

Honors German 4/ German 4 Curriculum

Timeline	Unit 1	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
3 weeks	<p><u>Die Wiederholung</u></p> <p>(Review)</p>	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recall, define, and describe people, places, things, and activities, Identify and use patterns in verbs to describe daily routines Identify and use patterns in verbs to describe future activities Create commands and requests Formulate opinions Develop and express degrees of approval and disapproval Compare people, places, and things with demonstrative adjectives Modify descriptive adjectives with gender/case endings Summarize select reading passages for comprehension Connect a variety of grammar concepts to create original 	<p>Vocabulary:</p> <p>Nouns:</p> <ul style="list-style-type: none"> School Family House Clothing Foods Household chores Leisure activities Sports Television and film genres Music and literature Animals The city Travel/Transportation Gifts <p>Grammar:</p> <ul style="list-style-type: none"> Gender and case of nouns and pronouns Demonstrative adjectives Descriptive adjectives with gender/case endings Verb conjugations in the Present Tense and the Conversational Past Tense using regular and irregular verbs, verbs with separable prefixes, stem-changing verbs, modal verbs, and accusative reflexive verbs <p>Culture:</p> <ul style="list-style-type: none"> The German school system Shopping 	<ul style="list-style-type: none"> Handouts Worksheets Power points Manipulatives Reading booklets Internet 	<ul style="list-style-type: none"> Students will work in pairs to create an interview for a school newspaper. One student will play the role of an exchange student and the other will play the role of the interviewer. Students will incorporate the information obtained in the above interview to write an editorial for the school newspaper. They will contrast and compare the interests of a “typical” German vs. American student. Students will use sports, TV programs, movies, musical instruments, and games to illustrate the similarities and differences. 	<p>One or more of the following:</p> <ul style="list-style-type: none"> Verbal dialogues Teacher observation Writing samples Translations Formative assessments Quizzes Unit tests Presentations Projects

			compositions and dialogues using target vocabulary	<ul style="list-style-type: none"> • Foods • Cinema, theatre, music, television • Sports • Geography 			
Timeline	Unit 2	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
3 Weeks for the entire unit	Part 1 Die tägliche Routine (Daily Routine)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	Students will be able to: <ul style="list-style-type: none"> • Identify and illustrate parts of the body • Label and classify products used for personal hygiene • Sequence a series of events • Sequence a daily routine • Revise sentences by substituting direct and indirect object pronouns for nouns • Apply grammar and vocabulary concepts to read for comprehension • Connect a variety of grammar concepts to create original compositions and dialogues using target vocabulary 	Vocabulary: <ul style="list-style-type: none"> • Body parts • Personal hygiene products • Adverbs of time Grammar: <ul style="list-style-type: none"> • Conjugation of Accusative reflexive verbs in the Present Tense • Conjugation of Dative reflexive verbs in the Present Tense • Conjugation of Daily routine verbs in the Present Tense • Contrast and compare the use of daily routine verbs with and without the reflexive pronoun • Formation of commands 	<ul style="list-style-type: none"> • Handouts • Worksheets • Manipulatives • Songs • Internet • Dictionary skills 	<ul style="list-style-type: none"> • Students will take turns choosing a word in English and then using an English-German dictionary to list the various translations of this word in German. They will present their findings to the class and compare the distinct uses and meanings for the German translations. • Students will draw or construct a skeleton/action figure/human figure/animal and label a minimum of 25 different body parts with correct spelling and articles • For an optional extra credit task students will create a parody of the song “Head, Shoulders, Knees, and Toes („Kopf, Schulter, Knie, und Fuß”. • Students will work in pairs to create a 10 panel illustrated comic strip reflecting the various activities performed in a daily hygiene routine. This will include the unit 	One or more of the following: <ul style="list-style-type: none"> • Verbal dialogues • Teacher observation • Writing samples • Translations • Formative assessments • Quizzes • Unit tests • Presentations • Projects

						vocabulary nouns with the correct genders and cases and the conjugation of the unit verbs and reflexive pronouns in the correct tense. The captions must correctly describe the illustrations.	
	Unit 2 Part 2 Die Gesund- heit (Health)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	Students will be able to: <ul style="list-style-type: none"> • Categorize and describe their health • Discuss the causes and effects of illnesses and pain • Create a virtual visit to a doctor or hospital in a German speaking country • Ask for and give medical advice 	Vocabulary: <ul style="list-style-type: none"> • Health idioms • Medical terms • Select illnesses and injuries • Schmerzen and weh tun • Health related adjectives Grammar: <ul style="list-style-type: none"> • Conjugation of accusative reflexive verbs in the Conversational Past Tense • Conjugation of dative reflexive verbs in the Conversational Past Tense • Contrast and compare the use of health verbs with and without the reflexive pronoun • Construction of questions and answers related to illness and injury 	<ul style="list-style-type: none"> • Handouts • Worksheets • Manipulatives • Reading booklets • Songs • Board games „Operation” • Dictionary skills • Internet 	<ul style="list-style-type: none"> • Students will work in pairs to create a dialogue between a doctor and a patient. The doctor will ask questions to identify the symptoms and determine the patient’s illness. The patient will use the target vocabulary to describe his/her physical condition. The doctor will assess the situation and prescribe what needs to be done to cure or alleviate the problem. 	One or more of the following: <ul style="list-style-type: none"> • Verbal dialogues • Teacher observation • Writing samples • Translations • Formative assessments • Quizzes • Unit tests • Presentations • Projects
Timeline	Unit 3	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
3 weeks	Stadt oder Land	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1,	Students will be able to: <ul style="list-style-type: none"> • Recall and categorize 	Vocabulary: <ul style="list-style-type: none"> • Rooms of a house (advanced) • Adjectives 	<ul style="list-style-type: none"> • Handouts • Worksheets • Manipulatives 	<ul style="list-style-type: none"> • Students will take turns choosing a word in English and then using an English- 	One or more of the following: <ul style="list-style-type: none"> • Verbal dialogues • Teacher observation

	(City or Country side)	4.1, 5.2	<p>advanced household vocabulary</p> <ul style="list-style-type: none"> • Predict plausible types of transportation for each lifestyle situation • Memorize and use advanced descriptive adjectives and gender/case endings • Recognize and identify endings for adjectives following ein words • Identify patterns in adjective endings used with ein words • Develop and apply the concepts of positive, comparative, and superlative forms of adjectives • Conjugation and uses of werden • Investigate the pros and cons of urban vs rural life • Develop logical arguments for residing in a city vs. the country • Justify decisions • Read for comprehension • Write original compositions and dialogues 	<p>(advanced)</p> <ul style="list-style-type: none"> • Methods of transportation <p>Grammar:</p> <ul style="list-style-type: none"> • Adjective endings following ein words • Formation of the comparative form of adjectives • Formation of the superlative form of adjectives • Constructing preferences and reasons • Guided writing using werden as the Future Tense • Guided writing using werden in the concept of “to become” <p>Culture:</p> <ul style="list-style-type: none"> • Transportation in Germany • The Autobahn • City life in Germany • Life in Occupied Germany after the end of World War II 	<ul style="list-style-type: none"> • Reading booklets • Board games • Dictionary skills • Internet 	<p>German dictionary to list the various translations of this word in German. They will present their findings to the class and compare the distinct uses and meanings for the German translations.</p> <ul style="list-style-type: none"> • Students will design a poster of their dream house and label a minimum of 25 nouns identifying rooms, furniture, or landscaping. The labels must contain an ein word, a descriptive adjective and ending, and a noun. Then they will write an original 5 paragraph composition (25 sentences minimum) describing their house. They must use the verb „werden” to express the future tense and include ein words and descriptive adjectives with appropriate gender/case endings. OPTION: Students may opt to work in groups of 3-4 to construct a 3 dimensional dream house. Each student will still be responsible for his/her individual, original composition. • Students will work in pairs to create an original poem, song, or 	<ul style="list-style-type: none"> • Writing samples • Translations • Formative assessments • Quizzes • Unit tests • Presentations • Projects
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			using the target vocabulary and grammar			dialogue discussing and describing the advantage and disadvantages of urban vs rural lifestyles. They must use 5-8 examples of both the comparative and superlative forms of adjectives. They must also use 5-8 comparisons of each lifestyle.	
Timeline	Unit 4	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
2 weeks	Der Computer (The Computer)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	Students will be able to: <ul style="list-style-type: none"> List and recall computer terminology Apply concepts of verb conjugation to target verbs Conjugate verbs in the Simple Past Tense Analyze the differences between the Simple Past Tense and the Conversational Tense Analyze and differentiate the reasons for use of each tense Synthesize texting abbreviations and create original text and email messages Read for comprehension Write original 	Vocabulary: <ul style="list-style-type: none"> Computer terminology Texting abbreviations Lists of regular verbs Lists of select irregular verbs Grammar: <ul style="list-style-type: none"> Conjugation of the Simple Past Tense of regular verbs Conjugation of the Simple Past Tense of irregular verbs Guided writing using target vocabulary Guided writing using text abbreviations Culture: <ul style="list-style-type: none"> German websites 	<ul style="list-style-type: none"> Handouts Worksheets Manipulatives Reading booklets Dictionary skills Cell phones Laptop computers Internet 	<ul style="list-style-type: none"> Students will take turns choosing a word in English and then using an English-German dictionary to list the various translations of this word in German. They will present their findings to the class and compare the distinct uses and meanings for the German translations. Students will work in pairs to text each other using appropriate texting abbreviations. They need to create logical conversations using a minimum of 5 abbreviations each. They then need to show the teacher the text messages and translate the messages for the teacher. Students will write a 10 sentence email message and send it to the teacher. The messages must use 	One or more of the following: <ul style="list-style-type: none"> Verbal dialogues Teacher observation Writing samples Translations Formative assessments Quizzes Unit tests Presentations Projects

			compositions and dialogues using the target vocabulary and grammar			<p>correct grammar and vocabulary, but can be on any topic.</p> <ul style="list-style-type: none"> Students will write individual essays describing how they use the computer to research a topic on the internet. The essays must be a minimum of 10 sentences long. The essays will be graded for correctness of grammar and vocabulary. Students will work in pairs to create an original dialogue about something they did during the previous week. The topics may vary according to the students' interests. The conversations must be written in the Simple Past Tense and be a minimum of 10 sentences per participant. Students will be graded on grammar and pronunciation. 	
Timeline	Unit 5	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
2 weeks	die Mode Fashion	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	Students will be able to: <ul style="list-style-type: none"> Discuss the trends in German fashion Investigate German fashion trends through the 19th, 20th, and 21st centuries Design and describe an outfit Assess and 	Vocabulary: <ul style="list-style-type: none"> Specialized clothing nouns Adjectives appropriate to topic Verbs appropriate to topic Grammar: <ul style="list-style-type: none"> Review of the dative case Gefallen Review of topic 	<ul style="list-style-type: none"> Handouts Worksheets Manipulatives Reading booklets Dictionary skills Internet 	<ul style="list-style-type: none"> Students will take turns choosing a word in English and then using an English-German dictionary to list the various translations of this word in German. They will present their findings to the class and compare the distinct uses and meanings for the 	One or more of the following: <ul style="list-style-type: none"> Verbal dialogues Teacher observation Writing samples Translations Formative assessments Quizzes Unit tests Presentations Projects

			<p>summarize the proper care of clothing</p> <ul style="list-style-type: none"> • Critique and compare fit and appearance of clothing • Construct compliments • Persuade and dissuade 	<p>appropriate verbs, including irregular past tense forms</p> <p>Culture:</p> <ul style="list-style-type: none"> • German fashion • Shopping in Germany • Money, past and present 		<p>German translations.</p> <ul style="list-style-type: none"> • After researching German style trends for an assigned decade, the students will write a 2 paragraph synopsis (10 sentences minimum) about their findings. The essay must be in the Simple Past Tense. • The class will stage a fashion show. Students will work in pairs to design and/or create an outfit which will be modeled for the class. Each outfit will include a minimum of 6 items of clothing. The students will work together to write a description of their creation. Each outfit will be described using the target vocabulary. The description must include style, fabric, colors and other adjectives, adjective endings, embellishments, and instructions for care. One student will model the creation, while the other students will verbally describe the outfit in the target language. 	
Timeline	Unit 6	Standards	Objectives	Content	Additional resources	Performance Tasks	Assessments
2 weeks	<u>Die Märchen</u>	ACTFL 1.1, 1.2, 1.3, 2.1,	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Research 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Specialized fairy tale nouns and phrases 	<ul style="list-style-type: none"> • Handouts • Worksheets • Manipulatives 	<ul style="list-style-type: none"> • Students will take turns choosing a word in English and then 	<p>One or more of the following:</p> <ul style="list-style-type: none"> • Verbal dialogues

	(Fairy Tales)	2.2, 3.1, 4.1, 5.2	<p>German fairy tales</p> <ul style="list-style-type: none"> • Read and summarize fairy tales in German • Write simple original fairy tales • Compose and create simple to complex sentences and thoughts in the Passive Voice 	<ul style="list-style-type: none"> • Specialized adjectives • Specialized verbs <p>Grammar:</p> <ul style="list-style-type: none"> • Review of Simple and Conversational Past Tenses • Conjugation of target verbs in the Present, Simple, and Conversational Past Tenses • Formation of the Passive Voice • Use of the Passive Voice • Compare the uses of Active Voice vs Passive Voice <p>Culture:</p> <ul style="list-style-type: none"> • Fairy tales from the Brothers Grimm • History of the Brothers Grimm • The connection of Disney to the Brothers Grimm 	<ul style="list-style-type: none"> • Reading booklets • Films • Dictionary skills • Internet 	<p>using an English-German dictionary to find the various translations and uses of this word in German. They will present their findings to the class and compare the distinct uses and meanings of the German translations.</p> <ul style="list-style-type: none"> • Students will use the internet and other sources to research the history of the Brothers Grimm and the adaptation of their stories to Disney films. They will write a 5 paragraph summarization, in English, on their findings. • Students will work in groups of 3-4 to write original fairy tales in German. The stories must be a minimum of 500 words and use a combination of the Active and Passive Voices, Simple Past and Conversational Past Tenses, descriptive and adjectives with appropriate gender/case endings. Upon completion of their project, the students will present the stories to their classmates. 	<ul style="list-style-type: none"> • Teacher observation • Writing samples • Translations • Formative assessments • Quizzes • Unit tests • Presentations • Projects
Timeline	Unit 7	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
3 weeks	<u>Meine</u>	ACTFL	Students will be able	Grammar:	<ul style="list-style-type: none"> • Handouts 	<ul style="list-style-type: none"> • Students will work in 	One or more of the

	<p><u>eigene Sprache</u> (My Own Language)</p>	<p>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2</p>	<p>to:</p> <ul style="list-style-type: none"> Analyze and synthesize key grammar components Apply previously acquired grammar and vocabulary concepts to design and construct a unique written and spoken language 	<ul style="list-style-type: none"> General review of all grammar concepts used in both English and German 	<ul style="list-style-type: none"> Worksheets Manipulatives Dictionary Additional resources as provided by individual student groups 	<p>groups of 4 to design a unique language that includes the following components:</p> <ol style="list-style-type: none"> An alphabet A sound system and pronunciation chart A vocabulary list consisting of a minimum of 20 themed nouns, 10 themed verbs, and 10 themed adjectives Handouts for the class Visuals and ancillary materials An end quiz <p>Each student must be able to pronounce the sounds/words of this language, explain the concepts of gender, verb conjugation, adjectives and adjective endings, and sentence structure to the class; be able to write and translate three complete sentences in the language; be able to teach the class to write and translate a sentence in the language; and administer a final quiz.</p>	<p>following:</p> <ul style="list-style-type: none"> Teacher observation Presentations Projects