**Curriculum: Chambersburg Area School District**

**Course: German 2 (Honors) Date:**

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| Topic: Days: 15  Subject Area: German 2 Grade: High School |

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| **Key Learning:** Dative Case |

**Unit Essential Question:**

**Unit Essential Question: UNIT 1 - Out on the Town**

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| **Concept:** locations of buildings and institutions / going to locations around town (ideal for dative prepositions) | **Concept:** Shopping- the German Kaufhaus (ideal for indirect objects/ dative verbs) | **Concept:**  doing business at the bank/post office (Euro/ Briefmarken/Ruhetag/ Mittagspause) |

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| **Lesson Essential Questions:**  How do you say you’re going to different locations around town? (zur Kirche vs zum Kaufhaus, etc.) (Answering the question „Wohin gehst du?“) | **Lesson Essential Questions**:  What are main differences between shopping in the U.S. and shopping (for example) in a German Kaufhaus?  What is a dative object (both nouns and pronouns!) and how is it denoted in a sentence? | **Lesson Essential Questions:**  What services are available at a German post office/bank/train station?  What cultural „surprises“ await the customer? |

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| **Vocabulary:** | **Vocabulary:** | **Vocabulary:** |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 2 Planes, Trains and Automobiles (Wechselpräpositionen)**

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| **Concept: Either (dative) or (accusative prepositions)** | **Concept: types of transportation** | **Concept: types of accommodations** |

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| **Lesson Essential Questions:**  How do you differentiate between location (DA-tiv) and direction (aktiv- akkusativ)? Wo or wohin? | **Lesson Essential Questions**:  How do you plan a trip to Germany and what transportation options do you have once you’re there? | **Lesson Essential Questions:**  What options are available to the traveler? (Pension, Gasthaus, Hotel, JH, Campingplätze) |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 3 Body Parts, Medicine**

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| **Concept: Body Parts (reflexive verbs)** | **Concept: Ailments/remedies**  **Healtcare Poviders/places (revisit Dative case)** | **Concept: Healthy living** |

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| **Lesson Essential Questions:**  Why is the reflexive important in describing daily routines? | **Lesson Essential Questions**:  How do you describe what is ailing you?  To whom/how would you go to get help? | **Lesson Essential Questions:**  What is the difference between Drogerie and Apotheke?  How is the German attitude toward healthy living reflected in their shopping and eating habits? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 4 Occupations**

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| **Concept:**  **College life** | **Concept:**  Occupations (male vs. Female)  (werden) (werden + ADJ / comparative ADJ / superlative ADJ) | **Concept:**  Military/civil service options |

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| **Lesson Essential Questions:**  What is life like for a German college student?  What other paths for preparation are available? | **Lesson Essential Questions**:  How do you denote a female vs a male in the workplace?  Where are various occupations located? | **Lesson Essential Questions:**  What is the importance of a civil service/ military obligation in Germany?  What are the implications of doing away with the requirement? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 5 Festivals and holidays**

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| **Concept:**  Expressing actions and events in the past tense (das Perfekt / CPT) | **Concept:**  Traditional German holidays and festivals | **Concept:**  Traditional German holidays and festivals |

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| **Lesson Essential Questions:**  How do you talk about past events, including holidays, festivals and birthdays? (focus on time expressions and events in the past) | **Lesson Essential Questions**:  What do Americans know about German holidays and festivals?  How do seemingly similar holidays differ?  (project: write a brochure to Americans in English about German holidays) | **Lesson Essential Questions:**  What do Germans know about American holidays and festivals?  How do seemingly similar holidays differ?  (project: write a brochure to Germans in German about American holidays)  What customs in America have German roots? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 6**

**At the Zoo / on the Farm**

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| **Concept:**  Narrative Past Tense (aka Imperfekt, Präteritum, simple past tense) | **Concept:**  At the Zoo ( a visit to the Frankfurter Zoo, Berliner Zoo, Leipziger Zoo) | **Concept:**  On the farm (the farm as a vacation destination, Wandertage, auf dem Land, Schulausflüge) |

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| **Lesson Essential Questions:**  How does one express past tense events in writing / when composing a story / narrative?  (Bremer Stadtmusikanten, andere Märchen mit Tieren, die Geschichte(n) der Brüder Grimm) | **Lesson Essential Questions**:  How do you express and describe certain animals / types of animals? Endangered animals?  What animals aren’t as common in Germany / in America? What does the eagle symbolize in Germany? | **Lesson Essential Questions:**  What are common farming regions in Germany? How do farms differ in Germany?  Kindergeschichten <http://www.e-stories.de/view-kurzgeschichten.phtml?2947>  http://www.kinderhof.de/ |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 7**

Sports and Leisure

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| **Concept:**  Review ordinal numbers / comparative & superlative / all 3 preposition lists | **Concept:**  Popular sports & athletes in Germany / the concept of the Verein | **Concept:**  Vacation destinations in Germany/ vacationing practices in general / spas (Kurorte) |

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| **Lesson Essential Questions:**  How do you describe lists and rankings as they pertain to sports and competitions? | **Lesson Essential Questions**:  What are the „German pasttimes?“ What sports-related personalities stand out to German? To what extent do Germans follow American sports? | **Lesson Essential Questions:**  How do German vacationing practices differ from ours? What is the German mentality toward vacationing? |

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| **Vocabulary:** | **Vocabulary:** | **Vocabulary:** |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 8**

Driving and the Open Road

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| **Concept:**  das Autobahnnetz & road signs | **Concept:**  Fahrschule / Führerschein machen | **Concept:**  Giving directions / Altstadt und Fußgängerzone / Marktplatz / Marienplatz / Rathaus/ Brunnen / Markttag |

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| **Lesson Essential Questions:**  How do you get around Germany using the federal highway system?  How do road signs differ and why is it so important to be able to interpret them?  What is the actual law regarding speed limits? | **Lesson Essential Questions**:  What is involved in the process of obtaining a driver’s license in Germany? (cost, time, age) What driving laws exist and how do they differ from those in the U.S.? (drinking & driving / cell phones / multitasking) What is commonly considered the most valid form of ID? (Personalausweis vs Führerschein)  <http://www.youtube.com/>  watch?v=3R7EtIyiOjE | **Lesson Essential Questions:**  How do you say „how do you get from \_\_ to \_\_\_?  How do you give directions?  What is an „Altstadt“ and how is that different from American cities? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 1**

**House and Household**

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| **Concept:** Filling out the 4 charts for articles, article endings and adjective endings | **Concept:**  Types of housing / fences / yards / parcels of land / Schrebergarten oder Kleingarten | **Concept:**  Inside the house / Hausarbeit / parts of the house / doors closed |

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| **Lesson Essential Questions:**  How do you figure out answering the 3 questions of gender, case & chart?  How can you fill out the charts with very minimal memorization? | **Lesson Essential Questions**:  What is the German mentality regarding housing, privacy and ownership? What is the difference between a house, an apartment, a condominium, etc.?  <http://www.youtube.com/>  watch?v=VBtYaJ9h4pw | **Lesson Essential Questions:**  What are common rooms and furnishings in a German dwelling?  What are common household chores? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 2**

Fashion Police!

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| **Concept: Adjective endings, part 2:** Applying the charts to actual German texts / analyzing texts using chart knowledge / using chart knowledge in writing | **Concept:**  Describing what you’re wearing | **Concept:**  German sizing of clothing / the „Paris of Germany“- Düsseldorf / fashion trends / wearing the same thing three days in a row- „socks and Birkenstocks“ |

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| **Lesson Essential Questions:**  How does a seemingly meaningless chart come to life?  Das „blauer Bus“ Lied | **Lesson Essential Questions**:  How do I talk about my outfits, including attributive adjectives? | **Lesson Essential Questions:**  How do clothing / shoes differ in Germany? What is the fashion capital of Germany? What defines German „fashion“/clothing trends? What clothing boutiques are common in Germany? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 3**

Music, Music, Music

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| **Concept:**  Subordinating conjunctions | **Concept:**  Personal taste in music / musical genres | **Concept:**  Die Top 40 Charts / Musikgeschichte (Komponisten) |

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| **Lesson Essential Questions:**  What are the subordinators and how do they affect word order?  What other elements affect word order in the same way? | **Lesson Essential Questions**:  How do you discuss your personal opinions about music? How have your tastes changed over the years? (focus on past perfect- „Als Kind hatte ich viele Lieblingslieder gehabt.“ „Als Kind war ich kein Musikfan gewesen.“) | **Lesson Essential Questions:**  How do German charts compare to those in the U.S.?  What musicians have influenced German culture over the years?  To what extent does technology affect the accessibility of modern music? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 4**

Modern / Multicultural Society

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| **Concept:** subjunctive mood | **Concept:**  Ethnic groups / immigrant groups & migrant workers / reunification assimilation issues / dual nationalities / birth rate decline | **Concept:**  Religion in Germany |

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| **Lesson Essential Questions:**  What are the specific uses of the subjunctive and what is the basic structure of present and past subjunctive? | **Lesson Essential Questions**:  What major immigration groups exist in Germany and what difficulties do they encounter?  How has Germany’s history affected its policies involving minority groups? | **Lesson Essential Questions:**  How has religion played a part in German history?  How has Germany played a part in world religious developments?  What role does religion play in the modern secularized Germany? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 5**

**German Press**

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| **Concept:**  Subjunctive 1 (quotative) | **Concept:**  Newspapers in Germany | **Concept:**  Magazines in Germany |

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| **Lesson Essential Questions:**  How do journalists use the subjunctive mood to „distance themselves“ from the material they report? | **Lesson Essential Questions**:  What are the German versions of national newspapers (USA Today) and regional newspapers (Public Opinion)?  How do people get their newspaper information- in written form or online?  Into what sections is a German newspaper divided? | **Lesson Essential Questions:**  What types of magazines (both objective news and sensationalist reporting) exist in Germany?  What speciality magazines exist in Germany? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 6**

Politics

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| **Concept:**  The passive voice | **Concept:**  The multiple party system / EU | **Concept:**  Nationalism vs Patriotism |

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| **Lesson Essential Questions:**  In what ways is the passive voice used?  How can we use it?  How can it be used by us? | **Lesson Essential Questions**:  For what historical reason(s) is the German Congress (Bundestag) split into representative party seats?  How does this system of representation function?  How are coalitions formed and how do they function? | **Lesson Essential Questions:**  What recent events have caused Germans to be proud of their country? Why do some Germans consider this problematic? |

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| **Key Learning:** |

**Unit Essential Question:**

**Unit Essential Question: UNIT 7**

**TV and Film**

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| **Concept:**  Relative pronouns | **Concept:**  German television channels and programs | **Concept:**  German films and the „Hollywood of Germany“ |

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| **Lesson Essential Questions:**  What is a relative pronoun that we want to learn?  In what way is the thought process identical to article and adjective endings that we have already mastered?  How does one distinguish between „that“ and „that“?  How do they relate to subordinating conjunctions?  How does „who“ the question word differ from „who“ the relative pronoun?  ...German which trial... | **Lesson Essential Questions**:  How is television in Germany different from the television we know in the United States? | **Lesson Essential Questions:**  Babelsberg  To what extent are German films influential in the United States?  In what way were many East German films politically charged? |

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**9-12 Curriculum Level 1 Topics**

**(Included in this level: library research project on target language countries/presentation)**

**(Included in this level: library research project on travel with a presentation)**

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|  | Days | Unit | **Concepts** | **Language/Grammar/Vocab Focus** | **Additional Information / Culture** | |
|  | 15 | Who am I? | 1 Greetings / Farewells  2Family  3 Descriptions of me and my family | My / your (poss. adj.)  Alphabet  Basic personality descriptions (include I’m hot/cold)  Genders for people  Indefinite articles (basic intro.)  To have  To be  To be called  To know (a person)  cardinal numbers  subject (nominative) pronouns |  | |
|  | 15 | Clothing/  Colors | 1 Opposites w/ clothing  2 Describe my clothes   1. Ask about clothing prices / Numbers | Definite Articles/ genders/ plural  Currency / exchange rates  Colors / descriptions of clothing  To wear/have on  To shop  To buy/sell  To cost  Regular verbs  Formal and Informal |  | |
|  | 15 | Weather/ calendar | 1 How’s the weather today?  2 Birthdays  / holidays   1. Telling time | Days of the week  Day before yesterday / yesterday /Today / tomorrow / day after tomorrow  Months  Ordinal numbers  Time vocab  temperatures | holidays | |
|  | 15 | Hobbies/ Interests | 1 likes/dislikes  2 sports / games & activities  3 music | Word order  To like  To play / make or do  (regular verbs)  Negation (both types) |  | |
|  | 15 | School | 1 school items  2 school subjects  3 cultural specific school day / week / year / system | Def/ Indef Articles – NOM and ACC  ACC pronouns  ACC prepositions  To read  To know (a fact)  To study (both!)  To drive/ ride  Nach Hause vs Zu Hause |  | |
|  | 15 | supermarket | 1 kinds of grocery stores/ markets  2 types of groceries  3 shopping in Germany (cultural implications) | To eat  To drink  To cook / bake  To shop/ to buy/to sell / to pay |  | |
|  | 15 | Food/ drink | 1 restaurant / ordering / menu  2 categories (appetizer, drinks, main course, etc.)  3 food at home | Modal Auxiliary Verbs  “Menü" VS “Speisekarte”  to taste  to order / to pay  to cook / to bake  to eat / to devour / to drink  food / drink descriptors |  | |
|  | 15 | At home / furniture | 1 Rooms / floors  2 chores  3 furniture | Im VS in der  nach Hause/  zu Hause |  | |
|  | Level  2 | Out on the town | 1 Asking for directions  2 Following directions  3 Giving directions | Commands  Giving directions  City/buildings vocabulary  traffic |  | |
|  | Level  2 | Planes, trains ‘n automobiles | 1 Youth hostels  2 hotels / guest houses  3 airport / train station | Past tense: to go  Currency review  Public transport  and etiquette involved |  | |
|  | Level  2 | Body parts/ medicine / | 1 daily routine  2 aches ’n pains  3 doctors office | Reflexive verbs  (Spanish- preterite)  (German- present perfect)  To hurt / to suffer /  Sick descriptors  Medical staff |  | |
|  | Level  2 | Occupations | 1 male vs female  2 the work place  3 the work day/schedule | To be  To become  To do  Conjunctions: coordinating / subordinating |  | |
|  | Level  2 | At the post office / bank | 1  2  3 |  |  | |
|  | Level  2  at the zoo/pets/nature | | 1  2  3 |  | |  | | Talk to Crystal about getting rid of textbooks/ putting together our own based on matrices |

**Level 2 sports ‘n leisure national pastimes**

**Level 2 Where we live/**

**Where the language**

**Is spoken**