

# German 3 – Curriculum Guide

<b>Course:</b>	<b>German 3 (College Prep)</b>
<b>Course Number:</b>	<b>521</b>
<b>Length:</b>	<b>Full year</b>
<b>Credits:</b>	<b>5 credits</b>
<b>Prerequisite:</b>	<b>German 1 &amp; 2</b>

## I. INTRODUCTION

The emphasis in the World Language program is based on oral communication. Goals, objectives and materials are designed to help students learn the functional speaking skill, and to introduce the students to an intermediate level of self-expression. The reading and writing skills taught at this level are to enhance the speaking skills, and to introduce the student to level –appropriate authentic material drawn from numerous sources.

## II. COURSE DESCRIPTION

The German 3 course is designed to apply and reinforce the fundamentals of the German language in more sophisticated and complex ways and to continue the systematic and sequential acquisition of more complex grammatical structures, vocabulary and syntax. The course presents a thematic and sequential approach to the acquisition of the four basic skills on an intermediate level. The program provides practice in listening comprehension, dictation, writing exercises, hands on activities and projects as well as several types of one on one and group oral assessments and practice. At this level, more emphasis is given to increased ability and effort to use the target language both spontaneously and in guided class activities. The program consists of thematic units that provide contemporary and relevant material for conversational activities. Cultural and career awareness are integrated through readings, realia, films, magazines, newspapers and other selected media.

High Point Regional High School’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, social orientation, gender, religion, disability or socioeconomic status.

### **III. PROGRAM OBJECTIVES**

At the end of the third year of world language study, students will:

1. Demonstrate the ability to comprehend more complex spoken language.
2. Demonstrate the ability to express themselves more fluently in the foreign language.
3. Demonstrate the ability to read more complex materials in the foreign language.
4. Demonstrate the ability to write more complex forms of the foreign language.
5. Demonstrate an understanding and a more complete awareness of the German culture.

### **IV. CORE CURRICULUM STANDARDS ADDRESSED:**

**7.1 (Communication)** –All students will be able to communicate at a basic literacy level in at least one language other than English. They will use the language to do as follows: engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, compare the language/culture studied with their own and participate in multilingual communities.

**7.2 (Culture)** - All students will demonstrate an understanding of the perspectives of cultures through experiences with its products and practices. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The modes are interpretive, interpersonal and presentational.

### **V. DESCRIPTION OF INSTRUCTION**

The primary mode of instruction is teacher-student directed classroom, class discussions, small group work, cooperative learning activities, personalized questions, role- playing real life situations, face-to-face conversations, repetition drills, total physical response, educational games and projects are the major emphasis to reinforce vocabulary and grammatical structure. Homework assignments (oral & written) are given, providing the students with the opportunity to apply skills learned in class.

## IV. EVALUATION

In addition to receiving satisfactory teacher evaluation of classroom and individual activities, students shall satisfactorily pass criteria referenced quizzes, tests and examination both orally and in writing. Individual and group oral assessments will be given on a regular basis.

Mid-term and final examinations will be administered to all students. The mid-term exam will consist of listening comprehension and a written section. The final exam will consist of a written section and an oral (face-to-face) achievement test.

Grades will be calculated according to the school grading policy and the following guidelines:

Test Grades	70%
a. Oral tests and oral presentations	
b. Written tests, quizzes and projects	
Homework	15%
Class Participation	15%

### **Class Participation**

Class participation grades are subjectively based on the student's performance in meeting the following expectations to:

1. Effectively work within the classroom guidelines, policies and procedures set forth by the instructor.
2. Take an active role in class activities in ways that make a positive contribution to these activities, to the atmosphere of the class and to the students' own learning.
3. Contribute positively to general discussions; volunteer to give appropriate responses and pertinent information; willingness to accept constructive criticism
4. Cooperate with other members of the class in the learning process and in class activities; stay on task in paired and small group activities.
5. Contribute positive remarks and encouragement to other members of the group
6. Have class materials ready when class begins; demonstrate respect for school property loaned to the student and in the classroom.

## **VI. GENERAL ACTIVITIES**

Class activities may include, but not be limited to:

1. Written and oral drills and exercises
2. Homework assignments
3. Oral and visual presentations
4. Cooperative learning activities
5. A variety of educational games and activities
6. Face-to-face conversations with instructor
7. Varied booklets, posters, and related projects
8. TPR – Total physical response
9. A variety of cultural videos, DVDs and authentic reading material

## **OUTLINE OF INSTRUCTION**

### **I. Review of vocabulary and grammatical structure from level II.**

#### **Grammar**

1. Regular and irregular verbs
2. Modal verbs
3. Present perfect
4. Simple past of haben and sein

#### **Culture**

1. Review all idiomatic expressions

#### **Activities**

1. 100 word vocabulary self-assessment test
2. Oral presentation – interview another student and introduces them to the class.

### **II. Book – Intermediate Reader: MD, Erika und die alte Burg**

#### **Vocabulary**

1. Book related vocabulary (ex. Detective, case, evidence etc.)

#### **Grammar**

1. Imperfect of modal verbs
2. Irregular verbs: nehmen, schlafen, lesen, fahren

#### **Culture**

1. Famous castles in Germany
2. The difference between a Schloss and Burg
3. Wine growing regions in Germany

### **Activities**

1. Putting evidence in the proper order
2. Putting the puzzle together
3. How would you solve the mystery?
4. Retelling the story in your own words

## **III. Animals – wild and domestic**

### **Vocabulary**

1. Identifying animals
2. describing animals and their habitats

### **Grammar**

1. Imperfect of strong and weak verbs
2. Contrast of imperfect with present perfect
3. Direct object pronouns

### **Culture**

1. T.V. show – “Unser Charly”
2. Movie – “Lion King”
3. Reading actual newspaper articles about animals
4. The Rhine River and its importance

### **Activities**

1. 20 questions – animals Who am I?
2. Draw and describe an imaginary animal
3. Write a cinquain poem about your favorite animal

## **IV. Das Oktoberfest**

### **Vocabulary**

1. Related to the holiday

### **Grammar**

1. Emphasis on learning and using the imperfect
2. Prepositions with the dative and accusative cases

### **Culture**

1. Festivals, holidays and legends in Germany
2. When, where and why Oktoberfest started
3. Songs, food, dance and costumes related to the festival
4. A mini Oktoberfest
5. German architecture (Gothic and Baroque)

## V. Camping

### Vocabulary

1. Camping equipment
2. Weather and surroundings

### Grammar

1. Adjective endings
2. Review of all prepositions
3. Dative prepositions
4. Verbs with prepositions

### Culture

1. Where Germans camp (permits to hunt and camp)
2. Youth hostels
3. The Eurail pass
4. Christmas traditions ( since Christmas usually falls during this chapter, a variety of songs and discussion about the holiday will take place)

### Activities

1. Students will create a skit
2. Video – “Entchen Blaufeder”
3. Christmas songs, puzzles etc.
4. Picture to describe

## VI. The Beach

### Vocabulary

1. Things you need for a day at the beach
2. Weather related vocabulary
3. Talking about likes and dislikes

### Grammar

1. Continued work with adjective endings and the different cases
2. Wem or wen?
3. Coordinating and subordinating conjunctions
4. Als, wenn and wann

### Culture

1. German beaches and customs
2. The North Sea islands
3. Where the Germans like to vacation
4. The Strandkorb and the Wattenmeer

### **Activities**

1. (Paired activities) – Drawing a beach scene from an oral description
2. Beach situations ( role playing)

## **VII. Karneval**

### **Vocabulary**

1. Festival related vocabulary (mask, parade, costumes etc)

### **Grammar**

1. Working with all the tenses

### **Culture**

1. Customs – Why and how Karneval began
2. The church's role in holidays
3. Songs
4. Mini Karneval

## **VIII. The Car**

### **Vocabulary**

1. Parts of the car
2. Gas station
3. Traffic and road terminology
4. Review of giving and following directions

### **Grammar**

1. Particles – Words that flavor
2. Word order TMP – Time, manner, place
3. Reflexive verbs (Review)
4. Adjectives and adverbs with "lich"

### **Culture**

1. Learning about German cars (VW – Mercedes)
2. Learning to drive in Germany
3. Differences about driving in Germany vs. driving in the US
4. Die Autobahn
5. German Geography – states, capitals, major rivers, mountains etc

### **Activities**

1. Car Poster Project
2. Taking an actual written German driver's test
3. Role playing situations
4. Plan and describe a detailed road trip from Frankfurt to an assigned destination in Germany. Include: distance in Kilometers, fuel costs, hotels, restaurants and points of interest

## **IX. The Bank**

### **Vocabulary**

1. Bank related vocabulary (deposit, to cash, teller endorse etc.)

### **Grammar**

1. Adverbs of time
2. Word order
3. Past perfect tense

### **Culture**

1. The Euro and its role
2. Banking in Germany (Credit cards and personalized checking accounts)
3. The legend of William Tell
4. The Berlin Airlift 1948-49

### **Activities**

1. Describing a bank robbery (picture) and creating a story to go with the picture
2. Video – Deutsch Aktuell II “In der Bank”
3. Reading and understanding a story

## **X. Review for Final Exam – grammar and vocabulary from all topics.**

## **MATERIALS AND RESOURCES**

1. German Second and Third Years – Amsco
2. Auf Deutsch II - McDougal Littell
3. Wie Geht's ? – Thomson & Heinle
4. Schaum's German Grammar and Vocabulary
5. Neue Kommunikative Grammatik – Glencoe-McGraw Hill
6. Authentik auf Deutsch – Trinity College Dublin
7. Von Helden and Schelmen – National Textbook
8. Internet – Deutsch Welle

## **Audio – visual**

1. Video programs accompanying textbooks “Auf Deutsch and Deutsch Aktuell”
2. Assorted tapes and CDs by German bands and singers
3. Assorted videos and DVDs (movies and T.V. shows)
4. Transparencies
5. Power Point presentations (culture)

