

## Honors German 2/ German 2 Curriculum

Timeline	Unit 1	Standards	Objectives	Content	Additional Resources	Performance Tasks	Assessments
3 weeks	<b>Die Wiederholung</b> (Review)	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify patterns in conversational phrases, questions, and answers</li> <li>Create original introductory dialogues</li> <li>Recognize and recall the states and capital cities of Germany</li> <li>Recognize and recall the countries and capitals surrounding Germany</li> <li>Recall and identify geographical formations</li> <li>Recall the numbers from 0-20</li> <li>Recall the multiples of 10 and 100</li> <li>Construct 2 and 3 digit numbers</li> <li>Give their ages</li> <li>Tell time</li> <li>List and use calendar vocabulary</li> <li>Create ordinal numbers</li> <li>Construct dates</li> <li>Identify patterns for conjugating</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Numbers</li> <li>School</li> <li>Family</li> <li>Animals</li> <li>House</li> <li>Clothing</li> <li>List of regular verbs</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Telling time and dates</li> <li>Gender and case of nouns</li> <li>Use of possessive adjectives</li> <li>Use of the prefix „Lieblings-“</li> <li>Descriptive adjectives with gender/case endings following der words</li> <li>Conjugations of sein and haben in the Present Tense</li> <li>Verb conjugations in the Present Tense</li> </ul> <b>Culture:</b> <ul style="list-style-type: none"> <li>The German school system</li> <li>The German family</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Power points</li> <li>Ancillary materials</li> <li>Board games “The Game of Life”</li> <li>Selected readings</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will work independently to complete an anonymous survey entitled „Wer bin ich?“ Upon completion, the surveys will be numbered and hung up around the room. Each student will receive a numbered answer sheet and will be responsible for reading each description to determine the identity of the fellow classmates.</li> <li>Students will verbally introduce and describe <u>themselves</u> to the class. Autobiographical information such as name, age, birthdate, physical description, hobbies, likes and dislikes, favorite things to do, eat, and own must be included. This presentation will be 1-2 minutes in length. This must be memorized and will be graded for grammar and pronunciation.</li> </ul>	<b>One or more of the following:</b> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>

			<p>and using sein and haben in the Present Tense</p> <ul style="list-style-type: none"><li>• Recall, define, and use previously learned school vocabulary</li><li>• Recognize gender of nouns by the der words</li><li>• Substitute ein words for der words</li><li>• Identify favorites</li><li>• Contrast and compare nominative vs accusative case of nouns</li><li>• Recall, define, and use previously learned adjectives</li><li>• Recognize and identify endings for adjectives following der words</li><li>• Recall, define, and use previously learned family vocabulary</li><li>• Recall and identify patterns of possessive adjectives and gender/case endings</li><li>• Recall, define, and describe house and animals nouns</li><li>• Identify patterns</li></ul>				
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			<p>for conjugating and using regular verbs in the Present Tense</p> <ul style="list-style-type: none"> <li>Summarize select reading passages for comprehension</li> <li>Connect a variety of grammar concepts to create original compositions and dialogues using target vocabulary</li> </ul>				
<b>Timeline</b>	<b>Unit 2</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
4 Weeks	<p><b><u>Die Hausarbeit</u></b></p> <p>(Household chores)</p>	<p><b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recall, define, and use previously learned food and drink vocabulary</li> <li>Recall, define, and use previously learned clothing vocabulary</li> <li>Identify, spell, and pronounce household chores vocabulary</li> <li>Construct questions and answers using the target vocabulary</li> <li>List and identify modal verbs</li> <li>Identify patterns in modal verbs</li> <li>Conjugate and use modal verbs</li> <li>Assess word</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Clothing vocabulary</li> <li>Food vocabulary</li> <li>Accusative pronouns</li> <li>Household chore verb phrases</li> <li>List of modal verbs</li> <li>Stem-changing verb list</li> <li>Separable prefix verb list</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Conjugation of modal verbs in the Present Tense</li> <li>Conjugation of stem-changing verbs in the Present Tense</li> <li>Conjugation of verbs with separable prefixes in the Present Tense</li> <li>Construction of weil and denn clauses</li> </ul> <p><b>Culture:</b></p>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Power points</li> <li>Ancillary materials</li> <li>Selected readings “Cinderella” and “Rumpelstiltskin”</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a poster describing household chores. They will need to draw, computer generate, or cut and paste pictures of a minimum of 7 different chores. For each picture they will need to write a sentence describing who is performing the event. Each sentence must be constructed with a different subject or subject pronouns and different modal verbs, conjugated and used correctly. Students will be graded on grammar, spelling, and word order in sentences.</li> <li>Students will work in pairs to create an original dialogue about creating a schedule for</li> </ul>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>

			<p>order when using modal verbs in sentence construction</p> <ul style="list-style-type: none"> <li>• Assess word order when using adverbs of time in sentence construction</li> <li>• Use nominative and accusative pronouns appropriately</li> <li>• Apply the concept of using the accusative case for nouns and pronouns following the preposition „für”</li> <li>• Conjugate and use stem-changing verbs in the Present Tense in speech and writing</li> <li>• Conjugate and use verbs with separable prefixes in the Present Tense in speech and writing</li> <li>• Assess word order when using verbs with separable prefixes in sentence construction</li> <li>• Construct sentences with the subordinate clauses „weil” and „denn”</li> <li>• Assess word</li> </ul>	<ul style="list-style-type: none"> <li>• The environment</li> </ul>		<p>completing their household chores. Each student must say 5-6 complete sentences about the schedule or chores. The students may use a combination of questions and answers. The presentation must be memorized.</p> <ul style="list-style-type: none"> <li>• OPTIONS: Students may modify a project in order to produce a solo performance.</li> </ul>	
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			<p>order when using subordinate clauses in sentence construction</p> <ul style="list-style-type: none"> <li>• Apply grammar and vocabulary concepts to read for comprehension</li> <li>• Connect a variety of grammar concepts to create original compositions and dialogues using target vocabulary</li> </ul>				
<b>Timeline</b>	<b>Unit 3</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
1 week	<p><b><u>Das Wetter</u></b> (Weather)</p>	<p><b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify, spell, and pronounce weather related vocabulary</li> <li>• Identify, spell, and pronounce supporting adjective vocabulary</li> <li>• Categorize types of weather</li> <li>• Convert degrees from Fahrenheit to Celsius and back again</li> <li>• Memorize and use descriptive adjectives and gender/case endings with target vocabulary</li> <li>• Identify patterns in adjective</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Weather nouns</li> <li>• Weather related verbs</li> <li>• Adverbs of time</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Adjective endings following der words</li> <li>• Conjugation and use of weather related verbs in the Present Tense</li> <li>• Weather conversations</li> <li>• Subordinate clauses and conjunctions</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Climate and weather in Germany and German-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Ancillary materials</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a weather report for a fictional city. They will name their city and then describe the weather that the city is experiencing for a certain length of time (day, week, and month). They may also include descriptions of the types of clothing needed for the weather or the various activities that lend themselves to these weather patterns. The report must be a minimum of 2 paragraphs in length (10 or more sentences). The report must be accompanied by a</li> </ul>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Projects</li> </ul>

			<p>endings used with der words</p> <ul style="list-style-type: none"> <li>• Sequence activities with adverbs of time</li> <li>• Justify decisions through the use of weil and denn clauses</li> <li>• Write original compositions and dialogues using the target vocabulary and grammar</li> </ul>			<p>poster or power point depicting the various weather patterns. They must also include at least one subordinate conjunction and sentence to tell why something will or will not be occurring.</p> <ul style="list-style-type: none"> <li>• <b>OPTIONAL EXTRA CREDIT:</b> Students will work in pairs to create a parody of a song (such as “The Itsy, Bitsy Spider”) or a nursery rhythm to describe weather conditions.</li> </ul>	
<b>Timeline</b>	<b>Unit 4</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
2 weeks	<b>Das Essen</b> (Food)	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall, define, and use previously learned food vocabulary terms</li> <li>• List, define, and use new food vocabulary</li> <li>• List, define, and use shopping vocabulary terms</li> <li>• List, define, and use store vocabulary</li> <li>• List, label, and describe eating establishments</li> <li>• List, define, and use shopping verbs</li> <li>• Use the metric system for weights and measures</li> <li>• Convert weights</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Food vocabulary</li> <li>• Shopping verbs</li> <li>• Restaurant vocabulary</li> <li>• Metric weights and measures</li> <li>• Es gibt</li> <li>• Noch ein</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Use of „es gibt” in sentences</li> <li>• Use of „noch ein” in sentences</li> <li>• Conjugation of sein and haben in the Simple Past Tense</li> <li>• Formation of commands</li> <li>• Metric conversions</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• German cuisine</li> <li>• Shopping customs</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Ancillary materials</li> <li>• Metric conversion charts</li> <li>• Reading booklets</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work in pairs to create an original dialogue pertaining to a shopping excursion. One student will be a parent and 1 will be a child or teen. The students will work together to create a shopping list of 12-15 old and new food items. Then they will develop a conversation involving where and when foods should be purchased. Each performer must write and use 8-10 sentences and/or questions in this role play. The performers must memorize and act out their scripts. Students will be graded on grammar, pronunciation, and use</li> </ul>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Projects</li> </ul>

			<p>and measures to the metric system</p> <ul style="list-style-type: none"> <li>• Construct sentences with the idiomatic phrase „Es gibt“</li> <li>• Formulate conversations using the concept of „noch ein“ and „kein“</li> <li>• Combine and construct sentences and conversations using food and shopping vocabulary</li> <li>• Support ideas with details and examples</li> <li>• Apply concepts of verb conjugation to target verbs</li> <li>• Conjugate verbs in the Present Tense</li> <li>• Conjugate sein and haben in the Simple Past Tense</li> <li>• Combine and construct sentences and conversations using sein and haben in the Simple Past Tense</li> <li>• Formulate and use 4 types of commands or requests</li> <li>• Combine and</li> </ul>			<p>of appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• <b>OPTIONS:</b> Students may modify a project in order to produce a solo performance.</li> </ul>	
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			<p>construct sentences and conversations using the Present Tense and commands</p> <ul style="list-style-type: none"> <li>• Read for comprehension</li> <li>• Write original compositions and dialogues using the target vocabulary and grammar</li> </ul>				
<b>Timeline</b>	<b>Unit 5</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
4 weeks	<b>Die Stadt</b>  (The city)	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• List and define names of buildings</li> <li>• List and define points of interest in a city, including street names</li> <li>• List and define direction vocabulary</li> <li>• Use unit concepts to give directions from point A to point B</li> <li>• Connect the use of the accusative case to the concept of movement</li> <li>• Use accusative case prepositions</li> <li>• Connect and draw conclusions about the uses of the accusative case</li> <li>• Construct sentences and</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• City vocabulary terms</li> <li>• Points of interest in a city</li> <li>• Accusative prepositions</li> <li>• Accusative prepositional phrases</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Review of the accusative case</li> <li>• Uses of the accusative case</li> <li>• Uses of the accusative case with prepositions</li> <li>• Uses of the accusative case with respect to movement</li> <li>• Use of directions and directional phrases</li> <li>• Conjugation and use of „wissen”</li> <li>• Creation of subordinate clauses with „wo” and „daß”</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Ancillary materials</li> <li>• Reading booklets</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will design and name a city. The city may be portrayed on a poster board or in a power point. The city must contain a minimum of 20 buildings (names provided in the notes for this chapter) and 15 streets. The map <b>MUST</b> be in full color and neatly drawn. A map key must also be provided. Then, the student will choose a beginning point and write a series of 12-15 directions to arrive at a destination. They will write 2 different sets of directions. Extra credit will be awarded for photos or computer pictures of actual buildings in Germany.</li> <li>• <b>OPTIONS:</b> Students may work in pairs to create a 3-dimensional</li> </ul>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Projects</li> </ul>



			<p>paragraphs using city vocabulary</p> <ul style="list-style-type: none"> <li>• Conjugate and use the verb „wissen”</li> <li>• Know the uses for „wissen’</li> <li>• Relate the subordinate conjunctions „wo” and „daß” to „weil” and „denn”</li> <li>• Construct sentences with the subordinate clauses „wo” and „daß”</li> <li>• Assess word order when using subordinate clauses in sentence construction</li> </ul>	<p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• German cities city layout</li> <li>• History of select German cities and locations</li> </ul>		city.	
<b>Timeline</b>	<b>Unit 6</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
3 weeks	<p><b><u>Filme,</u></b> <b><u>Musik,</u></b> <b><u>und</u></b> <b><u>Literatur</u></b></p> <p>(Films, Music, and Literature )</p>	ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Form the Conversational Past Tense of regular verbs</li> <li>• Create the past participles of regular verbs</li> <li>• Create the past participle for select irregular verbs (lesen und sehen)</li> <li>• Create the past participle for verbs with separable prefixes</li> <li>• Conjugate and use the Present Tense</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Film vocabulary</li> <li>• Music vocabulary</li> <li>• Literature vocabulary</li> <li>• Select adjectives</li> <li>• List of verbs that form the regular Conversational Past Tense</li> <li>• Kennen, finden, verbringen</li> <li>• Degrees of gern</li> <li>• Gern, lieber, am liebsten</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Conjugation of regular verbs in the Conversational Past</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Worksheets</li> <li>• Ancillary materials</li> <li>• Music selections</li> <li>• Reading booklets „Peter und der Wolf”</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write a 2-paragraph composition (10 sentences minimum) about their favorite group or musician. They will write the composition using a combination of both the Present Tense and the Conversational Past Tense. They will also incorporate a minimum of 12-15 new vocabulary terms from the unit. No part of the composition may be copied from a German web site or translator.</li> </ul>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Verbal dialogues</li> <li>• Teacher observation</li> <li>• Writing samples</li> <li>• Translations</li> <li>• Formative assessments</li> <li>• Quizzes</li> <li>• Unit tests</li> <li>• Presentations</li> <li>• Projects</li> </ul>

			<p>of the verb haben as the auxiliary verb</p> <ul style="list-style-type: none"> <li>• Identify the pattern for word order when using the Conversational Past Tense</li> <li>• Analyze the reasons for use of the Conversational Past Tense</li> <li>• Combine and construct sentences and conversations using the Conversational Past Tense of regular verbs</li> <li>• Conjugate and use the verbs „finden” and „verbringen” in the Present Tense</li> <li>• Conjugate and use the verb „kennen” in the Present Tense</li> <li>• Contrast and compare the uses for „kennen” vs „wissen”</li> <li>• Identify, recall, and use the specific vocabulary for film genres</li> <li>• Identify, recall, and use the specific vocabulary for music genres</li> <li>• Identify, recall,</li> </ul>	<p>Tenses</p> <ul style="list-style-type: none"> <li>• Conjugation of sehen and lesen in the Conversational Past Tenses</li> <li>• Word order for the Conversational Past Tense</li> <li>• Word order for the Conversational Past Tense when using subordinate clauses</li> <li>• Kennen vs wissen</li> <li>• Accusative case</li> <li>• Use of adjective endings following the der words</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• German music</li> <li>• German literature</li> <li>• German films</li> </ul>		<ul style="list-style-type: none"> <li>• Using the information from their reports on their favorite groups, musicians, or music, the students will give a verbal presentation on their findings. The presentation must be 1-2 minutes in length and need not be memorized. The students will be graded on pronunciation and grammar.</li> </ul>	
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			<p>and use the specific vocabulary for instruments</p> <ul style="list-style-type: none"><li>• Identify, recall, and use the specific vocabulary for literature genres</li><li>• Identify, recall, and use the specific vocabulary for adjectives pertaining to the unit topics</li><li>• Use the accusative case with target vocabulary</li><li>• Apply the correct gender/case endings to adjectives in speech and writing when used with the der words</li><li>• Describe likes and dislikes in specific degrees</li><li>• Apply „gern, lieber, and am liebsten” to describe what they like, prefer, and love</li><li>• Develop sentences combining new vocabulary with subordinate clause constructions</li><li>• Read for comprehension</li><li>• Create original dialogues and compositions</li></ul>				
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<b>Timeline</b>	<b>Unit 7</b>	<b>Standards</b>	<b>Objectives</b>	<b>Content</b>	<b>Additional Resources</b>	<b>Performance Tasks</b>	<b>Assessments</b>
1 week	<b><u>Die Geschenke</u></b> (Gifts and Gift-giving)	<b>ACTFL</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.2	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>List, label, and recall select gift vocabulary</li> <li>Issue invitations</li> <li>Begin using the dative case to indicate the indirect object</li> <li>Contrast and compare the declensions for nouns in both the accusative and dative cases</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Gift items</li> <li>Vocabulary to issue, accept, or decline invitations</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Declension of nouns in the dative case</li> <li>Review of the indirect object</li> <li>Word order for the dative case</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>Bringing gifts in Germany</li> </ul>	<ul style="list-style-type: none"> <li>Handouts</li> <li>Worksheets</li> <li>Ancillary materials</li> <li>Reading booklets</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students will write invitations to a party. They may choose the occasion and include information as follows: <ul style="list-style-type: none"> <li>Date</li> <li>Time</li> <li>Place</li> <li>Telephone number</li> <li>Occasion</li> <li>Dress code</li> <li>RSVP</li> </ul> </li> </ul>	<p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>Verbal dialogues</li> <li>Teacher observation</li> <li>Writing samples</li> <li>Translations</li> <li>Formative assessments</li> <li>Quizzes</li> <li>Unit tests</li> <li>Presentations</li> <li>Projects</li> </ul>