

GBCS Curriculum			GRADE: 9-12		SUBJECT: German 3			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
			<p>COMMUNICATION: Communicate in languages other than English --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.</p> <p>CULTURE: Gain knowledge and understanding of other cultures --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</p>	<p>1. *What is a fluent German speaker? *How does one construct meaningful expression in German? *What is necessary to extract or convey meaning? 2. What are top selling products and services in Germany and the U.S. and how does this express priorities or values?</p>	<p>1. Expressing wishes (1B) 2. Understand the comparative importance and use of Health Spas? (1A - die Kur) Understand availability, price & regulation of organic products in Germany. (1B) Know where and how to buy what you need in Germany. (2A) (3) write a cover letter (3) how to interview for a job (4) writing about environmental concerns. (4) comparing environmental regulation and attitudes between Michigan and Germany (4) jobs in Germany related to the environment</p>	<p>(1A) vocabulary relating to body, hygiene and health. (1B) Writing about organics in Germany (2B) Besorgungen vocabulary, Polite requests, culture of "downtown" Fussgangerzone. (3A) vocabulary relating to the office and how to interact (3B) Careers in Germany Writing about wants and desires for the future. (4A) vocabulary relating to nature (4) German geography (4B) vocabulary relating to the environment (4) reporting and using indirect speech</p>	<p>Mosaik 3, Text, Workbook, Supersite with V-Text, Goethe Institute websites including: Step into German, /vimeo videos</p>	<p>vh/central exercises, Mosaik quizzes and tests will be used as the foundation for formal formative and summative assessments in reading, writing, and listening, with presentational projects providing oral fluency assessment.</p>

		<p>CONNECTIONS: Connect with other disciplines and acquire information --Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language --Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p>COMPARISONS: Develop insight into the nature of language and culture --Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own --Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES: Participate in multi-lingual communities at home and around the world --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.</p>	<p>How do patterns of daily living differ in GermanUS/? How has history influenced and formed current German and American cultural practice? *What similarities do Germanic Languages like German & English share? What patterns exist in language formation and how do they compare? How are personal choice and opportunity influenced by culture in Germany and in the U.S.? Where and when are my language skills useful? *</p>	<p>How do Germans/Americans maintain personal health (1A) How/where are medicines dispensed/regulated? Medical treatments developed in Germany (1A) Potsdamer Conference. (1B) Words we can't translate</p>	<p>1. (2A) Pedestrian zones. (2a) Post office functions (2A) the emotional context with Heimat. (1A) Reflexive Verbs (1B) subjunctive case.</p>	
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