



Sparta Area School District

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Course Information:

German III

Description:

Students in German III will continue to develop and refine writing, speaking, reading, and oral communication skills in the target language. Students will have the opportunity to read authentic texts using online resources, as well as teacher and former student created materials. These resources will continue to develop cultural awareness and target areas of German traditions, history, society, and cultural tidbits. In the area of speaking, students need to understand that his or her task is to remain focused during the interaction, use creative language and strategies to help the oral communication process be successful.

Instructional Level:

Grade 11 & 12

Credits:

2

Prerequisites:

German I and II

Course Standards:

Standard 1: (Levels III and IV) Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information.

- Students will be able to utilize appropriate verbal strategies and cues to communicate spoken messages and maintain listening comprehension.
- Students will use appropriate vocabulary to acquire knowledge and circumlocute written passages in order to get the gist.
- Students will utilize and read appropriate vocabulary to express personal feelings about authentic texts and writings.

Standard 2: (Levels III and IV) Understands and interprets written and spoken language on diverse topics from diverse media. The group of students....

- Understand various phrase groupings and structures in spoken forms of the target language.
- Understand the main ideas and significant details of culturally significant folktales, anecdotes, short stories and the like.
- Understand cultural nuances of meaning in written and spoken language.

Standard 3: (Levels III and IV) Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. The group of students...

- Understands the writing process on how to relate to peers on personal interests, everyday events, activities and the like.
- Understands and uses language conventions appropriate to different audiences and settings.

- Understands and utilizes written and verbal information to summarize and present meaning.

Standard 4: (Levels III and IV) Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture. The group of students...

- Knows a variety of age-appropriate utilitarian forms of the target culture.
- Knows and understands how regional differences affect linguistic responses.
- Knows career options that require knowledge of the target culture and proficiency in the target language.

Course Standards:

- Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs, current events, environment, politics, and the like.)
- Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture, as well as utilizing extensive on-line resources and written periodicals in which concepts occur.
- Presents information in the target language on topics of shared personal interest in one's daily life at home or school (e.g., brief reports to the class, tape or video recorded messages, written work (shared), reading aloud (German newspapers, magazine articles, letters, emails, and the like))
- Understands the general relationship between cultural perspectives and expressive products (e.g., music, visual arts, literature) in the target and native cultures
- Draws conclusions about the relationship among languages (e.g., based on cognates and idioms, while realizing that getting the gist of a reading or audio assessment is integral.

College and Career Readiness Standards:

- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Unit

1. **Relative Clauses**
2. **Passive Voice**
3. **Genitive Case**
4. **Reflexive Verbs**
5. **Idioms**

Unit Outlines

1. **Relative Clauses in Nominative Case, Accusative Case, Dative Case**

A. **Relative Clauses in Nominative Case**

- Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs, current events)
- Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken and written media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture, as well as information from periodicals, assignments, etc...
- Presents information in the target language on topics of shared personal interest in one's daily life, at home, at school, in the broader society-inclusive of political, environmental, societal, sports, pop-culture and daily happenings.

Essential Question:

- How will I be able to create my own relative clauses or translate them from authentic and traditional German language materials in the nominative case (subject), accusative case (direct object), dative case (indirect object or object of the preposition), so that a native speaker will understand what I speak or write?

Essential Knowledge:

- Students will be able to read authentic texts that incorporate relative clauses, while at the same time being able to construct their own clauses.
- Vocabulary and literacy units will build upon previously learned German I and German II units, expanding into more detailed word groups that utilized root words to create new words.

- Cultural and Historical significance of Freie Jagd
- Students will be able to draw comparisons to the German II unit on dependent clauses and see how this new material in each of the units (A,B and C) relates to placement of the verb and the relative clause.
- Students will draw upon previously learned knowledge regarding the German Nominative Case (Subject), Accusative Case (Direct Object and Prepositional Phrases), and Dative Case (Indirect Object and Prepositional Phrases)

2. Passive Voice – Present Tense, Passive Voice, Past Tense Imperfekt

Standards:

- Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one’s life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs, current events, environment, politics, and the like.)
- Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture, as well as utilizing extensive on-line resources and written periodicals in which concepts occur.
- Presents information in the target language on topics of shared personal interest in one’s daily life at home or school (e.g., brief reports to the class, tape or video recorded messages, written work (shared), reading aloud (German newspapers, magazine articles, letters, emails, and the like)

Essential Question:

- How will I be able to use passive voice constructions verbally and in written language to communicate my thoughts, intentions or information?
- How will I be able to utilize passive voice past tense in written and verbal work?
- How will I be able to utilize in spoken and written German communication passive voice in the Perfekt tense?

Essential Knowledge:

- Students will be able to utilize passive voice in the present tense (werden + past tense verb), drawing inferences and making comparisons to relevant grammatical themes learned in German II that will help them create passive voice constructions in present tense.
- Students will build upon German II past tense knowledge in order to help them create passive voice in the present tense.
- Vocabulary and literacy will build upon previously studied word groups. Vocabulary and literacy will expand by utilizing short stories, magazines, newspapers, emails, letters, etc.
- Students will be able to utilize passive voice in the past tense (wurden), drawing inferences and making comparisons to relevant grammatical themes learned in German II that help create passive voice, while also reviewing and building upon passive voice in the present tense. (2A)
- Vocabulary and literacy will build upon previously studied word groups. Vocabulary and literacy will expand by utilizing short stories, magazines, newspapers, emails, letters, etc.

- Students will be able to utilize passive voice in the past tense (“sein” + past tense verb + worden), drawing inferences and making comparisons to relevant grammatical themes learned in German II that help create passive voice, while also reviewing and building upon passive voice in the present tense (werden) and Imperfekt (past tense with wurden). (2A) and (2B)
- Vocabulary and literacy will build upon previously studied word groups. Vocabulary and literacy will expand by utilizing short stories, magazines, newspapers, emails, letters, etc. in which ALL passive voice forms to date are utilized.

3. Genitive Case

Standards:

- Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one’s life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs, current events, environment, politics, and the like.)
- Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture, as well as utilizing extensive on-line resources and written periodicals in which concepts occur.
- Presents information in the target language on topics of shared personal interest in one’s daily life at home or school (e.g., brief reports to the class, tape or video recorded messages, written work (shared), reading aloud (German newspapers, magazine articles, letters, emails, and the like)
- Understands the general relationship between cultural perspectives and expressive products (e.g., music, visual arts, literature) in the target and native cultures

Essential Question:

- How will I be able to utilize simple Genitive Case to show possession?

Essential Knowledge:

- Students will be able to read, understand and utilize in their own work the German Genitive case showing possession.
- Students will focus on the definite and indefinite articles, as well as the prepositions to accomplish this grammatical topic.
- Vocabulary and literacy will be expanded by utilizing short stories, magazines, newspapers, emails, letters, and the like, in which examples of Genitive Case are found.

4. Reflexive Verbs

Standards:

- Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one’s life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs, current events, environment, politics, and the like.)

- Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture, as well as utilizing extensive on-line resources and written periodicals in which concepts occur.
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Essential Question:

- How will I be able to utilize German reflexive verbs in real world situations, both in writing and verbally?

Essential Knowledge:

- Students will be able to use reflexive verbs for quick and efficient communication in a variety of cultural settings, such as expressing thoughts, expectations, interests and simple information.
- Students will utilize prior knowledge of verb conjugational patterns.
- Students will incorporate previously learned sentence patterns and plug these new verbs into them.
- Students will realize that certain verbs are more applicable for multiple scenarios (situations), as opposed to others based on real world travel experiences.
- Students will build on their knowledge of the German Accusative Case (direct object) in order to correctly state some pieces of information.

5. Idioms

Standards:

- Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs, current events, environment, politics, and the like.)
- Understands the main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e.g., radio, television, film, live presentation) on topics of personal interest or interest to peers in the target culture, as well as utilizing extensive on-line resources and written periodicals in which concepts occur.
- Presents information in the target language on topics of shared personal interest in one's daily life at home or school (e.g., brief reports to the class, tape or video recorded messages, written work (shared), reading aloud (German newspapers, magazine articles, letters, emails, and the like))
- Understands the general relationship between cultural perspectives and expressive products (e.g., music, visual arts, literature) in the target and native cultures

- Draws conclusions about the relationship among languages (e.g., based on cognates and idioms, while realizing that getting the gist of a reading or audio assessment is integral.

Essential Question:

- How will I be able to use German language idioms (special sayings or phrases) to communicate in the target language, both in writing and speaking)?

Essential Knowledge:

- Students will be able to utilize idioms in the target language. This is a short list of helpful and beneficial sayings that can bring smiles to native speakers when used correctly.
- Students will understand the cultural origins of said expressions, increasing their linguistic and cultural understanding many times over.
- Students will learn the “why and when” to use these catchy phrases.
*Example: Stating that... “ I live out in the boonies” in the English language would be Ich wohne, wo sich Fuchs und Hase “Gute Nacht” sagen in German.

