



## Course Outcome Summary

### German IV

#### Course Information:

**Description:**

In Deutsch IV students will be challenged to strengthen their command of the German language through the reading of higher level language periodicals, stories, manuscripts and emails to increase literacy proficiency, as well as by focusing on solid verbal response skills. Students will be asked to speak in the target language a significant portion of the time. In German IV, students will have the opportunity to polish and refine skills learned in previous years and will now go above and beyond those skills with advanced grammar and vocabulary. Students in German IV will continue to learn about the culture of German speaking countries and will have the opportunity to look at the different dialects, cultural items and the like used throughout those countries. This course is a must for students who wish to continue studying German at the university level and for those who wish to pursue careers in German, whether it is teaching, business, engineering, the military or any other venue where second language skills may be an asset.

This course is about students expanding on the knowledge they have learned throughout their German careers to increase their vocabulary and conversational skills to discuss activities in the past, future, and present tenses.

**Instruction Level:** Senior

**Total Credits:** 2

#### Course Standards:

1. Uses appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles; programs on television, radio, or video)
2. Understands the main details of extended discussions, lectures, formal presentations, and various forms of media (e.g., radio or television programs, movies) that are appropriate at this developmental level
3. Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)

4. Understands the connections between socially-approved behavioral patterns and cultural perspectives
5. Understands that the ability to comprehend language surpasses the ability to produce language.

### **College and Career Readiness Standards:**

#### **CCSS.ELA-LITERACY.L.9-10.1.B**

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.

#### **CCSS.ELA-LITERACY.L.9-10.4.A**

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.

#### **CCSS.ELA-LITERACY.L.9-10.6**

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.

#### **CCSS.ELA-LITERACY.SL.11-12.2**

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.

#### **CCSS.ELA-LITERACY.SL.11-12.3**

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.

#### **CCSS.ELA-LITERACY.W.11-12.5**

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.

## CCSS.ELA-LITERACY.RI.11-12.2

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.

**Prerequisites:** Recommended German I, II, and III or teacher approval.

**Textbooks:** No textbook. Materials will come from news articles, short stories, television programs, teacher prepared assignments and assessments, etc.

## Unit

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### 1. Relative Clauses

#### A. Review of Nominative, Accusative and Dative Cases with Relative Clauses

##### 1. Introduction of Genitive Case Relative Clauses.

### 2. Passive Voice

#### A. Review of present tense, Imperfekt, Perfekt

1. Introduction and drilling of Past Perfekt and Modals to be used with Passive Voice constructions.

### 3. Infinitive with zu phrases

#### 1. Drilling of work horse phrases

#### 2. Drilling of zu phrases and linking to “um..zu” phrases

#### 3. Drilling of zu phrases that are in the past tense.

### 4. Review of Genitive Case

#### 1. Introduction of Genitive Case that is used with possessive pronouns

### 5. Review of Reflexive Verbs

#### 1. Introduction of modals in use with Reflexive Verbs

2. Introduction of modals and Reflexives linked with Dependent or Independent Clauses

## 6. Idiomatic expressions

1. To increase quick and efficient communication
2. To demonstrate cultural knowledge and understanding with a German-speaking audience in mind

## Unit Outlines

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### 1. Relative clauses

#### A. Relative Clauses in Genitive Case

1. Uses verbal and written exchanges to share personal information and preferences. (i.e. events in one's life, past happenings, significant details that are related to topics that are of common interest regarding leisure activities, current events, other.)
2. Understands the main ideas and themes, as well as basic details from diverse, authentic, ability-appropriate spoken and written media (i.e.: radio broadcasts, television interviews, films and live shows) on topics of personal interest and themes from the target cultures, as well as information from periodicals, assessments, assignments, etc...
3. Students use knowledge of this construction to share items of personal interest and topics being discussed within the larger class setting.

#### B. Standards

- i. Understands the main details of extended discussions, lectures, formal presentations, and various forms of media
- ii. Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)
- iii. Understands the main details of extended discussions, lectures, formal presentations, and various forms of media

- iv. Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)

**C. 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 Genitive Case so that native speakers will understand what I speak or write?

**D. Essential Knowledge:**

1. Students will be able to read authentic materials in which relative clauses are utilized while at the same time being able to construct their own in a manner that would be understood by native speakers. Vocabulary and literacy units will build upon previously learned German III units, expanding into more detailed word groups and topics.

2. Students will be able to draw comparisons to earlier German level themes, such as dependent clauses and see how this new material is the “same” as the concepts studied earlier on in their German careers.

3. Students will draw upon previously learned knowledge regarding the German Nominative, Accusative and Dative Cases.

**2. . Passive Voice Past Tense with “war + worden”**

1. Uses verbal and written exchanges to share personal data, information, and preferences, as well as information found within authentic texts.

2. Understands the main themes and basic details from authentic texts and media.

3. Presents information in the target language where this construction is utilized. Topics will vary but will concentrate on restating weekend happenings, summer events, trips taken and the like.

**a. Standards:**

- i. Understands the main details of extended discussions, lectures, formal presentations, and various forms of media
- ii. Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)

- iii. Understands the main details of extended discussions, lectures, formal presentations, and various forms of media
- iv. Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)

**b. Essential Question:**

- i. How can I use war + worden with class-based vocabulary units to describe and discuss multiple sources—both literary and verbal.

**c. Essential Knowledge:**

**¡Buen provecho! (Enjoy your meal!):**

**d. Standards:**

- i. Understands the connections between socially-approved behavioral patterns and cultural perspectives
- ii. Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)
- iii. Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)

**e. Essential Question:**

- i. How do I give instructions and make recommendations to others in a restaurant by using vocabulary related to food preparation?

**f. Essential Knowledge:**

- i. Identify and describe ingredients
- ii. Talk about food preparation and follow recipes
- iii. Give instructions and make recommendations
  - 1. tú commands (used with people you know well)
  - 2. Ustedes commands (used with groups of people)
  - 3. Direct object and indirect object pronoun placement with commands
- iv. Ask questions for information
- v. Vocabulary: Ingredients, adjectives, and restaurant terms

**2. Nuestro periódico escolar (Our school newspaper):**

**a. Standards:**

- i. Understands the connections between socially-approved behavioral patterns and cultural perspectives
- ii. Uses appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles; programs on television, radio, or video)
- iii. Understands that the ability to comprehend language surpasses the ability to produce language

**b. Essential Question:**

- i. How do I express hopes and wishes for my school, community, and future by using the subjunctive mood?

**c. Essential Knowledge:**

- i. Discuss school-related issues
- ii. Express hopes and wishes
  1. Present subjunctive with ojalá (hopefully)
  2. Spelling changes in the subjunctive mood
  3. Subjunctive mood of irregular verbs
  4. Subjunctive mood of stem-changing verbs
- iii. Influence others
- iv. State and respond to opinions
- v. Present logical and persuasive arguments
  1. Use the subjunctive with impersonal expressions
  2. Impersonal expressions with haya (there is/there are)
- vi. Review of por and para
- vii. Vocabulary: School and community service, the environment, expressing influence

**3. Individual projects and presentations:**

**a. Standards:**

- i. Uses appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles; programs on television, radio, or video)
- ii. Understands the main details of extended discussions, lectures, formal presentations, and various forms of media (e.g., radio or television programs, movies) that are appropriate at this developmental level
- iii. Uses language, content, and style of speech (e.g., advanced grammatical structures; specialized vocabulary, including political concepts, historical concepts, environmental terms; humor; sarcasm; irony; idiomatic speech) appropriate to different purposes (e.g., job interview, debate, formal meeting, business and friendly transactions)
- iv. Understands the connections between socially-approved behavioral patterns and cultural perspectives
- v. Understands that the ability to comprehend language surpasses the ability to produce language

**b. Essential Question:**

- i. How can I present, comprehend, and produce the language in a more authentic context and use it to create individual projects to demonstrate what I have learned throughout my language courses?

**c. Essential Knowledge:**

- i. Throughout this unit, students will present and participate in several student-lead projects in order to produce and comprehend the target language. These projects are focused on the abilities of the individual class and will focus on language acquisition, major grammatical concepts from the last 4 years, practicing for placement exams, and using the language in a more authentic context.

