



**EAST
PENN**
SCHOOL DISTRICT

Course Name German 3/German 3 Honors

Unit Title Culture

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are	<i>Students will be able to independently use their learning to...</i> ☐ Discuss cultural similarities between the United States and the German-speaking countries. ☐ Apply cultural norms while in the German-speaking countries. ☐ Use the formal and informal forms of address. ☐ Gain an appreciation for cultural differences across the globe.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ there are different forms of address (formal/informal) in the German-speaking countries ☐ Cultures are different between and among countries ☐ Cultural differences are not “right” or “wrong.” They’re simply different.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How are the cultures of the United States and German-speaking countries similar and different? ☐ How does one speak using the proper forms of address in German-speaking countries?

	Acquisition	
only available through the foreign language and its cultures. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	<i>Students will know...</i> ☐ The difference between the formal and informal forms of address in German ☐ Cultural differences between the United States and the German-speaking countries ☐ The German-speaking countries and their location ☐ Additional information about the German-speaking countries ☐ Modes of transportation ☐ Vacation Culture ☐ City vs. Country culture ☐ Food culture ☐ Shopping Culture	<i>Students will be skilled at...</i> ☐ Using the correct forms of address in German. ☐ Applying cultural norms of the German-speaking countries. ☐ Discussing cultural differences between the United States and Germany ☐ Describing cultural characteristics of the German speaking-countries. ☐ Explore travel within and outside Germany



Course Name German 3/German 3 Honors

Unit Title Structure of the German Language

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning		
Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply German pronunciation, intonation and prosody. ☐ Understand and apply intermediate level phrase and sentence structure. ☐ Understand and apply present tense German. ☐ Understand and apply the two German past tenses. ☐ Understand and apply future tense German. ☐ Understand and apply all 4 German cases. ☐ Understand and apply reflexive verbs. ☐ Understand and apply comparatives and superlatives. ☐ Understand and apply the coordinating and subordinating conjunctions. ☐ Understand and apply the rules of German "Der-Words." ☐ Understand and apply the rules of adjective endings. ☐	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ German pronunciation and intonation often differs from English pronunciation and intonation ☐ The structure of the German language is often different from the structure of the English language	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ What similarities and differences are there between German and English pronunciation and intonation. ☐ What similarities and differences are there between the structure of the German language and the structure of the English language.

	☐ German relies much more heavily on grammatical cases than English does.	☐ How does the function of the word in a German sentence change its grammatical case?
	Acquisition	
	<i>Students will know...</i> ☐ Present, past (simple and conversational), and future tense sentence structure. ☐ Differences between the nominative, accusative, dative and genitive cases ☐ Reflexive verbs and their application ☐ Comparative and superlative forms of adjectives and their application ☐ Coordinating and subordinating conjunctions and their application ☐ German "Der-Words," including the demonstrative adjectives and their application ☐ Adjective endings and their application	<i>Students will be skilled at...</i> ☐ Pronouncing the different German letters and phonemes. ☐ Constructing grammatically correct sentences in the present tense, future tense, and with modal verbs. ☐ Applying the rules of nominative, accusative, dative, and genitive case in more complex German sentences. ☐ Using will apply use of accusative, dative, genitive, and two-way prepositions ☐ Demonstrating growing control over verb tenses, including present, simple past and conversational past.



Course Name German 3/German 3 Honors

Unit Title Vocabulary

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	<i>Students will be able to independently use their learning to...</i> ☐ develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in German. ☐ develop a large passive vocabulary on a variety of basic themes in order to understand basic spoken and written German. ☐ begin to use circumlocution to talk around words they don't know.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for communication in a second language ☐ All German nouns are capitalized and have a grammatical gender.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do active and passive vocabulary help with the four language learning skills? ☐ How do I get my point across in German, if I don't know the vocabulary?
Acquisition		

	<i>Students will know...</i> ☐ Travel Vocabulary ☐ Means of transportation ☐ Youth activities ☐ Camping and youth hostel culture ☐ Popular travel destinations ☐ Travel planning and weather ☐ Housework and daily life ☐ On the farm ☐ House pets ☐ Eating out ☐ Shopping ☐ Other vocabulary determined by student and teacher interest and need.	<i>Students will be skilled at...</i> ☐ Applying the correct vocabulary in speaking and writing ☐ Understanding learned vocabulary in listening and reading.
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**EAST
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Course Name German 3/German 3 Honors

Unit Title Communication

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

Transfer

ACTFL Standards for Foreign Language Learning Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	<i>Students will be able to independently use their learning to...</i> ☐ communicate with others in the German language in both speaking and writing. ☐ understand the communication of others in both reading and listening. ☐ implement body language and gestures in order to help get their point across.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do I communicate effectively in German? ☐ What can I do to understand German better? ☐ What can I do to be understood better in German?
	Acquisition	
	<i>Students will know...</i> ☐ how to speak and write in German at an evolving intermediate level, using more complex sentence structures and varied vocabulary. ☐ how to read and listen in German texts and audio at an evolving intermediate level, identifying main ideas and supporting details ☐ Strategies for inferring meaning from context	<i>Students will be skilled at...</i> ☐ pronunciation of the German language. ☐ using body language and gestures to enhance communication. ☐ implementing learned vocabulary to communicate appropriately. ☐ using more advanced sentence structure to communicate at an intermediate level.

	and recognizing cognates and root words ❑ Cultural norms, idiomatic expression, and formal/informal language used appropriate to different contexts	❑ Using circumlocution and asking for clarification when communication breakdowns occur ❑ Applying knowledge of German-speaking cultures to enhance communication and demonstrate respect for cultural practices.
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