



Course Name German 4

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	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 the German-speaking countries?

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.	☐ Cultural differences are not “right” or “wrong.” They’re simply different.	
	Acquisition <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 ☐ Culture of communication in the German-speaking countries ☐ Health trends in the German-speaking countries ☐ Transportation culture in the German-speaking countries ☐ World geography as it relates to the German speaking countries. ☐ Various historical figures from the German-speaking countries	<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 characteristics of the German speaking-countries.

	☐ Travel culture in the German-speaking countries ☐ Additional information about the German-speaking countries.	
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Course Name German 4

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 advanced German sentence structure. ☐ Understand and apply subjunctive mood. ☐ Understand and apply present, past, past perfect and future verb tenses ☐ Understand and apply wo and da compounds ☐ Understand and apply appropriate adjective endings ☐ Understand and apply relative clauses. ☐ Understand and apply coordinating and subordinating conjunctions	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will be skilled at...</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 ❑ German relies much more heavily on grammatical cases than English does.	❑ Applying the different verb tenses appropriately ❑ Applying the indicative and subjunctive moods appropriately ❑ Applying wo and da compounds appropriately ❑ Applying relative pronouns appropriately ❑ Applying adjective endings appropriately
	Acquisition	
	<i>Students will know...</i> ❑ All German verb tenses ❑ Advanced German sentence structure. ❑ The difference between indicative and subjunctive mood ❑ What wo and da compounds are and the reason for their use ❑ How relative pronouns work in German ❑ The importance of adjective endings in German	<i>Students will be skilled at...</i> ❑ Pronouncing the different German letters and phonemes. ❑ Applying basic sentence structure in the present tense, future tense, and with modal verbs. ❑ Applying the rules of nominative, accusative, dative, genitive, cases in simple German sentences. ❑ communicating events written or spoken in past tense.



Course Name German 4

Unit Title Vocabulary Building

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 themes in order to speak and write at an evolving mid/high intermediate level in German. ☐ develop a large passive vocabulary on a variety of themes in order to understand basic spoken and written German. ☐ continue 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> ☐ Communication (Post office, computer, etc) ☐ Careers ☐ Health and Wellness ☐ Transportation ☐ The City ☐ World Geography ☐ Family Relationships	<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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	Course Name	German 4
	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.	<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	ESSENTIAL QUESTIONS

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 understand that...</i> ❑ Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.	<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 mid/high intermediate level ❑ how to read and listen in German at an evolving mid/high intermediate level.	<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 basic sentence structure to communicate at a novice level in present, future, and past tenses