**Greeley-Evans School District 6 High School German 2 Curriculum Guide**

**Theme:** Basic Review of German I  
**Vocabulary:** The verbs “haben and sein”, common activities, interrogatives, likes, dislikes, favorites  
**Timeline:** 1 week  
**Grammar:** Verb conjugation, correct German syntax in both statements and questions

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**Standard 1: Comparisons to Develop Insight into the Nature of Language and Culture**

**Range Level Expectations:**
- Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode)
- Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode)
- Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (presentational mode)

**Standard 2: Knowledge and Understanding of Other Cultures**

**Range Level Expectations:**
- Examine common practices and perspectives within the cultures studied
- Examine familiar products of the cultures studied

**Standard 3: Connections with Other Disciplines and Information Acquisition**

**Range Level Expectations:**
- Examine information gathered from target language resources connected to other content areas
- Relate information acquired from authentic resources to individual perspectives and experiences

**Standard 4: Comparisons to Develop Insight into the Nature of Language and Culture**

**Range Level Expectations:**
- Describe similarities and differences between structural patterns of the target language through comparisons of the student’s own language and the language studied
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**Assessments**  
 **Evidence Outcomes**  
 **Instruction**

**Performance Tasks**
- Students interview partners and introduce each other to class with names, ages, origins, birthdays, and activities
- Students complete survey of themselves with review material from German I

**Other Assessments**
- Students will be able to...
  - Introduce themselves and others to classmates
  - Use the verbs “haben and sein” appropriately
  - Conjugate a regular verb and use correct German syntax
  - Form questions with and without interrogatives
  - Comprehend and use classroom expressions

**Students will know and understand...**
- Overview of German 1 material

**Key teaching and Learning Experiences that imbed 21st Century Skills**
- Critical Thinking and Reasoning
- Information Literacy
- Collaboration
- Self-Direction
- Invention

**Colorado Department of Education 21st Century Skills and Readiness Competencies in World Languages**
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**Resources:** Komm Mit, Level 1, Chapters 1-6  
[http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf](http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf)
<table>
<thead>
<tr>
<th>Theme: Das Wetter, Weather</th>
<th>Timeline: 2 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Questions: How does the weather compare in German-speaking regions to our weather? How does the weather in German-speaking countries affect the culture and leisure activities of the population?</td>
<td>Vocabulary: Weather terminology, Celsius scale, Grammar: Use of “morgen” to refer to the future w/ present tense</td>
</tr>
</tbody>
</table>

**German 2: Novice-High**

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### Assessments

**Performance Tasks**
- Students demonstrate knowledge of weather terminology with assessment including listening, reading and writing skills

**Evidence Outcomes**
- Students will be able to...
  - Discuss the weather in various regions and seasons
  - Convert temperatures from Fahrenheit to Celsius scales and vice versa
- Students will know and understand...
  - Seasonal and typical weather patterns in German-speaking countries

**Instruction**
- Key teaching and Learning Experiences that imbend 21st Century Skills
  - Critical Thinking and Reasoning
  - Information Literacy
  - Collaboration
  - Self-Direction
  - Invention
- Colorado Department of Education 21st Century Skills and Readiness Competencies in World Languages
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### Resources:
- Komm Mit, Level 1, Chapter 7, 3. Stufe, and ancillaries including videos, c.ds, and web-sites, “Get Me Talking” Weather flashcards
  - http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf
### Theme: Zu Hause helfen

**Household chores for 4 weeks**

#### Inquiry Questions:

How do environmental concerns play a role in household chores of Germans?

#### Vocabulary:

- Household chores
- Household items
- Frequency expressions
- Invitations (offering, accepting, declining)

#### Grammar:

- The verbs “müssen” and “können”, time before place word order, accusative pronouns, German syntax with the verb in 2nd position

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**Assessments**

**Performance Tasks**

- Students write paragraphs describing the household chores of their family members, including frequency terms and the verb “müssen”
- Students create and perform dialogues in groups of 3 or 4 that include invitations, declining of invites due to obligations (household chores) and frequency expressions

**Evidence Outcomes**

- Students will be able to...
  - Describe their obligations including household chores (and duties of others)
  - Use frequency terms to express how often things are done
  - Invite someone to do an activity using the verbs “wollen and möchten”
  - Accept and decline an invitation with rationale including negation with “kein” (keine Zeit, kein Geld, etc)
  - Ask for and offer help regarding chores using the verb “können”
  - Tell someone what to do using “können”
  - Use accusative pronouns following the preposition “für”

**Instruction**

- Key teaching and learning experiences that imbed 21st Century Skills
  - Critical Thinking and reasoning
  - Information literacy
  - Collaboration
  - Self-direction
  - Invention

- Colorado Department of Education 21st Century Skills and Readiness Competencies in World Languages

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**Resources:** Komm Mit - Level 1, Kapitel 7, Erste Stufe, Zweite Stufe, and ancillaries including videos, c.d.s, and web-sites
### Theme: *Einkaufen gehen - Shopping for food*

#### Inquiry Questions:
How do food stores, food products, and shopping practices vary from Germany to the United States?

#### Vocabulary:
- Food stores, food items, conversational tools with store worker, metric weights and measure, the verb "sollen", rationale for not doing something with the negating forms "nicht" and "kein", use of "noch" and "noch etwas"
- Grammar: Imperative forms of verbs (Command forms - du, ihr, Sie), the verb "sollen" with infinitive use, conjunctions "denn" and "weil"

### Timeline: 6 weeks

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
<th>Instruction</th>
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</thead>
<tbody>
<tr>
<td>Students will create and perform dialogues that take place in assigned food stores between a customer and a salesperson</td>
<td>Students will be able to...</td>
<td>Key teaching and Learning Experiences that imbed 21st Century Skills</td>
</tr>
<tr>
<td>- Students will demonstrate their knowledge of command forms with an assessment that covers listening, reading, and writing skills</td>
<td>- Read and utilize grocery store flyers and on-line grocery catalogs to shop for food</td>
<td>Critical Thinking and Reasoning</td>
</tr>
<tr>
<td>- Students will utilize grocery store flyers or on-line grocery catalogs to respond to questions regarding food items, prices and metric measure</td>
<td>- Use the metric system of weights and measures when shopping for food</td>
<td>Information Literacy</td>
</tr>
<tr>
<td><strong>Other Assessments:</strong> Kapitel 8 Unit Test</td>
<td>- Use the verb &quot;sollen&quot; to discuss what one &quot;is supposed to do&quot;</td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td>- Comprehend and use command forms appropriately with informal/formal register in both singular and plural</td>
<td>Self-Direction</td>
</tr>
<tr>
<td></td>
<td>- Differences between shopping experiences for food in Germany and in the U.S.</td>
<td>Invention</td>
</tr>
<tr>
<td></td>
<td>- The use of metric measure in food stores</td>
<td>Colorado Department of Education</td>
</tr>
</tbody>
</table>

### Resources:
- *Komm Mit, Level, Kapitel 8* and ancillaries including videos, c.d.s, and web-sites, "Get Me Talking" flashcards with food items

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**German 2: Novice-High**

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**German 2 Curriculum Guide**

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**Greeley-Evans School District 6**

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**2015-2016**
### Theme: Der Geburtstag - Birthdays and Holiday Celebrations

**Timeline:** 5 weeks

**Inquiry Questions:** How do holiday celebrations vary from Germany to the U.S?

**Vocabulary:** Holiday Greetings, expressing good wishes, gift ideas, ordinal #'s with dates, telephone expressions and etiquette, party invitations (inviting and accepting)

**Grammar:** Dative case use of indirect objects, syntax with indirect and direct objects, def. and indef. articles in nominative, accusative, and dative cases, possessive adjectives in all 3 grammatical cases

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### Assessments

**Performance Tasks**
- Students make party invitations using new vocabulary and ordinal #'s.
- Students create greeting cards celebrating Christmas, Hanukah, or New Years.
- Students design and create calendar page for assigned month using written forms of ordinal #'s and artwork reflecting calendar month.
- Students compose and perform telephone conversation in which someone takes a message for a family member.

**Other Assessments:** Kapitel 11, Unit Test
Semester 1 German 2, Oral Final Exam
Semester 1 German 2, Comprehensive Semester Exam (Scantron)

**Evidence Outcomes**
- Students will be able to...
  - Invite others and accept invitations
  - Use holiday greetings appropriately
  - Discuss gift ideas and recipients
  - Use dative case with possessive adjectives (gift recipients)
  - Express dates using ordinal #'s
  - Use proper telephone conversational tools and etiquette
- Students will know and understand...
  - Differences between Germany and the U.S. in reference to holidays and celebrations

**Instruction**
- Key teaching and Learning Experiences that imbed 21st Century Skills
  - Critical Thinking and Reasoning
  - Information Literacy
  - Collaboration
  - Self-Direction
  - Invention
- Colorado Department of Education: 21st Century Skills and Readiness Competencies in World Languages
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**Resources:** *Komm Mit, Level 1, Kapitel 11*, and ancillaries including videos, c.d.s, and web-sites

http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf
Theme: Amerikaner in München

City sights, asking and giving directions | Timeline: 5 weeks

Inquiry Questions: How does city life including culture, transportation, and layout vary from Germany to the U.S?

Vocabulary: City sights, types of stores, expressions of location, expressions used in giving and asking directions, talking about what “there is” to eat and drink, expressions of hunger, thirst, satisfaction, and wanting more, stating opinions

Grammar: The verb “wissen”, prepositional phrases of location and direction, the verbs “fahren” and “gehen”, review of command forms of “du, ihr, and Sie”, dependent clauses with “wo” and “dass”, the use of “noch ein” and “kein”

German 2: Novice-High

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Assessments | Evidence Outcomes | Instruction
--- | --- | ---
Performance Tasks
- Students will create and perform dialogues in groups of 3 with one tourist seeking directions and 2 strangers (1 knowing and 1 not knowing directions)
- Students will create written conversations (based on a picture that takes place at a party) that incorporates new expressions of thirst, hunger, satisfaction, etc. along with the use of “noch ein..” and “kein”

Other Assessments
Kapitel 9, Unit Test

Students will be able to:
- Ask directions using a variety of expressions, with both the informal/formal register
- State directions with the use of “city terminology” and appropriate command forms
- Use the phrase “es gibt”, there is/are..
- Express hunger, thirst and satisfaction,
- Express wanting more (noch) or no more (kein) of a food or beverage

Students will know and understand:
- The city of “München” including landmarks, sights, history, population, and leisure activities
- Urban life in Germany including city layout and transportation

Key teaching and Learning Experiences that embed 21st Century Skills
- Critical Thinking and Reasoning
- Information Literacy
- Collaboration
- Self-Direction
- Invention

Colorado Department of Education
- 21st Century Skills and Readiness Competencies in World Languages

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Resources: Komm Mit, Level 1, Kapitel 9 and ancillaries including videos, c.ds, and web-sites, “Get Me Talking” flashcards of “die Stadt”/city sights
http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf
**Theme:** Kino und Konzerte, Movies, Music, and Reading Materials  
**Timeline:** 5 weeks

**Inquiry Questions:** What types of music and movies are popular among German teens?

**Vocabulary:** Genres of films, music, entertainment, and reading materials, descriptive adjectives which modify music, movies, books, etc., the modal verb “mögen”, irregular verbs “lesen, sprechen, sehen”, vocabulary showing preference and favorites, expressions and usage of “to know”

**Grammar:** Irregular stem-vowel changing verbs, the modal verb “mögen”, comparative and superlative with “gern, lieber, am liebsten”, the verbs “kennen, wissen, und können” expressing “to know”

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<tr>
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<tr>
<td>Students will be able to...</td>
<td>Key teaching and Learning Experiences that imbed 21st Century Skills</td>
<td></td>
</tr>
<tr>
<td>- Use the verb “mögen” to express likes and dislikes</td>
<td>Critical Thinking and Reasoning</td>
<td></td>
</tr>
<tr>
<td>- Discuss their preferences of movies and music with new vocabulary using “gern, nicht gern, lieber (als), and am liebsten”</td>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>- Use new descriptive adjectives regarding films</td>
<td>Collaboration</td>
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<tr>
<td>- Use the verbs “kennen, wissen, and können” correctly as “to know”</td>
<td>Self-Direction</td>
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<tr>
<td>- Use the irregular verbs “lesen, sprechen (w/über), sehen”</td>
<td>Invention</td>
<td></td>
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</table>

**Other Assessments**

- Kapitel 10, Unit Test

**Kapitel 10, Unit Test**

- Influence of American movies and music on the German teen culture
- Popular German musical groups and current German feature films

### Resources:

- Komm Mit, Level 1, Kapitel 10 and ancillaries including videos, c.ds, and web-sites
- German feature films and music videos
- [http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf](http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf)
## Theme:
**Modal Verben und Futur**
**Modal Verbs and Future Tense**

### Inquiry Questions:
How can I use the target language of German effectively regarding everyday activities and plans for the future?

### Vocabulary:
verbs “möchten, mögen, wollen, sollen, müssen, können, and dürfen, the verb “werden”, future time expressions,

### Grammar:
Further use of the 7 modal auxiliary verbs including the use of infinitival phrases, introduction of the use of “werden” to express future tense, in-depth use of correct German syntax in both statements and questions

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## German 2: Novice-High

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<tbody>
<tr>
<td>Students create and perform dialogues in groups of 3 or 4 in which modal verbs and future tense “werden” forms are used correctly. &lt;br&gt;-Students write a paragraph describing their lives at a point in the future (nächstes Jahr) using “werden”</td>
<td><strong>Students will be able to...</strong>&lt;br&gt;-Comprehend and use all 7 modal verbs both independently and with infinitival phrases in both questions and statements&lt;br&gt;-Comprehend and use time expressions of the future (i.e. nächste Woche and morgen Nachmittag)&lt;br&gt;-Comprehend and use the verb “werden” in all forms</td>
<td>Key teaching and Learning Experiences that imbed 21&lt;sup&gt;st&lt;/sup&gt; Century Skills&lt;br&gt;-Critical Thinking and Reasoning&lt;br&gt;-Information Literacy&lt;br&gt;-Collaboration&lt;br&gt;-Self-Direction&lt;br&gt;-Invention &lt;br&gt;Colorado Department of Education 21st Century Skills and Readiness Competencies in World Languages&lt;br&gt;Pg. 21 of 71 (see link in resources)</td>
</tr>
</tbody>
</table>

### Other Assessments

- Unit Test, Modals and Future Tense

**Students will know and understand ...**

- Language skills with modal verbs and future tense forms to expand their conversational tools

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### Resources:
Handouts, Worksheets, Quizzes, Tests from various sources regarding modal verbs and future tense

[http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf](http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf)
### Theme: Perfekt - Conversational Past Tense

| Inquiry Questions: How does the use of past tense broaden my conversational tools referring to my and others' past activities? | Vocabulary: Common regular verbs, irregular verbs, verbs showing change of location and condition, past tense time expressions (i.e. "gestern Abend, letzten Sommer...") | Grammar: Review of "haben" for auxiliary use in past tense, regular verbs and irregular verbs in both infinitive and past participle forms, review of "sein" for auxiliary use in past tense, correct syntax in both statements and questions in conversational past tense | Timeline: 5 weeks |

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### Assessments

- **Students will be able to:**
  - Use forms of “haben” and “sein” correctly as auxiliary verbs in the conversational past tense (Perfekt)
  - Comprehend and use 50+ verbs from flashcard packet in the conversational past tense (Perfekt)
  - Understand and demonstrate the difference between regular and irregular verbs as well as verbs reflecting change of location and condition.

- **Evidence Outcomes:**
  - Students will know and understand...
  - Language tools to expand conversational skills employing the past tense.

- **Instruction:**
  - Key teaching and Learning Experiences that imbend 21st Century Skills
    - Critical Thinking and Reasoning
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  - Colorado Department of Education 21st Century Skills and Readiness Competencies in World Languages
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### Performance Tasks

- Students create flashcards of 50+ verbs (color coordinated regarding regular and irregular verbs) which display infinitives, meanings, and past participle forms (Perfekt)
- Students will write a paragraph describing a real or fictitious vacation in the conversational past tense, employing a rubric based on # of verbs used

### Other Assessments

- Unit Test, Conversational Past Tense covering reading, listening, and writing skills.
- Semester 2, Deutsch 2, Oral Final Exam
- Semester 2, Deutsch 2, Comprehensive Exam (Scantron)

### Key Teaching and Learning Experiences

- Critical Thinking and Reasoning
- Information Literacy
- Collaboration
- Self-Direction
- Invention

### Resources: **Komm Mit, Kapitel 3, Level 2**, various handouts, worksheets, quizzes, and exams. “Get Me Talking” flashcards w/ past participle forms

- [http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf](http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf)