memorize vocabulary for setting the table</li> <li>Identify, list, and memorize food related verbs</li> <li>Apply concepts of verb conjugation to target verbs</li> <li>Conjugate verbs in the Present Tense</li> <li>Review the formation of the Conversational Past Tense for regular verbs</li> <li>Conjugate regular verbs in the Conversational Past Tense</li> <li>Conjugate irregular verbs in</li> </ul>	<p>terminology</p> <ul style="list-style-type: none"> <li>Cooking verbs</li> <li>Lists of regular verbs for the Conversational Past Tense</li> <li>Lists of select irregular verbs for the Conversational Past Tense</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Conjugation of the Conversational Past Tense of regular verbs</li> <li>Conjugation of the Conversational Past Tense of irregular verbs</li> <li>Guided writing using target vocabulary</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>German cuisine</li> <li>Restaurant customs</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> </ul>	<p>prepare the food item for the class.</p> <ul style="list-style-type: none"> <li>Students will work in groups of 3 to create an original dialogue portraying a visit to a restaurant. 2 students will be customers and 1 will be the waiter/waitress. The students will create menus, a table setting, and representations of food items. In addition to ordering food, the “customers” will develop a conversation involving their daily routines and other topics learned in this and previous German courses. The waiter will take the order, serve the food, and produce the check. Each performer must write and use 10-15 sentences and/or questions in the role play. The performers must memorize and act out their scripts. The conversations must be written in the Present and the Conversational Past Tense. Students will be graded on grammar and pronunciation.</li> <li>ALTERNATIVE PROJECT: Students will work in groups of 3-4 to create an original dialogue portraying a family preparing and cooking</li> </ul>	<p>assessments</p> <ul style="list-style-type: none"> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>
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			<p>the Conversational Past Tense</p> <ul style="list-style-type: none"> <li>• Differentiate between the use of haben or sein as the auxiliary for irregular verbs in the Conversational Past Tense</li> <li>• Analyze the reasons for use of each auxiliary verb</li> <li>• Combine and construct sentences and conversations using the Conversational Past Tense of regular and irregular verbs</li> <li>• Read for comprehension</li> <li>• Write original compositions and dialogues using the target vocabulary and grammar</li> </ul>			<p>the evening meal. The students will write a shopping list, “go” shopping, set the table, “cook” the evening meal, and eat. They will develop a mealtime conversation involving their daily routines.</p> <p>Each performer must write and use 10-15 sentences and/or questions in the role play. The performers must memorize and act out their scripts. The conversations must be written in the Present and the Conversational Past Tense. Students will be graded on grammar and pronunciation.</p> <ul style="list-style-type: none"> <li>• <b>OPTIONS:</b> Students may modify a project in order to produce a solo performance.</li> </ul>	
<b>Timeline</b>	<b>Unit 5</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
4 weeks	<b><u>Die Reise</u></b> (Travel)	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• List and define gifts and present vocabulary, including verbs</li> <li>• Explain German holidays and holiday traditions</li> <li>• Issue invitations to events</li> <li>• Decline nouns in</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Gift and present vocabulary</li> <li>• Verbs for sending and receiving</li> <li>• City vocabulary</li> <li>• Travel verbs</li> <li>• Prepositional phrases</li> <li>• Accusative prepositions</li> <li>• Dative prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Ancillary materials</li> <li>• Reading booklets</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a poster or power point presentation to illustrate the uses of the accusative vs the dative case following prepositions. Each poster (or PPT) must contain 4 illustrations of activities using the accusative prepositions, 4 using</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> </ul>

			<p>the dative case</p> <ul style="list-style-type: none"> <li>• Construct and apply the concepts of the dative case with respect to gift-giving</li> <li>• Connect the use of the dative case to specific dative prepositions</li> <li>• Connect and draw conclusions about the uses of the accusative case vs the dative case</li> <li>• Compare and contrast the use of dative and accusative prepositions</li> <li>• Develop a logical argument for the use of accusative vs dative case with 2-way prepositions</li> <li>• Contrast and compare movement vs location</li> <li>• Recall and define previously learned city vocabulary terms</li> <li>• List, define, and memorize additional city vocabulary terms</li> <li>• List, define, and conjugate travel verbs</li> <li>• Construct sentences and paragraphs using city vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• 2-way prepositions</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Declension of nouns and pronouns in the dative case</li> <li>• Uses of the dative case</li> <li>• Uses of case according to prepositions and topics</li> <li>• Formation of health questions and phrases</li> <li>• Review of topic appropriate verbs, including irregular past tense forms</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• German geography</li> <li>• German holidays and traditions</li> <li>• Public transportation in Germany</li> </ul>		<p>the dative prepositions, and 4 SETS of the 2-way prepositions. Each illustration must be accompanied by a grammatically correct sentence auf Deutsch. Students will be graded on visual representations of the prepositions and the correct use of German grammar and spelling.</p> <ul style="list-style-type: none"> <li>• Each student will work independently to create a virtual travel project. The student will choose a German speaking country, and decide which 5 cities he/she will visit. He/she will research each destination to explore the historical, social, or geographical significance of the chosen destination. Then he/she will write, auf Deutsch, one paragraph (5 sentences minimum) per city describing why that destination was chosen. Using the information, the student will then construct a poster, power point, mobile, or travel brochure which will include a map of the country with the itinerary marked, 1 or more drawings for each destination, as well as 1 paragraph for each</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> </ul>
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			<ul style="list-style-type: none"> <li>Organize a virtual field trip to a German-speaking country</li> <li>Assess the use of the dative case when discussing health</li> </ul>			<p>destination. The student must also provide a bibliography of all resources used. All work must be original. No German websites may be copied and no online translators may be used. Each student will then make a 3 minute verbal presentation auf Deutsch about his/her country.</p> <p>OPTIONS: Students may work in pairs to create a 3-dimensional project (instructions provided by teacher).</p>	
Timeline	Unit 6	Standards	Objectives	Content	Additional resources	Performance Tasks	Assessments
2 weeks	<b>Die Gesundheit</b> (Health)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Inquire about others' health</li> <li>Cite causes and effects of actions as related to health</li> <li>Conjugate and use reflexive verbs and accusative reflexive pronouns</li> <li>Relate the reflexive pronouns to the subjects of each thought and the corresponding verb ending</li> <li>Use and define the dieser words</li> <li>Apply the correct gender/case</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Select health terminology</li> <li>Health verbs and phrases</li> <li>Reflexive verb list</li> <li>Reflexive pronouns</li> <li>Dieser words</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Conjugation of target verbs in the Present and Conversational Past Tenses</li> <li>Conjugation of reflexive verbs</li> <li>Conjugation of the accusative reflexive pronouns</li> <li>Declension of the dieser words</li> <li>Use of adjective endings following the dieser words</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Ancillary materials</li> <li>Reading booklets</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will work independently to create a cartoon using reflexive verbs and pronouns. Each cartoon must be a minimum of 4 panels and contain a drawing or picture (in color), with a sentence describing the picture. The sentence must contain at least one reflexive verb/pronoun, conjugated and used correctly. The panels must correlate to each other to create a story.</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>



			endings to the dieser words when used in speech and writing	<b>Culture:</b> <ul style="list-style-type: none"> <li>German health care and health care practices</li> </ul>			
<b>Timeline</b>	<b>Unit 7</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>