



**EAST
PENN**
SCHOOL DISTRICT

**Course
Name** German 4 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> ☐ 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 the 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> ☐ Typical living arrangements in the German speaking countries. ☐ Typical career pathways in the German speaking countries. ☐ Typical aspects of the personal lives of those living in German-speaking countries ☐ Typical attitudes toward the environment and recycling in the German speaking countries ☐ Additional information about the German-speaking countries.	<i>Students will be skilled at discussing...</i> ☐ Typical living arrangements in the German speaking countries. ☐ Typical career pathways in the German speaking countries. ☐ Typical aspects of the personal lives of those living in German-speaking countries ☐ Typical attitudes toward the environment and recycling in the German speaking countries ☐ Additional information about the German-speaking countries.
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**EAST
PENN**
SCHOOL DISTRICT

**Course
Name** German 4 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 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> ☐ A command of German grammar will improve their ability to communicate effectively in German ☐ 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.	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. ☐ How does the function of the word in a German sentence change its grammatical case?
	Acquisition	
	<i>Students will know...</i> ☐ All German verb tenses ☐ Advanced German sentence structure.	<i>Students will be skilled at...</i> ☐ Applying the different verb tenses appropriately

	☐ 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	☐ Applying the indicative and subjunctive moods appropriately ☐ Applying wo and da compounds appropriately ☐ Applying relative pronouns appropriately ☐ Applying adjective endings appropriately
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**EAST
PENN**
SCHOOL DISTRICT

Course Name German 4 Honors

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.	<i>Students will be able to independently use their learning to...</i> ☐ develop an active vocabulary on a variety of advanced themes in order to speak and write at a advanced level in German. ☐ develop a large passive vocabulary on a variety of advanced themes in order to understand advanced spoken and written German. ☐ Strengthen their use of circumlocution to talk around words they don't know.
	Meaning

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for communication in a second language ☐ A wider and more precise command of German vocabulary allows for an improved ability to communicate.	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? ☐ How does increasing one's command of German vocabulary result in an improved ability to communicate?
	Acquisition	
	<i>Students will know vocabulary relating to the following topics...</i> ☐ Personal life ☐ Living arrangements ☐ Physical and emotional wellness ☐ Careers and career readiness ☐ Relationships ☐ Environment and Recycling ☐ Other vocabulary as 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.



Course Name German 4 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.	<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>	<i>Students will be skilled at...</i>

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.	❑ 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.	❑ pronunciation of the German language. ❑ using body language and gestures to enhance communication. ❑ implementing learned vocabulary to communicate appropriately. ❑ using basic to advanced sentence structure to communicate at a novice level.
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