

# Blackhawk School District

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## CURRICULUM

|                    |                                |
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| Course Title:      | German III                     |
| Course Number:     | 0623                           |
| Grade Level(s):    | 10 <sup>th</sup> -12th         |
| Periods Per Week:  | 5                              |
| Length of Course:  | Year                           |
| Credits:           | 1 credit                       |
| Faculty Author(s): | Erich Stamer                   |
| Date:              | December 2009; Revised Mar '10 |

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### MISSION:

**A foreign language is an exciting and valuable tool that helps students communicate effectively with and develop a respect for other cultures. Through reading, speaking, listening, and writing, students gain a broadened perspective of the world as well as a better understanding of their own language. As they develop these skills, students are empowered to compete and succeed in a global society.**

### COURSE DESCRIPTION:

Third year German concerns itself with the conversational aspect of the language. A review of the grammar is provided, as well as further study in that area. German culture and history is studied through the use of notes and study guides. An expansion of vocabulary and all basic language skills is included.

TEXT: No text used.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

| COURSE OUTLINE  | OBJECTIVES (PA standard)   | PROPOSED TIME / ACTUAL TIME | RESOURCES  | LESSON REFLECTION (for future revisions) |
|---|--|-----------------------------|--|--|
| <p><b>Review of all Syntax from Levels I and II</b></p> <p><b>All 4 cases</b><br/> <b>1. Nominative</b><br/> <b>Acc.</b><br/> <b>DAT</b><br/> <b>Genitive</b></p> <p><b>All Modals: Pres and Past</b><br/> <b>Können Sollen</b><br/> <b>Dürfen Wollen</b><br/> <b>Möchten Müssen</b></p> <p><b>Prepositions</b><br/> <b>A. 6 Acc.</b><br/> <b>B. 9. DAT.</b><br/> <b>C. 9. 2 WAM</b><br/> <b>D. 4. Genitive</b></p> <p><b>Sentence Code</b><br/> <b>N: S-CU-SE</b><br/> <b>I: OU-S-SE?</b><br/> <b>I: QW-CV-S-SE?</b><br/> <b>T: ..., S-SE-CV</b><br/> <b>C: RV SE!</b></p> <p><b>Conjugation Code</b><br/> <b>Ich <u>E</u> WIR EN</b><br/> <b>DU <u>ST</u> IHR T</b><br/> <b>ER</b><br/> <b>SIE <u>T</u> SIE EN</b><br/> <b>ES</b><br/> <b>MAN</b></p> | <p>12.1.A (Stage 1) Know the basic sound system and spelling pattern of the target language</p> <p>12.1.A (Stage 2) Refine knowledge of the sound system and spelling patterns of the target language.</p> <p>12.1.A (Stage 3) Know details of the sound system and spelling patterns of the target language.</p> <p>12.1.A (Stage 4) Know and compare distinct regional accents of the sound system of the target language.</p> <p>12.1.B (Stage 1) Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.B (Stage 2) Know expanded vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.B (Stage 3) Know advanced vocabulary and idiomatic expressions used in basic speaking and writing.</p> <p>12.1.B (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections.</p> <p>12.1.C (Stage 1) Recognize common vocabulary terms through listening and reading.</p> <p>12.1.C (Stage 2) Recognize expanded vocabulary terms through listening and reading.</p> <p>12.1.C (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections.</p> <p>12.1.D (Stage 1) Know simple sentence and question structures in order to communicate.</p> <p>12.1.D (Stage 2) Know simple sentence and question structures in order to communicate about memorable and upcoming events.</p> <p>12.1.D (Stage 3) Know simple, compound and complex sentence and question structures in order to</p> | <p><b>40</b></p>            | <p><b>Review Sheets from previous years</b></p> <p><b>Study Guides</b></p> <p><b>Internet German Grammar website</b></p> <p><b>Tests</b></p> <p><b>Quizzes</b></p> |  |

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|--|---|-----------------------------|-----------|--|
| <p><b>Definite Article &amp; Relative Pronouns</b></p> <p>DER DEN DEM DES DESSEN<br/>DIE DIE DER DER DEREN<br/>DAS DAS DEM DES DESSEN<br/>DIE DIE DEWEN DER DEREN</p> <p><b>Indefinite Articles</b></p> <p><b>Passive Voice</b></p> <p><b>Passive Avoidance + “MAN” Structure</b></p> <p><b>Active vs. Passive</b></p> <p><b>“UM” Structure</b></p> <p>1. The syntax of two verbs neither of which is a modal.</p> <p><b>Condition/Conclusion</b></p> <p><b>Prepositional Phrasing</b></p> <ul style="list-style-type: none"> <li>• How prepositions signal case</li> <li>• C.O.L.A. vs. L.S.D.<br/>Change no change</li> </ul> <p><b>Adjective Endings</b></p> <ul style="list-style-type: none"> <li>• On and off chart</li> <li>• According to gender and case</li> <li>• When no ending is needed</li> </ul> | <p>communicate and comprehend.</p> <p>12.1.D (Stage 4) Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past, and upcoming events.</p> <p>12.1.E (Stage 1) Identify words from the target language that are commonly used in English.</p> <p>12.1.E (Stage 2) Identify words in English that have origins in the target language.</p> <p>12.1.E (Stage 3) Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.1.E (Stage 4) Describe the influence of historical events in the target culture / language that have an impact on the English language and culture.</p> <p>12.1.1.A (Stage 1) Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.1.1.A (Stage 2) Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival proficiency.</p> <p>12.1.1.A (Stage 3) Speak and model phrases and sentences with refined pronunciation, rhythm, and intonation with accuracy and cultural understanding.</p> <p>12.1.1.A (Stage 4) Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers.</p> <p>12.1.1.B (Stage 1) Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (i.e. Greetings, farewells, and courtesy expressions;</p> |                             |           |  |

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| <p><b>Use of multiple tense and mood of one sentence (preparation for effective speaking)</b><br/> i.e. We are flying on the plane.<br/> Flew<br/> Have flown<br/> Will fly<br/> Will be able to fly<br/> Would fly<br/> Would have flown<br/> Want to fly<br/> Wanted to fly<br/> Are flying...to go to Florida<br/> Etc.</p> <p><b>AGAT! (All German All the Time). All work and class conducted in German!</b></p> <p><b>Weekly speaking/participating grade based on contribution to learning environment</b></p> <p><b>Students encouraged to challenge one another verbally</b></p> <p><b>Students must “thrust+parry” with teacher verbally</b></p> <p><b>Scenarios dealing with:</b><br/> Social life<br/> Music<br/> School life<br/> Sports<br/> Relationships<br/> Politics<br/> Being late/on time to class<br/> Homework<br/> Dress code<br/> Family Life</p> | <p>Formal and informal forms of address; Numbers and dates; Daily life skills; Basic question words; Classroom commands)</p> <p>12.1.1.B (Stage 2) Speak and write expanded vocabulary, phrases and structures in dialogs of short essays. (I.e. Nationalities; Occupations; Age Groups' Food and beverages; Sports and leisure; School; Anatomy)</p> <p>12.1.1.B (Stage 3) Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language. (Medical terms; Money exchange; Purchases; Use of transportation and communications; Lodging arrangements)</p> <p>12.1.1.B (Stage 4) Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication. (Social customs in the target language; Personal relationships; Current and past events; Poems, dramas and stories)</p> <p>12.1.1.C (Stage 1) Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs. (I.e. Time expressions; Weather expressions; Colors; Likes and dislikes)</p> <p>12.1.1.C (Stage 2) Comprehend simple spoken conversations and written sentences using an expanded vocabulary in dialogs and short essays (I.e. Question formation, Daily Schedules and school schedules; Personal information exchange; Directions and commands)</p> <p>12.1.1.C (Stage 3) Comprehend spoken and written sentences and paragraphs using an advanced vocabulary terms from textbooks, newspapers,</p> | <p>50</p>                   | <p><b>Internet</b></p> <p><b>Class Generated Material</b></p> |  |

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| <p>Are created by teacher which student must “parry” or engage teacher/other student.</p> <p>Student must justify their presence in class by talking/involvement.</p> <p><b>GERMAN HISTORY (taught in English)</b></p> <ul style="list-style-type: none"> <li>• <b>Nomadic Period</b></li> <li>• <b>Roman vs. German</b></li> <li>A. <b>Fall of Rome</b></li> <li>• <b>Beginning of Dark Ages</b></li> <li>• <b>Rise of Karl Der Grosse (Charlemagne)</b></li> <li>• <b>Holy Roman Empire</b></li> <li>• <b>30 yrs War</b></li> <li>• <b>Napoleonic Period and its effect on Germany</b></li> <li>• <b>Rise of Prussia</b></li> <li>• <b>Fred. The Great</b></li> <li>• <b>Revolution of 1848 Migration to U.S.</b></li> <li>• <b>Bismark</b></li> </ul> | <p>student readers, and magazines. (i.e. Public figures; Historical figures; Major news events)</p> <p>12.1.1.C (Stage 4) Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories (i.e. Politics, problem solving; Environment; Art and literature; History)</p> <p>12.1.1.D (Stage 1) Use simple sentence and question structures in speaking and writing. (i.e. memorized words; phrases; expressions, facts about family)</p> <p>12.1.1.D (Stage 2) Use simple sentence and question structures to communicate about daily activities, social amenities and personal information.(i.e. new sentences using previously learned material; original questions; spontaneous responses to questions; face-to-face conversations)</p> <p>12.1.1.D (Stage 3) Develop and use simple, compound, sentence and question structures to communicate and comprehend.(i.e. face-to-face initiated conversations; simple survival tasks; a simple letter; main ideas of culturally authentic materials; compositions)</p> <p>12.1.1.D (Stage 4) Discuss how speakers and writers use various sentence structures to convey meanings. (Sentences combined into paragraphs; comparative expressions; past and future events; hypothetical statements; complicated survival statements; main ideas and details of live and recorded discussions; lectures and multimedia about current and past events; spoken or written summaries)</p> <p>12.3.A (Stage 1) Identify fundamental products and customs of the target culture.</p> | <p><b>30</b></p>            | <p><b>Notes from board</b></p> |  |

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|---|---|-----------------------------|-----------|--|
| <ul style="list-style-type: none"> <li>• Wars of Unification</li> <li>1. Denmark</li> <li>2. Austria</li> <li>3. France</li> <li>• 1871 Germany United</li> <li>• WWI</li> <li>• Post War Period</li> <li>• Rise of National Socialism</li> <li>• WWII</li> <li>• Post War</li> <li>• Divided Germany</li> <li>• Fall of Berlin Wall</li> <li>• 1990 Unification</li> <li>• Leading European Power</li> <li>• Present day Germany in N.A.T.O.</li> </ul> <p><b>VOCABULARY EXPANSION</b></p> <ul style="list-style-type: none"> <li>• Vocab. Based on class discussion to be recorded</li> </ul> | <p>12.3.A (Stage 2) Describe the products and customs of the target culture.</p> <p>12.3.A (Stage 3) Explain a variety of services, products, and customs of the target culture.</p> <p>12.3.A (Stage 4) Analyze unfamiliar products, customs, and institutions of the target culture.</p> <p>12.3.B (Stage 1) Know typical expressions and gestures for basic social interactions in the target culture.</p> <p>12.3.B (Stage 2) Explain cultural patterns of daily social interaction.</p> <p>12.3.B (Stage 3) Assess cultural patterns in a variety of social settings.</p> <p>12.3.B (Stage 4) Analyze the misconceptions that occur in cross-cultural situations.</p> <p>12.3.C (Stage 1) Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> <p>12.3.C (Stage 2) Explain similarities and differences of daily activities between cultures.</p> <p>12.3.C (Stage 3) Compare and contrast the similarities and differences in social institution between cultures.</p> <p>12.3.C (Stage 4) Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.</p> <p>12.3.1.A (Stage 1) Discuss the fundamental products and customs of the target culture in the target language (Flags; Landmarks; Names; Culture-specific foods and crafts)</p> <p>12.3.1.A (Stage 2) Discuss the products and customs of the target culture in simple sentences in the target</p> | <p><b>60</b></p>            |           |  |

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| <ul style="list-style-type: none"> <li>• <b>Students given read out w/vocab items covered – all verb tenses given</b></li> <li>• <b>Students given announced test based on vocab which is rooted in the sentence structures.</b></li> <li>• <b>Students expected to be able to speak in all tenses and moods</b></li> </ul> <p><b>READINGS (sources)</b></p> <ul style="list-style-type: none"> <li>• <b>German Info. Center (web site)</b></li> <li>• <b>German Embassy</b></li> <li>• <b>Dsutschland Heute</b></li> <li>• <b>GOE the institute</b></li> <li>• <b>Modern Germany</b></li> <li>• <b>German Readers Digest</b></li> <li>• <b>German Life Magazine</b></li> </ul> <p><b>GERMAN BREAKFAST</b></p> <ul style="list-style-type: none"> <li>• <b>Students have breakfast w/teacher Saturday mornings twice a month for extra credit – their choice to to (Eat-N-Park or Hot Dog Shoppe)</b></li> </ul> | <p>language. (Holidays; Famous people and their contributions; Menus and schedule)</p> <p>12.3.1.A (Stage 3) Speak and write about cultural aspects of services, products and customs in the target language. (Cultural reenactments; Commerce and tourism; Popular Culture)</p> <p>12.3.1.A (Stage 4) Speak, write, and read about unfamiliar products, customs, and institutions of the target culture. (I.e. system of government; economic development; educational system; environmental concerns)</p> <p>12.3.1.B (Stage 1) Use culturally appropriate memorized expressions and gestures for basic social interactions. (I.e. greetings and leave-takings; Familiar and polite forms of address, common courtesies)</p> <p>12.3.1.B (Stage 2) Write and perform simple role-plays reflecting daily life in a culturally competent manner. (Making purchases and placing orders; Table manners and eating customs; Telephone and letter etiquette; School classes and activities)</p> <p>12.3.1.B (Stage 3) Generate spontaneous oral and written role-plays and interviews in a culturally competent manner. (I.e. expressions of emotion; Conversations with speakers of the target culture; Negotiating everyday business routines)</p> <p>12.3.1.C (Stage 1) Model life skills and social interactions in the target language culture and in one's own culture (I.e. concepts of time and punctuality; daily and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity)</p> <p>12.3.1.C (Stage 2) Write about and dramatize cultural</p> |                             |           |  |

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|----------------|---|-----------------------------|-----------|--|
|                | <p>similarities and differences in daily activities in the target language. (i.e. youth, school and leisure culture; concept of personal space and distance; relationships with adults and authority figures; work ethic).</p> <p>12.3.1.C (Stage 3) Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures. (i.e. educational process; personal healthcare and survival; family).</p> <p>12.3.1.C (Stage 4) Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions. (I.e. Peer and family relationships; Gender issues in the family and workplace; Institutional infrastructures)</p> <p>12.3.1.D (Stage 1) List and relate content subject words used in English that have origins in the target language (I.e. metric, geometry, lento, a capello, allegro, tango, soccer, Olympics, Fahrenheit, Celsius)</p> <p>12.3.1.D (Stage 2) Read and comprehend simple sentences from the target language/culture in other school content areas. (I.e. recipe instruction and cooking terms, map reading, monetary systems and conversions)</p> <p>12.5.A (Stage 1) Know where in the local and regional community the target language and culture are useful.</p> <p>12.5.A (Stage 2) Identify local resources for gathering information for practical purposes and for personal enjoyment.</p> <p>12.5.A (Stage 3) Identify employment areas in the local community where the target language is used and how and why the target language is necessary.</p> |                             |           |  |



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|----------------|--|-----------------------------|-----------|--|
|                | <p>12.5.B (Stage 1) Know where in the national community the target language and culture are experienced.</p> <p>12.5.B (Stage 2) Identify national resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.B (Stage 3) Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.B (Stage 4) Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.C (Stage 1) Know where the target language is spoken in the global community.</p> <p>12.5.C (Stage 2) Identify global resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.C (Stage 3) Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.C (Stage 4) Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.D (Stage 1) Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities.</p> <p>12.5.1.B (Stage 1) Respond to simple questions and interpret simple messages on a national level (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> |                             |           |  |

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|                | <p>12.5.1.B (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community (i.e. career exploration, ethnic celebrations, entertainment -movies, plays, concerts, museums)</p> <p>12.5.1.B (Stage 3) Name national employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.C (Stage 1) Introduce one's self, respond to simple questions and interpret simple messages on a global level. (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.C (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community (i.e. career exploration, ethnic celebrations, entertainment -movies, plays, concerts, museums)</p> <p>12.5.1.C (Stage 3) Name global employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.D (Stage 1) Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local, national and global communities. (schools and families, offices and airports, hospitals and police stations, newspapers and magazines, libraries and bookstores, radio and TV, telephones and Internet)</p> <p>12.5.1.D (Stage 2) Use speaking, writing and reading to compare and connect the local, national and global resources in English speaking communities with the</p> |                             |           |  |

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|                | <p>target language resources in those communities. (Bookstores, libraries, newspapers and magazines, radio and TV, Internet and website searches)</p> <p>12.5.1.D (Stage 3) Use speaking, writing and reading to compare and connect the local, national and global employment opportunities for these who speak English and those who speak English and the target language. (Newspapers, employment agencies, unemployment office, college placement offices)</p> <p>12.5.1.D (Stage 4) Use speaking, writing and reading to compare and connect available opportunities in the local, national and global English speaking communities with the target language opportunities to counties involvement for lifelong learning and personal enjoyment (movies and videos, drama and sports, museums and archives, Social Service agencies)</p> |                             |           |  |