

Effective Date: 2008-2009

Hamburg Area School District

Name of Course: German IV
Department: Foreign Language

Grade Level: 9-12
Instructional Time: 1 year
Length of Course: 30 Cycles
Periods Per Cycle: 6
Length of Period: 43 minutes

Texts and Resources: Grundlage Deutsch 3 (Fundamentals of German), Amsco School Publications, 2007
Extra German Series, Discovery Education Streaming Library, 2001
National Standards in Foreign Language Education

Assessments: Teacher Observation
Question and Answer
Quizzes (Oral and Written)
Dialogues
Skits
Short Presentations
Tests
Homework
Class Participation

**Hamburg Area School District
Course Plan
German IV**

Course Name: German IV

Unit: Was hast du gern, lieber und am besten?

What do you like/ prefer/ and like the best?

Time Line: 2 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Share your feelings with others by discussing what you like/ prefer and like the most.	Correctly alter adjectives into the comparative and superlative forms to discuss preferences with others in both written and oral form. Apply all proper adjectival endings necessary (Level III review).	1.1, 1.2, 1.3, 5.1, 5.2

**Hamburg Area School District
Course Plan
German IV**

Course Name: German III

Unit: Die lernenden Schüler und die gelernte Lehrerin.

The learning students and the learned teacher.

Time Line: 2 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Present and past participles used as adjectives	Correctly alter infinitives and past participles into adjectives and apply correct adjectival endings to vastly expand active and passive vocabulary (review of infinitives and past participles from Levels I-III).	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1

**Hamburg Area School District
Course Plan
German IV**

**Course Name: German IV
Unit: The Passive Voice**

Time Line: 6 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Three uses of werden	Distinguish the uses of <i>werden</i> as the verb to become, as an auxiliary used to form the future tense, and as an auxiliary to form the passive.	1.1, 1.2, 3.1, 4.1
The formation of the passive	Review the active voice tenses of present, simple past, present and past perfect, future and future perfect and change these active verbs into passive formations. Read and understand texts written in the passive voice. Understand the reasons an author chooses writing in passive voice.	1.1, 1.2, 3.1, 4.1
The agent	Correctly express the agent means and/or instrument in passive sentences using <i>von</i> + the dative case, <i>durch</i> + the accusative case and <i>mit</i> + the dative case.	1.1, 1.2, 3.1, 4.1
Word order	Apply proper word in main and dependent clauses.	1.1, 1.2, 3.1, 4.1
Passive constructions with modal verbs	Incorporate the modals <i>können</i> , <i>dürfen</i> , <i>sollen</i> , <i>wollen</i> , <i>mögen</i> and <i>müssen</i> into passive formations.	1.1, 1.2, 3.1, 4.1
Use of indirect objects and verbs which take the dative case	A noun or pronoun in the dative case in an active sentence must remain in the dative case in a passive construction.	1.1, 1.2, 3.1, 4.1
The impersonal use of <i>es</i> and expression of general situation	Correctly use the grammatical subject <i>es</i> and the 3 rd person singular in passive sentences.	1.1, 1.2, 3.1, 4.1

**Hamburg Area School District
Course Plan
German IV**

Course Name: German III

Unit: Substitutes for the Passive Voice

Time Line: 2 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
The use of the pronoun <i>man</i>	Avoid the use of the passive when the agent is unclear or not expressed by using the pronoun <i>man</i> plus an active verb.	1.1, 1.2, 2.1, 3.1, 4.1
Reflexive verbs	Use active reflexive constructions to avoid the passive when the subject is a thing or an idea.	1.1, 1.2, 2.1, 3.1, 4.1
<i>Sich lassen</i> plus an infinitive	Use the reflexive verb <i>lassen</i> and an active infinitive in lieu of passive constructions using <i>können</i> plus a passive infinitive.	1.1, 1.2, 2.1, 3.1, 4.1
<i>Sein</i> plus <i>zu</i> plus an infinitive	When expressing what is done or what must, should or can be done use forms of <i>sein</i> plus <i>zu</i> plus an infinitive in lieu of <i>müssen</i> , <i>sollen</i> and <i>können</i> plus a passive infinitive.	1.1, 1.2, 2.1, 3.1, 4.1

**Hamburg Area School District
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German IV**

Unit: The Subjunctive Mood

Time Line: 5 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
The conditional subjunctive (Subjunctive II) in informal or spoken German	Use the forms of the subjunctive verbs <i>wären</i> , <i>würden</i> and <i>hätten</i> to express unreal or contrary to fact conditions (dreams and aspirations). Use proper word order in <i>wenn</i> and <i>dann</i> clauses.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
The conditional subjunctive in written German or formal German.	Use the simple past tense form of a strong verb plus <i>e</i> , <i>est</i> , <i>e</i> , <i>en</i> , <i>et</i> , <i>en</i> as personalized endings. Add umlauts where possible. Use the simple past forms of weak verbs.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
The conditional subjunctive in the past tense	Use the correct form of <i>wären</i> or <i>hätten</i> as the auxiliary plus the past participle of the main verb to form the conditional subjunctive past tense.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2
Indirect speech (Subjunctive I)	Discern between direct and indirect speech. Form indirect speech by using the present tense stem of the verb with no umlaut added and the subjunctive personal endings. Recognize <i>sein</i> as the exception because it does not add <i>e</i> in the 1 st and 3 rd persons singular. Understand subjunctive I in present, present perfect, future and future perfect tenses.	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

**Hamburg Area School District
Course Plan
German IV**

Course Name: German IV
Unit: Musik im Unterricht
Music in Instruction

Time Line: 5 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Music in instruction	Use modern German, Swiss, and Austrian music according to student interest and with teacher approval to build comprehension skills, reinforce any topics covered in German Levels I-IV, and challenge students to pursue their own interests in German for personal enjoyment and enrichment.	1.1, 1.2, 1.3, 2.1, 2.2,3.1, 3.2, 4.1, 4.2, 5.1, 5.2

**Hamburg Area School District
Course Plan
German IV**

Course Name: German IV
Unit: Film im Unterricht
Film in Instruction

Time Line: 8 cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Extra	Use Discovery Education Extra Series to challenge students comprehension and cultural understanding with real life situational comedy.	1.1, 1.2, 1.3, 2.1, 2.2,3.1, 3.2, 4.1, 4.2, 5.1

**Hamburg Area School District
Course Plan
German IV**

Course Name: German IV
Unit: Internet im Unterricht
Internet in Instruction

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Internet as a catalyst to expand learning	Use modern German, Swiss, and Austrian websites and German www.google.de hits according to student interest and with teacher approval to build comprehension skills, reinforce any topics covered in German Levels I-IV, and challenge students to pursue their own interests in German for personal enjoyment and enrichment.	1.1, 1.2, 1.3, 2.1, 2.2,3.1, 3.2, 4.1, 4.2, 5.1, 5.2