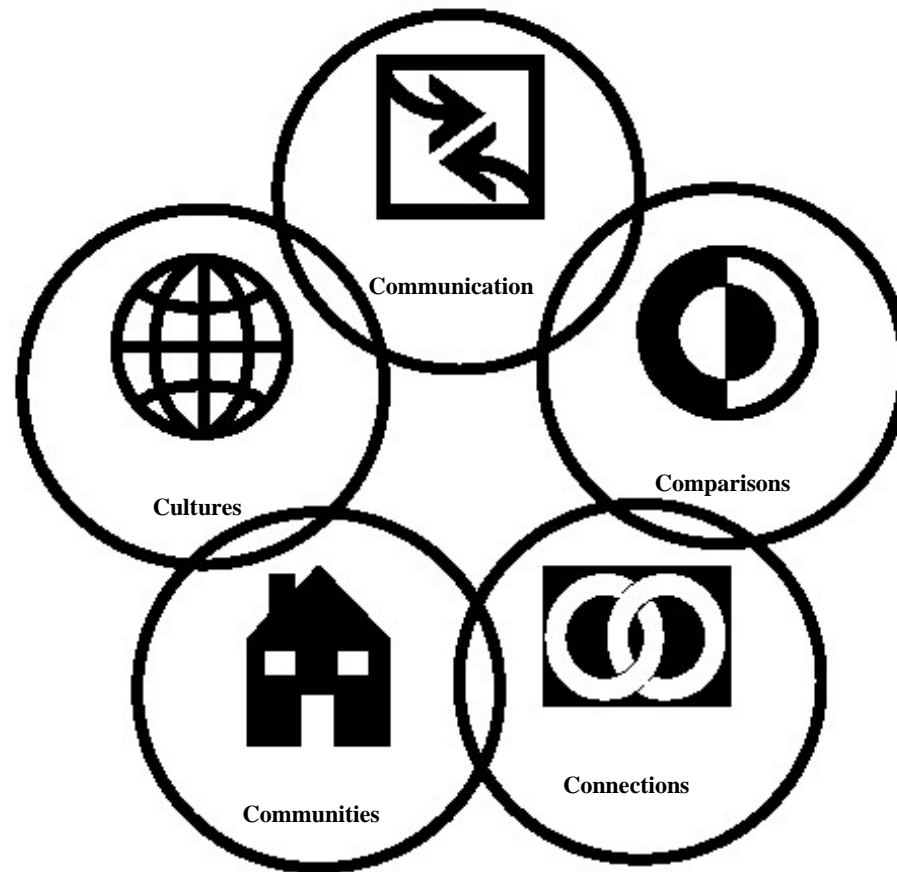





Multi-District World Language Curriculum Framework



**German
2009-2010**

LIVING DOCUMENT GERMAN LANGUAGE CURRICULUM FRAMEWORK **2009-2010**
The sequence in which topics are discussed can be altered in the semester



German 1 (Semester 1) / Theme: NEW FRIENDS, NEW CLASSES, / NEUE FREUNDE, NEUE KLASSEN

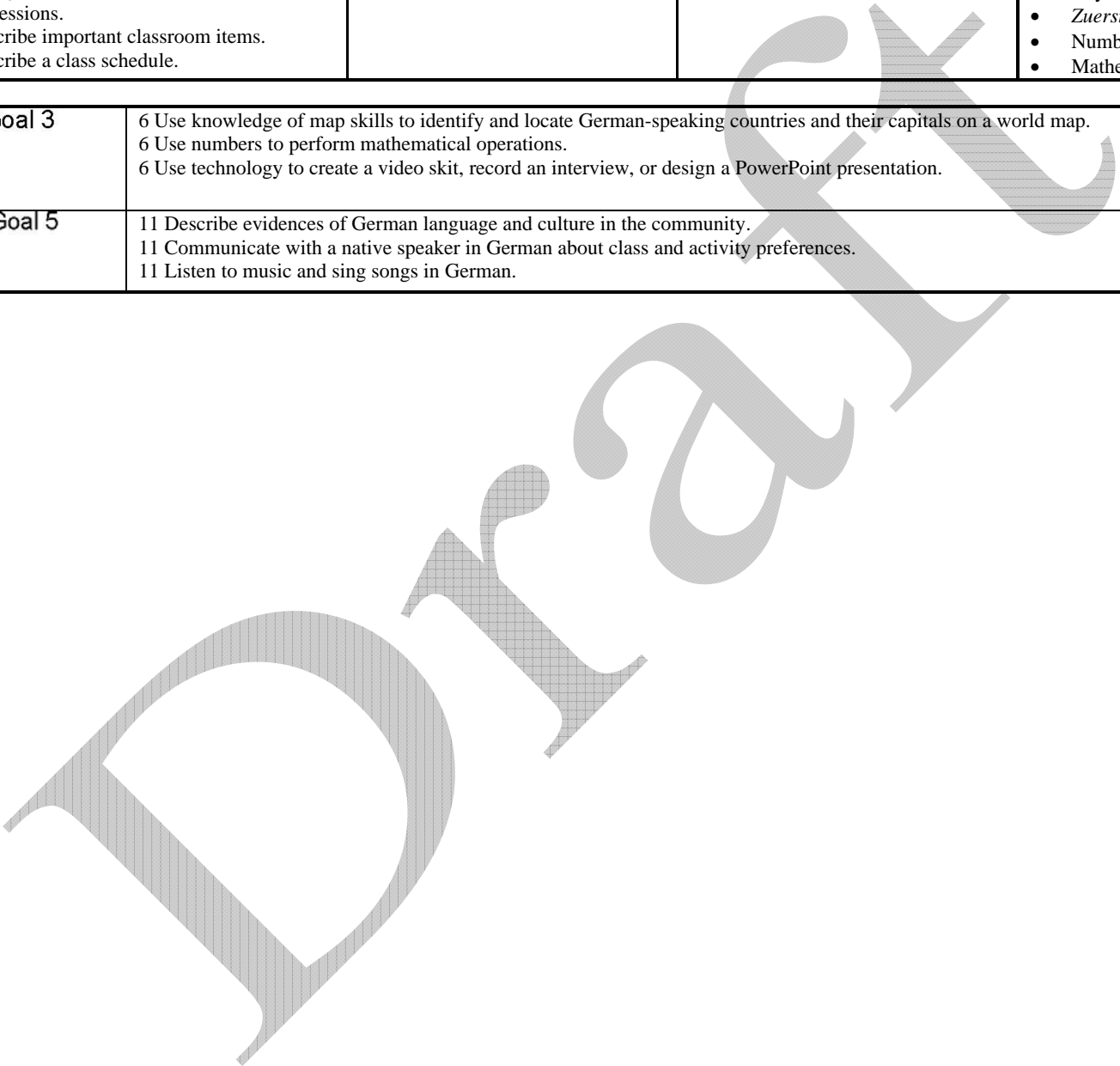
TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Germanic Influences <i>Deutsche Einflüsse</i>	1 Use the German alphabet to spell German words (names, countries). 2 Recognize the letters of the German alphabet and other symbols when words and names are spelled.	4 Describe where German is spoken in the world, including how German evolved. 4 Explain the role of German in European countries. 5 Identify the benefits of studying another language. 5 Describe German speaking individuals who have impacted world society and specify their contributions.	8 Demonstrate an understanding of the concept and use of cognates.	<ul style="list-style-type: none"> • Umlauts, ß • Names of German-speaking countries and capitals in German • Alphabet • Cognates
2. Nice to Meet You <i>Wie geht's?</i>	1 Engage in introductory conversations. 1 Greet one another and exchange basic information such as name, age, and birthplace (country of origin). 1 Recite and use the numbers from 0 – 20 in German. 1 Exchange phone numbers and e-mail addresses. 2 Demonstrate an understanding of basic, introductory conversations. 2 Recognize spoken and written numbers (0 – 20). 3 Present basic introductions.	4 Recognize appropriate expressions (formal vs. informal) and gestures for greetings and farewells.	8 Compare the common forms of address (<i>Herr, Frau, Fräulein</i>) with their English counterparts. 8 Compare the use of gestures for greeting and leave-taking in the United States and in German-speaking countries.	<ul style="list-style-type: none"> • Formal vs. Informal (<i>du, vs. Sie</i>) • Verbs <i>heissen</i> and <i>sein</i> • Verb <i>kommen</i> (<i>Ich komme aus...</i>) • Subject pronouns • Question words and question formation • Greetings and Farewells • Countries of origin • Numbers 0 – 20 • Forms of address • Gut, nicht gut, etc. (answers to <i>Wie geht's?</i>)
3. School Life <i>die Schule</i>	1 Exchange basic information about classes, class schedules, class preferences, school-related activities and classroom supplies. 1 Use days of the week and time to talk about daily schedules. 1 Ask and answer questions about class preferences and schedules. 1 Use and respond to basic classroom expressions. 2 Interpret and demonstrate an understanding of a class schedule in German. 2 Demonstrate understanding of short conversations among peers about favorite classes/activities at school. 2 Identify school supplies.	4 Describe a daily and/or weekly school schedule in one German-speaking country. 5 Use authentic examples of school schedules to create an ideal personal simulated schedule in a German-speaking country. 5 Learn about the educational system in German speaking countries. 5 Learn the grading scale used in German speaking countries.	8 Compare verb conjugations. 8 Compare the way numbers are formed in German and English. 9 Compare school systems in the United States to those in a German-speaking country.	<ul style="list-style-type: none"> • Definite articles (gender) • Nouns (singular and plural) • Continue question words and question formation • Telling time • Regular verbs • Liking/not liking: (<i>nicht</i>) <i>gern haben, mag, Lieblings</i> • Object Pronouns (Nom. vs. Acc. Case) • Prepositions <i>bis, um, (gegen)</i> • Classroom objects and furnishings • Basic schoolrooms and staff • Classroom supplies • Basic classroom expressions

LIVING DOCUMENT GERMAN LANGUAGE CURRICULUM FRAMEWORK 2009-2010






The sequence in which topics are discussed can be altered in the semester

	2 Recognize and use basic classroom expressions. 3 Describe important classroom items. 3 Describe a class schedule.			<ul style="list-style-type: none"> • Days of the week • <i>Zuerst, dann, zunächst, zuletzt</i> • Numbers 0-100 • Mathematical operations
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Connections Goal 3 	6 Use knowledge of map skills to identify and locate German-speaking countries and their capitals on a world map. 6 Use numbers to perform mathematical operations. 6 Use technology to create a video skit, record an interview, or design a PowerPoint presentation.
Communities Goal 5 	11 Describe evidences of German language and culture in the community. 11 Communicate with a native speaker in German about class and activity preferences. 11 Listen to music and sing songs in German.








German 1 (Semester 1) / Theme: HAVING FUN / SPASS UND SPIEL

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Pastimes and weather <i>Freizeit und Wetter</i>	1 Engage in conversations about leisure-time activities in the context of weather and seasons. 1 Describe the weather. 2 Interpret and demonstrate an understanding of basic weather reports. 2 Interpret and demonstrate an understanding of information about leisure activities. 3 Present basic information about preferred activities. 3 Present a simple weather report for a German-speaking city.	4 Identify typical leisure-time activities in German-speaking countries and why they are popular. 5 Discuss famous sports or entertainment personalities from the target cultures, including their country of origin and significant contributions.	8 Compare essential structures of verb conjugation, sentence structure, negation, and present tense. 9 Compare typical teen activities of the United States to those of teens in German-speaking countries, including after-school or school-sponsored activities.	<ul style="list-style-type: none"> • Irregular verbs as needed • “I swim” vs. “I am swimming,” etc. • <i>-eln, -nen</i> verbs • Negation review • Sentence structure (inverted order) • Showing preference • Use of the dative to describe temperature (<i>Mir ist kalt.</i>) • Basic leisure activities • Basic sports and equipment • Seasons • Weather
2. Getting Acquainted <i>Freunde machen</i>	1 Provide information about self and obtain information about others. 1 Ask and answer questions about age. 1 Exchange information about birthday, nameday (<i>Namenstag</i>), nationality, place of birth, address, physical description, and personality traits. 2 Comprehend oral and written descriptions of peers or famous people, including their physical descriptions and personality traits. 3 Present a biographical sketch including physical description and personality traits.	4 Describe how birthdays/namedays are celebrated in German-speaking countries. 4 Describe origin and meaning of namedays in German-speaking countries.	8 Compare the way dates are expressed in German and English. 8 Compare essentials of sentence structure and negation. 9 Compare birthday celebrations and observances of name days to celebrations in the U.S.	<ul style="list-style-type: none"> • Descriptive adjective agreement (nouns w/out articles) • Basic sentence structure and word order • Negation: <i>nicht</i> vs. <i>kein</i> • Date format, using ordinals • Preposition: <i>für</i> • Months • Nationality • Physical descriptors and personality characteristics • Gifts
Connections Goal 3 	6 Use Celsius temperature scale. 6 Demonstrate an understanding of different seasons. 6 Use technology to create a video skit, record an interview, or design a PowerPoint presentation.			
Communities Goal 5 	10 Locate and interpret an authentic weather map or weather report from a German-speaking country. 11 Listen to music and sing songs in German. 11 Watch a video or television program in German for personal enjoyment. 11 Play culturally authentic games.			

German 1 (Semester 2) / Theme: FAMILY LIFE / DAS FAMILIENLEBEN

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Family <i>die Familie</i>	1 Exchange basic information about family and pets. 2 Interpret and demonstrate oral and written descriptions of family and pets. 3 Describe family members and relationships.	4 Describe family traditions in German-speaking countries. 4 Describe the importance / acceptance of pets in German-speaking countries.	9 Compare how pets are accepted in public places in the U.S. and German-speaking countries.	<ul style="list-style-type: none"> • Possessive pronouns • Review question words and forms • Review physical descriptors and personality characteristics • Family members and relationships • Pets
2. Home <i>bei mir zu Hause</i>	1 Exchange information about homes, rooms, and furnishings. 1 Exchange information about locations of rooms and furnishings. 1 Exchange information about basic activities/chores that take place in the home. 2 Demonstrate an understanding of descriptions of homes, rooms, furnishings, and their placement. 3 Present information about homes, rooms, and furnishings, including descriptions and placement.	5 Describe various styles of houses and apartments in a German-speaking countries and what has influenced these styles.	9 Compare housing styles and furnishings in the United States to those in German-speaking countries. 9 Compare numbering of floors in the U.S. and German-speaking countries (ground, 1 st , 2 nd , etc.).	<ul style="list-style-type: none"> • Modal verbs, esp.: <i>müssen, sollen, können</i> • Imperatives – <i>du/ihr</i> • Review of ordinals • Dwellings • Levels (floors) of a building • Rooms • Simple furnishings • Basic household chores and activities
Connections Goal 3 	6 Collect, analyze and graph data from a class survey about family or pets. 6 Collect, analyze and graph data from a class survey about homes. 6 Use technology to create a video skit, record an interview, or design a PowerPoint presentation. 7 Research common names for house pets in German-speaking countries. 7 Collect “animal noises” (bark, meow, etc.) for German-speaking countries.			
Communities Goal 5 	10 Locate and interpret information about real estate or furnishings through the use of authentic sources. 11 Listen to music and sing songs in German.			






German 1 (Semester 2) / Theme: CHOICES / ZUR WAHL

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Food & Restaurant Experiences <i>das Essen & im Restaurant</i>	1 Exchange information about food preferences and eating habits. 1 Comment on, inquire about, and make selections about different food items. 2 Demonstrate an understanding of written information about food and eating habits. 3 Present information about food preferences and eating habits.	4 Describe eating habits in German-speaking countries. 4 Demonstrate an understanding of the different types of restaurants and what they offer. 5 Identify typical food items from German-speaking cultures. 5 Describe regional dishes.	8 Compare dining experiences in German-speaking regions with those in the United States. 9 Compare eating habits in German-speaking countries with those in the United States.	<ul style="list-style-type: none"> • Review modals, esp. <i>möchten</i> and <i>mögen</i> • Review formal • Review questions words and formations • Review numbers 0 – 100 • Prepositions: <i>mit, ohne</i> • Review prefix <i>Lieblings-</i> • <i>Es gibt</i> • Basic food • Meals • Portions/servings: <i>ein Glas..., ein Stück..., eine Tasse</i> • Choices: <i>oder</i> • Restaurant expressions • Regional food and dishes • Types of eating establishments
2. New Clothes <i>Neue Klamotten</i>	1 Discuss basic clothing and colors in the context of weather and activities. 1 Exchange information with a peer about clothing using basic descriptive adjectives. 1 Request general information about cost and sizing of clothing items. 2 Recognize basic oral and written descriptions of clothing. 2 Understand and interpret written information on clothing costs and sizes. 3 Describe clothing to an audience of listeners or readers. 3 List clothing items for certain activities or weather conditions.	4 Explore traditional forms of dress and their origins. 5 Explore the history and use of the Euro.	8 Compare use of the formal in the clerk/customer relationship with similar interactions in the U.S. 8 Compare uses of commas and decimal points to explain place value. 9 Compare currency designs and their reflection of cultural perspectives. 9 Compare concept of customer service in German-speaking countries and the U.S.	<ul style="list-style-type: none"> • Indefinite articles • Separable prefix verbs <i>anhaben, anziehen, ausprobieren</i> • Irregular verbs as needed • Accusative case with definite and indefinite articles • Dative case with verbs <i>gefallen</i> and <i>passen</i> • Prices in spoken and written form • Basic articles of clothing • Descriptors of size and fit (<i>gross, klein</i>) • Colors • Currency
Connections Goal 3 	6 Use metric system to express quantity and volume. 6 Use exchange rates to calculate expenses. 6 Discuss the Food Pyramid in German. 6 Use technology to create a video skit, record an interview, or design a PowerPoint presentation.			
Communities Goal 5 	10 Locate typical German foods and restaurants in the community. 10 Find and describe examples of fashion in German-speaking countries and the U.S. 11 Enjoy authentic foods from the German-speaking world. 11 Listen to music and sing songs in German.			






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German 2 (Semester 1) / Theme: MY LIFE, THEN AND NOW / MEIN LEBEN, DAMALS UND HEUTE

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Introductions and Bios <i>Wer bin ich?</i>	1 Exchange past and present biographical information. 2 Interpret and demonstrate an understanding of past and present biographical information of others. 3 Present autobiographical information to an audience of listeners or readers.	5 Identify famous historical, literary or artistic German-speaking personalities and why the culture values their contributions.	9 Compare cultural differences related to greetings, forms of address, personal space, and generational expectations.	<ul style="list-style-type: none"> • Review present tense • Review negative and interrogative formations • Review definite and indefinite articles • Review possessive pronouns • Verb <i>kennen</i> • Simple past of <i>haben</i> and <i>sein</i> • <i>Bin geboren</i> • Physical descriptors and character traits • Biographical data • Past time indicators • Subordinate clauses using <i>als</i> and <i>wenn</i>
2. School <i>Die Schule</i>	1 Exchange information about school classes and activities in the present and past tenses. 2 Interpret and demonstrate and understanding of a written course schedule. 3 Present information about present and past courses and schedules.	5 Describe how the course offerings in a German-speaking country reflect the goals of its educational system.	9 Compare course offerings in the United States to those in German-speaking countries.	<ul style="list-style-type: none"> • Review simple past of <i>haben</i> and <i>sein</i> • Review ordinals (in context of school years) • Introduce conversational past of weak verbs (<i>gelernt, gemacht, gehabt, gespielt</i>), • 24-hour time clock • Teach <i>lernen, wissen</i> • Subordinate clause <i>dass</i> • Difference between <i>kennen</i> and <i>wissen</i> • School courses and related expressions • Class activities
3. Entertainment and Pastimes <i>Freizeit</i>	1 Enact a telephone conversation inviting and responding to an oral invitation. 1 Exchange information about preferences in music, books, movies, etc. 1 Ask and answer questions about past leisure activities. 2 Prepare a written invitation to an activity.	4 Demonstrate an understanding of “dating practices” in a German-speaking country and the resulting differences in extending invitations. 5 Describe the events to which one would extend a written invitation in a German-speaking country and why.	8 Compare the forms of past tense in English to those in German. 9 Compare film and book titles in English and German, and discuss translation choices.	<ul style="list-style-type: none"> • Conversational past of all verbs (strong and weak) • Review separable prefix verbs (including <i>abheben, auflegen, einladen</i>) • Review acc. pronouns • Review <i>wissen</i> vs. <i>kennen</i> • Review <i>mögen</i> • Review coordinating conjunctions, adding <i>denn</i> • Additional pastimes and activities • Types of books, music, films, etc. • Accepting/declining an invitation in person/on phone
Connections Goal 3 	6 Use technology to present information about yourself and/or your school for the German-speaking community. 6 Identify and discuss historical figures who have contributed to the knowledge bases of various content areas. 7 Use authentic resources to obtain distinctive viewpoints on people and events in German-speaking countries.			
Communities Goal 5 	10 Create and share written biographical information. 11 Access music, literature, art, film, and television in German. 11 Listen to music and sing songs in German.			




German 2 (Semester 2) / Theme: DAILY LIFE / DAS TÄGLICHE LEBEN

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Bon appétit <i>Guten Appetit</i>	1 Exchange information on the preparation of favorite dishes, setting a table, and serving food. 2 Demonstrate an understanding of written or oral information about recipes. 3 Present a recipe.	4 Discuss and explain eating customs and table etiquette in German-speaking regions.	8 Observe the German use of indefinite pronoun in recipes compared to English command forms. 9 Discuss cross-cultural influences on eating habits. 9 Note the use of weight measurements instead of volume (grams of flour vs. cups of flour).	<ul style="list-style-type: none"> • Review informal imperative • Review <i>der</i>-words • Review <i>es gibt...</i> • Review modals, esp. <i>möchten</i> and <i>mögen</i> • Review indefinite articles and <i>kein nehmen</i> • Review restaurant, regional dishes, specific dishes • Use numbers 0-1000 • Cooking terminology • Table settings • Expressions of measurement related to cooking
2. Routines and Household Chores <i>Körperpflege und Hausarbeit</i>	1 Give oral instructions regarding household chores and responsibilities. 2 Respond to oral instructions regarding household chores and responsibilities. 3 Present a morning routine and write a description in the past tense of a routine they observe.	5 Examine household cleaning and personal hygiene practices.	8 Compare formal and informal commands in German and English. 9 Compare and contrast space allocation and furnishings in the United States and German-speaking countries. 9 Compare personal care routines and attitudes in German-speaking countries and the U.S.	<ul style="list-style-type: none"> • Reflexive verb constructions • Reflexive pronouns • Review informal singular and plural commands • Review subordinating conjunctions • Introduce <i>weil</i> • Personal care activities and related items • Household chores and related items • Furnishings and appliances • Additional home features • Expressions of measurement
3. Weather <i>Das Wetter</i>	1 Exchange information about past, present and future weather conditions. 2 Identify meteorological conditions from a German weather report. 3 Present a description of the upcoming weather.	4 Demonstrate an understanding of how weather affects the culture of German-speaking countries.	8 Compare the existence of the present and future tenses in German to the English present and future tenses.	<ul style="list-style-type: none"> • Future tense using <i>werden</i> • Adverbial phrases • Review negation • Review subordinate clauses • Additional meteorological expressions
Connections Goal 3 	6 Use the metric system to measure liquid, weight and temperature. 6 Apply metric system to measurement within the home, such as room dimension and space allocation for furniture. 6 Discuss scientific/ecological reasons for regulation of certain products in German-speaking countries. 7 Prepare a traditional dish from a German-speaking country.			
Communities Goal 5 	10 Use community resources to identify restaurants or businesses that carry food representative of German-speaking cultures. 10 Research the availability of home products typical of German cultures, such as personal hygiene products. 11 Experience cuisines of German-speaking cultures.			



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German 2 (Semester 2) / Theme: GETTING AROUND / DU UND DEINE UMGEBUNG

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Travel <i>Reisen</i>	1 Exchange information on past and future travel. 2 Demonstrate an understanding of travel related documents. 2 Demonstrate an understanding of general information about German-speaking cultures. 2 Interpret and utilize schedules in travel-related situations (making hotel reservations, locating transportation). 3 Present a detailed description of past or future travel.	4 Describe the reasons for the access and availability of public means of transportation to reach a travel destination.	8 Compare the concept in German of using definite articles with geographical place names: <i>die Schweiz, die Türkei</i> . 8 Compare use of certain prepositions to describe location. 9 Compare places and means of travel when vacationing.	<ul style="list-style-type: none"> • Prepositions with geographical place names • Review future • Review 24-hour clock • Review interrogative formation • Review contractions with prepositional phrases • Geographical and environmental features • Tourism expressions
2. Getting Around Town <i>In der Stadt</i>	1 Ask for and give simple directions to specified locations, including landmarks and attractions. 2 Follow oral and written directions to a specified location. 3 Write directions to a specified location.	4 Describe the traditional layout of a German city (especially the <i>Altstadt</i>) and its origin. 5 Identify the types of tourist attractions and historical sites often found in a German-speaking country and why they exist the way they do.	8 Compare the use of the dative to describe location in German to its apparent lack in English. 9 Compare opening hours and entrance fees between German-speaking countries and the U.S.	<ul style="list-style-type: none"> • Teach formal commands • Review currency and prices • Review questions • Dative prepositions (<i>aus, bei, mit, nach, von, zu, etc.</i>) • Review subordinating conjunctions • Interrogative pronouns with <i>wissen (Wissen Sie, wo...?)</i> • Landmarks and tourist attractions (museums, fountains, town hall, etc.) • Expressions for giving directions
3. Higher Education and Occupations <i>Die Ausbildung Und die Arbeit</i>	1 Exchange information about occupational choices and higher education. 2 Interpret and demonstrate an understanding of information on occupational choices and higher education.	4 Discuss the attitudes of a German-speaking culture towards different professions at all levels and accessibility of these professions to all members of the culture. 4 Discuss the attitudes of a German-speaking culture toward summer jobs or part-time jobs while in school. 4 Discuss forms of higher education and their functions.	8 Compare the use of female gender indicators in occupational titles with “gender-blind” English equivalents. 8 Compare the use of the indefinite article with professions in German and English. 8 Compare use of “school” vocabulary vs. “university” vocabulary in German and English. 9 Compare systems of higher education and attitudes involved between German-speaking countries and the U.S.	<ul style="list-style-type: none"> • With professions: <i>Ich bin...</i> vs. <i>Ich bin ein...</i> • Verb <i>werden</i> used as future/to become • Review modals, esp. <i>möchten, müssen</i> • Use of <i>Schule</i> vs. <i>Uni, lernen</i> vs. <i>studieren</i>, etc. • Occupations and related activities • Higher education

4. Clothing and Shopping <i>Kleidung kaufen</i>	1 Request sales assistance and state preferences for items sought. 1 Express personal preference for style and design of clothing for specific occasions. 2 Determine size, price, and style of clothing items from authentic written sources. 2 Determine business hours for stores. 3 Present ideas for appropriate gifts for specific/special occasions.	5 Describe gift-giving practices related to visits, holidays, and birthdays in German-speaking countries.	9 Compare shopping customs in German-speaking countries to those in the United States. 9 Compare sizing systems in the United States with those used in German-speaking countries. 9 Compare fashion choices in German-speaking countries and the U.S. according to the occasion.	<ul style="list-style-type: none"> • Teach dative / indirect objects • Demonstrative adjectives/pronouns (this, that, these, those) • Comparative and superlative forms of adjectives • Introduce adjective endings • Review <i>der</i>-words (<i>solch-</i>, <i>einig-</i>, <i>wenig-</i>, <i>manch-</i>) • Numbers 0-1,000,000 • Shopping expressions • Clothing style and design expressions • Additional clothing, colors, and patterns • Special occasions
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Connections Goal 3 	6 Use map-reading skills to follow and give directions. 6 Use the metric system to measure distances. 6 Use exchange rates to convert prices. 7 Use decimal points and commas to express amounts of money.
Communities Goal 5 	10 Identify places or organizations in the community that promote culture of the German-speaking world. 10 Identify organizations that sponsor occasions/celebrations typical of German-speaking countries. 10 Use authentic resources to investigate vacation spots in German-speaking countries. 10 Research professions requiring the use of German through technology, media, and authentic resources. 11 Plan a travel-related experience to a German-speaking country.






German 3 (Semester 1) / Theme: MAN AND HIS ENVIRONMENT / MENSCH U. SEINE UMGEBUNG

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and vocabulary
	PERFORMANCE INDICATORS			
1.Free time activities <i>Freizeit Aktivitäten</i>	1 Share opinions about present and past free-time activities (e.g. at the beach, in the country side, and in the mountains.) 1 Exchange information in person or via other media, about places and weather in the German-speaking world where one can participate in free-time activities. 2 Demonstrate an understanding of descriptions of free-time activities. (Identify corresponding pictures or illustrations). 2 Demonstrate an understanding of information about free-time activities from accessible German-language materials, (television programs, youth magazines, Internet, and videos). 2 Read and/or listen to descriptions about places and weather in the German-speaking world and identify the corresponding locations on a map. 3 Prepare and present illustrated descriptions of past free-time experiences and activities. 3 Prepare, illustrate, and present materials promoting where and how one can participate in outdoor activities in a German-speaking region of the world.	4 Discuss and justify the importance of free-time activities to a German-speaking culture.	9 Compare and contrast different types of outdoor activities in German-speaking countries and in the U.S. 9 Compare and contrast geographical features in German-speaking countries and the U.S.	<ul style="list-style-type: none"> • Review present tense • Review formation of conversational past tense • Review clauses using <i>als</i> and <i>wenn</i> • Other indicators of past time • Conjunction <i>ob</i> • Review comparative and superlative adjectives • Review prepositions used to introduce locations • Indoor/Outdoor activities • Sports vocabulary • Sports and camping equipment • Expressions of interest and indifference • Weather expressions • Geographical terms
2.Environment <i>Die Umwelt</i>	1 Discuss precautions that one should take to avoid harming oneself and the environment. 2 Discuss information about environmental issues and events such as pollution/waste management and Earth Day from accessible German-language materials, including television, youth magazines, Internet, and videos. 3 Present a document describing ways to protect the environment.	4 Discuss environmental practices of a German-speaking country that reveal the importance of the issue to them. 5 Identify agricultural products from regions in the German-speaking world.	9 Compare and contrast environmental practices in German-speaking countries and in the United States.	<ul style="list-style-type: none"> • Review adverbs of comparison • Review negative constructions • Infinitive verbs with <i>zu</i> • Constructions with <i>da</i> (damit <i>dafür</i>, etc.) • Environmental problems and solutions
3. Politics <i>Politik</i>	1 Demonstrate an understanding of the political systems in German-speaking countries. 1 Discuss past and present political issues. 1, 2, 3 Discuss whether or not it would be beneficial/practical to adopt political and social structures.	4 Identify major political leaders in German-speaking countries.	9 Compare and contrast political systems and structures between the U.S. and German-speaking countries.	<ul style="list-style-type: none"> • Comparatives • Conditional
Connections Goal 3 	6 Identify local, national and/or international organizations for the protection of the environment or management of natural resources. 6 Create a political cartoon based on a current/relevant German topic/issue. 7 Use German speaking language media sources to acquire authentic information and opinions about environmental issues and practices.			
Communities Goal 5 	10 Plan and implement an environmental service project in the community. 10 Write a letter to an editor or a political official. 11 Watch or listen to a news report or podcast in German.			




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The sequence in which topics are discussed can be altered in the semester

German 3 (Semester 1) / Theme: GERMAN CULTURE AND TRADITIONS / DEUTSCHE KULTUR U. TRADITIONEN

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and vocabulary
	PERFORMANCE INDICATORS			
1. Holidays and Family Celebrations <i>Feiertage und Familienfeiern</i>	1 Discuss and describe typical ceremonies that mark a stage of life (a significant life event) in German-speaking countries. 1 Discuss and describe typical holiday or festival celebrations in German-speaking countries.	4 Identify ceremonies that mark a stage of life in German-speaking regions. 4 Discuss the importance of family in these ceremonies and in the culture. 4 Discuss a particular ceremony or celebration and its importance in the culture.	9 Compare family life and celebrations that mark a stage of life between German and American cultures. 9 Compare national and religious celebrations between German and U.S. cultures.	<ul style="list-style-type: none"> Review negative constructions Review comparative and superlative adjectives Adjectives of nationality Review family members Emotion and opinions Ceremonies Holidays and festivals
2. Fine Arts and Music <i>Kunst und Musik</i>	1 Describe/Interpret a work of art. 1 Students engage in conversations and exchange opinions about art and music. 2 Listen to and interpret German lyrics. 3 Create and present an original work of art. 3 Present information about a famous German artist.	5 Find a theatre production on the Internet and describe how one would order a ticket. 5 Find a festival schedule online, find tour dates of bands.	9 Compare German and American artists, productions, and music.	<ul style="list-style-type: none"> Comparatives Adjective endings Preferences Vocabulary needed for describing fine arts
3. Literature <i>Literatur</i>	1 Use paraphrasing to retell the plot of a story. 1 Exchange opinions about different stories of poems. 1 Exchange information about authentic German-language literary works and their authors. 2 Identify and recognize literary terms and genres, as well as German-speaking authors and their works. 3 Summarize the plot of a story orally or in writing. 3 Analyze and present an opinion of a simple literary work by a German-speaking author.	4 Discuss the role of the various genres of literature in the German-speaking world. 5 Discuss the influence of a particular author on the German-speaking world, and that world's influence on the literary work.	8 Compare genres and styles of writing between German-speaking authors. 9 Identify differences in tense sequence in German and English when retelling a story. 9 Compare and contrast a German work with one in the English language.	<ul style="list-style-type: none"> Indirect discourse (Subjunctive) Simple past Passive voice Literary terms and genres Authors and time periods Vocabulary specific to works
Connections Goal 3 	6 Create a work of art based on current/relevant German topic of interest. 7 Describe the attitudes of German youth toward fine arts.			
Communities Goal 5 	10 View a German fine arts production. 11 Organize an art exhibit and reward prizes for the best recreations/creations. 11 Take a virtual tour of a German Art Museum.			

German 3 (Semester 2) / Theme: LIFE CHOICES / LEBENSGESTALTUNG






TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Health & Fitness <i>Gesundheit u. Fitness</i>	1 Discuss fitness activities and sports. 1 Discuss training requirements to participate in a sport. 1 Discuss nutrition with classmates. 1 Engage in role-play where one explains to a doctor or dentist what is wrong, provides advice and clarifies consequences of not following medical advice. 1 Discuss previous illnesses and treatments. 1 Discuss injuries and how they were obtained. 2 Demonstrate an understanding of information on fitness, sports, and nutrition from accessible German-language materials, including television, youth magazines, Internet, and videos. 2 Demonstrate an understanding of information about health issues from an accessible German-language materials, including television, youth magazines, Internet, and videos. 2 Demonstrate an understanding of safety information designed to prevent injury. 3 Demonstrate and explain basic instructions on how to participate in a fitness activity or sport, including necessary equipment. 3 Write original compositions and/or journal entries about fitness activities, sports, or nutrition. 3 Create and present skits on health issues or injuries.	4 Identify sports and fitness activities enjoyed by German-speaking teenagers and explain their importance. 4 Discuss the attitude toward exercise and physical activity in German-speaking countries. 4 Discuss universal health care coverage in German-speaking countries. 4 Describe the use of health services in a German-speaking country. 5 Describe the acquisition (how, where) of health-related products in a German-speaking country.	8 Compare use of reflexive pronouns in German (as opposed to possessives in English) when discussing body parts. 9 Compare and contrast German and American cultural practices in areas such as popular sports (soccer and American football) or fitness activities and nutrition. 8 Compare German and English grammatical elements such as the subjunctive in suggestions and the use of reflexive phrases when discussing illness or injury. 9 Discuss health benefits in the social welfare programs of the U.S. and German-speaking countries. 9 Compare ideas on how to stay healthy (including myths and “old wives’ tales”) between the U.S. and German-speaking countries. 9 Compare procedures for doctors’ visits, hospital stays, and obtaining medication between the U.S. and German-speaking countries.	<ul style="list-style-type: none"> • Review object pronouns, direct and indirect • Reflexive verbs • Reflexive pronouns • Sports vocabulary and equipment • Nutrition vocabulary • Fitness vocabulary • Body parts • Review questions • Review use of the formal • Subjunctive • Illnesses and injuries • Health issues, such as AIDS • Symptoms and diagnoses • Medical history vocabulary • Doctor/dentist office/hospital-emergency room vocabulary
2. Professions and Education <i>Berufe u. Weiterbildung</i>	1 Expand vocabulary on profession. 1 Introduce the educational system of the German speaking countries. 2 Discuss and defend future jobs, career goals and educational paths.	4 Write a resumé in German according to German standards.	9 compare German and American resumes. 9 compare the German job market situation with the American job market. 9 compare the educational system of the German speaking countries and the U.S.	<ul style="list-style-type: none"> • Review future tense • Review necessary vocabulary and grammatical structures

Connections Goal 3 	6 Develop a fitness program based on student’s current level of physical fitness, including measuring one’s pulse before and after participating in a physical activity and using the metric system to determine height and weight. 6 Identify contributions of a major German-speaking scientist to the field of medicine. 7 Compare the caloric content of typical fast-food.
Communities Goal 5 	10 If available, watch a German soccer game and discuss famous players and teams. 10 Prepare a list and discuss the brands of German health-related products available in the U.S. 10 Find a German pen pal and exchange information about the different educational system. 11 Play culturally authentic games.






LIVING DOCUMENT GERMAN LANGUAGE CURRICULUM FRAMEWORK 2009-2010

The sequence in which topics are discussed can be altered in the semester

German 3 (Semester 2) / Theme: TRAVEL / REISEN

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and Vocabulary
	PERFORMANCE INDICATORS			
1. Let's Travel <i>Reisen wir</i>	1 Engage in role-play or participate in authentic situations dealing with past, present, or future travel plans. 1 Express the wish to travel to certain places. 2 Demonstrate an understanding of the content of authentic German-language materials and realia such as travel reviews, documents, and announcements. 2 Demonstrate an understanding of spoken or written descriptions of travel experiences. 3 Share a presentation describing a "dream vacation."	4 Explain and justify the characteristics of travel in a German-speaking country. 4 Identify and discuss practices of travel in the German-speaking world. 5 Identify and discuss various transportation systems in the German-speaking world. 5 Identify advantages and promotions offered by DB or ÖBB , such as <i>Twen-Tickets</i> and <i>Interrail Pass</i> and explain how they reflect the habits of German speakers.	9 Compare practices in selecting travel experiences in a German-speaking country and the United States.	<ul style="list-style-type: none"> • Review negative constructions • Review preferences • Subjunctive • Introduce two-way prepositions • Airport and train travel vocabulary • Travel agency vocabulary • Travel expressions
2. Traveling smart around the world <i>Clever reisen</i>	1 Describe possible safety or health issues while traveling and how to prevent them. 1 Role-play giving safety or health-related advice or asking for assistance. 2 Demonstrate an understanding of authentic German-language materials dealing with travel safety. 2 Demonstrate an understanding of spoken or written safety/health advice. 3 Present and explain a travel kit that a traveler can use for a variety of small emergencies.	4 Identify agencies and organizations dedicated to assisting German-speaking travelers. 4 Identify government agencies or offices that ensure safety on a daily basis. 4 Identify different means of public transportation and housing (youth hostels, hotels, bed and breakfast, etc.). 5 Judge the importance of driving schools and learn how they reflect the habits of German-speaking people.	9 Compare traffic and other safety laws between the U.S. and German-speaking countries. 9 Compare attitudes toward safety precautions in the U.S. and German-speaking countries. 9 Compare air fares and accommodation rates.	<ul style="list-style-type: none"> • Review formal • Review sentence structure • Review giving directions • First aid items and procedures • Medicines • Services (police, fire dept., etc.)
Connections Goal 3 	6 Investigate and identify high-tech transportation in the German-speaking world. 6 Write a travel itinerary, a travel brochure, etc.			
Communities Goal 5 	10 Research travel by interviewing German-speaking members of the community about travel experiences or by using other German-language resources. 10 Research and communicate with authentic travel safety organizations in the German-speaking world as part of planning travel to that area. 11 Pursue travel opportunities in the German-speaking world. 11 Create a list of items to bring and agencies to contact in the event of an emergency.			

German 3 (Semester 2) / Theme: THE 21st CENTURY / DAS 21. JAHRHUNDERT

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures and vocabulary
	PERFORMANCE INDICATORS			
1. Media and the Internet <i>Medien und Internet</i>	1 Exchange opinions of and information from various forms of media. 1 Engage in conversations about computers and the Internet. 1 Use paraphrasing to retell the plot of a film or broadcast. 1 Exchange opinions about different types of films and broadcasts. 2 Demonstrate an understanding of the content of articles, films, or television programs. 2 Identify computer components from corresponding pictures. 2 Identify main ideas and pertinent details of documents about computers and the Internet. 3 Present a student-created activity on the computer for classmates. 3 Present a critique of a TV program, film, or news article.	5 Recognize and interact with computer products of German-speaking cultures, such as a website. 5 Discuss and explain the role of media in the everyday life of German speakers. 5 Identify and discuss characters, themes, and objectives in German-language films or broadcasts.	8 Identify cognates by pairing similar German and English words. 8 Identify how the simple past is used in German writing. 8 Identify how the subjunctive is used in reporting. 9 Compare news sources and formats between the U.S. and German-speaking countries. 9 Compare uses of computers and the Internet between the U.S. and German-speaking countries. 9 Compare TV viewing habits and programming patterns between the U.S. and German-speaking countries.	<ul style="list-style-type: none"> • Subjunctive • Simple past tense • Computer components as appropriate • Internet-related vocabulary • Media-related vocabulary
Connections Goal 3 	6 Use the Internet to access information on the topics of the media, films, or broadcasts in the German-speaking world. 7 Use German-speaking media sources to acquire information and opinions only available in the German language and culture. 7 Read authentic work of literature in the target language.			
Communities Goal 5 	11 Read German-language magazines or newspapers, or watch German TV or films for personal enjoyment. 11 Read German-language stories for enjoyment and personal growth.			