

German IV/V Course Outcomes and Goals

Course and Unit Outcomes are shown as combined for German IV and V since themes, grammar points, and literary selections can be interchanged between the two levels. Similarly, the themes can be repeated but different pieces chosen to deliver the content and grammatical points of emphasis. Where several pieces are listed, the teacher decides which will be utilized based on student abilities, interests and work ethic.

For purposes of these outcomes successful completion is achieved only when the students read the chosen literature or excerpts, focus on the audio/visual materials used in class and complete the assignments to the best of their abilities.

The instructor reserves the right to incorporate new media and other materials at these levels in order to best prepare the students for their post-secondary language courses.

- Resources /Materials:
- Vater im Baum, Margret Wendt
 - Zeit der Soldaten,
 - Zeitsätze, Rudolf Otto Wiemer
 - O Wie Schön ist Panama, Janosch
 - Der Märchenkönig, Langenscheidt
 - Aschenputtel, Gebrüder Grimm
 - Das Doppelte Lottchen, Erich Kästner
 - Keine Panik, Langenscheidt
- Romea und Julian, (Utbildningsradion, Finlands Svenska Radio, Norsk Rikskringkasting, Danmarks Radio and Roman Schatz Ltd.)
- Der Erlkönig, Johann Wolfgang von Goethe
 - Wenn Menschen Haifische wären, Bertolt Brecht
 - Die Verwandlung, Franz Kafka
 - Struwwelpeter, Heinrich Hofmann
 - Die Weiße Rose, Inge Scholl
 - Die Flaschenpost, Klaus Kordon
 - Rennschwein Rudi Rüssel, Uwe Timm
 - Emil und die Detektive, Erich Kästner
 - Im Lande der Schokolade und Bananen, Karin Gündisch
 - Das Paradies Liegt in Amerika, Karin Gündisch
 - Das Kopftuch, Patricia Mennen
 - Yildiz Heißt Stern, Isolde Heyen
 - Haus ohne Hoffnung, Langenscheidt
 - Verliebt in Berlin, SAT 1
 - Internet News Sites
- Komm Mit Grammatikheft & Tutorials, excerpts Chapters 3,4,5,8 9,10
- Harper Collins German-English, English-German Dictionary
- Schaum's German Grammar, 4th edition, Elke Gschossmann-Hendershut
- Teacher Resources – Amsco Publications
- Internet sites
- Realia Items
- German Music/Song Selections
- German Films and film excerpts e.g,
- Cinderella, Walt Disney Studios*
 - Die Weiße Rose, film 1982 Michael Verhoeven*
 - Das Doppelte Lottchen, film 1950 Josef von Báky,*
 - Charlie & Louise, das Doppelte Lottchen 1994 Joseph Vilsmaier*
 - Rennschwein Rudi Rüssel, film 1995 Tom Kimmig*
 - Emil und die Detektive, film 1931 Gerhard Lamprecht, 1954 Robert Stemmle, 2000 Franziska Buch*

Berlin Journey of a City, English documentary 2006, 1994 Bolthead Communications
Der Tunnel, film 2001 Roland Richter
Good Bye Lenin, film 2003 Wolfgang Becker
Die Nikolaikirche, film 1995 Frank Beyer

Games – Vocabulary and Grammar Building

Instructor designed materials and activities

Upon successful completion of these two upper level courses students will be able to:

Interpersonal Communication Goals:

1. discuss and defend an option on selected topics
2. ask and answer a variety of questions that require follow-up questions and responses for more information.
3. defend personal preferences, feelings and opinions with more complete explanation
4. suggest options for solving problems related to personal needs and needs of others.
5. ask for clarification and suggest alternative words to ensure understanding.

Interpretive Goals: Listening and Reading

6. understand spoken language that incorporates familiar as well as more advanced vocabulary and structures.
7. comprehend main and some supporting ideas of selected authentic materials, including videos, audio and TV/internet broadcasts.
8. understand selected, more complex written materials on a variety of topics and formats.
9. comprehend main idea and key supporting ideas of longer and more complex authentic texts
10. use both on-line and hard copy dictionaries to look up words that cannot be deciphered via previously learned strategies.
11. use technology to access information in the target language (web searches)

Presentational: Speaking and Writing

12. dramatize and present student created works and dramatize stories or excerpts from stories
13. research, write and present on a topic that has been pre-selected.
14. write and deliver a short presentation about their school or community (GAPP)
15. recount a story with substantive description and detail

Culture:

Practices:

16. interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations (also GAPP)
17. participate in age appropriate games, songs, and holiday celebrations. (GAPP)
18. identify some common beliefs and attitudes within the culture studied and compare them to own beliefs and attitudes (drinking ages, alcohol consumption, drunk driving laws, health care system, over-the-counter drug availability, environment) (also GAPP)
19. discuss, compare and contrast activities, beliefs and attitudes from other cultures to their own.
20. examine the role and importance of historical events.

Products:

21. associate culinary specialties with different regions of Germany and the German speaking countries
22. compare culinary specialties to those found in Wisconsin and other parts of the U.S. (GAPP)
23. recognize the Euro, its denominations for bills and coins and understand and compare the value and physical characteristics to the US \$ (GAPP)

- 24 use and understand Celsius for temperatures (*GAPP*)
- 25. identify historical and contemporary influences from Germany and German speaking countries that impact today's society (*GAPP*)
- 26. identify major contributions and historical figures (Gebrüder Grimm, Christmas traditions and decorations, Geschwister Scholl, Adolph Hitler, Helmut Kohl, Konrad Adenauer, Erich Honecker, Hans-Dietrich Genscher, Richard von Weizsäcker) (*also GAPP*)

Across Disciplines:

- 27. read material, listen to and/or watch programs in German on topics from other classes (religion, social studies, language arts, music)

Added Perspective

- 28. access information in the language studied to gain greater insight
- 29. read, view, listen to and talk about subjects contained in popular media to gain added perspective.

Comparisons:

- 30. Identify cognates and prefixes to derive meaning
- 31. Identify cultural characteristics of the languages, formal vs. informal, levels of politeness
- 32. Compare the sound-symbol relationship of English to German
- 33. identify cultural characteristics of the language, e.g. formalities, levels of politeness, informal and formal language

Communities

- 34. tutor students in lower level language classes
- 35 use e-mail/facebook and other social networks to exchange information with a student at Assumption's GAPP partner school, Hans-Leinberger Gymnasium in Landshut, Bavaria
- 36 participate in Assumption's GAPP exchange program

Personal Enrichment

- 37 use various media, e.g. music, internet, film etc. for pleasure
- 38 look for opportunities to learn more about languages and culture (internet, TV)
- 39. investigate careers where German speaking ability is needed or desired
- 40. deepen their understanding of other cultures through various avenues, such as cuisine, sport, art, theater or dance.
- 41.travel to Germany and other German speaking countries with family or travel to Landshut, Germany with GAPP, attend school, and visit neighboring German speaking countries (*GAPP*)
- 42 use following grammatical rules to advance linguistic accuracy:

Review structures from German 1 and 2 and 3

- gender use of definite and indefinite articles
- present tense conjugation of regular verbs, irregular verbs (sein and haben), vowel-stem changing verbs, separable prefix verbs, modals verb *and werden*
- substitution of pronouns for nouns (subjects and objects/nominative and accusative cases)
- comparative and superlatives of adverbs and adjectives (*Note: This was an extension from the text materials*)
- subjects and direct objects (nominative and accusative cases)
- prepositions that take the accusative case (*Note: This was an extension from the text materials*)
- word order in sentences and questions and modal construction and separable prefix verbs, inverted word order
- word order using time phrases (*Text extension: Time, Manner, Place*)
- word order in subordinating clauses using subordinating conjunctions (weil, dass)
- negation of statements, kein vs. nicht and word order of kein..mehr

past participles for regular, irregular, hybrid, separable and inseparable prefix verbs
haben + sein as auxiliary verbs

past participles for hybrid verbs

word order using past participles and helping verbs

dative case for definite and indefinite articles

dative pronouns

dative expressions/phrases

dative verbs

word order for direct and indirect objects in main sentences and dependent clauses

word order for indirect object pronouns in main sentences and dependent clauses

dative prepositions, meaning and usage variation

reflexive pronouns, accusative and dative

reflexive verbs

reflexive verbs with accusative or dative prepositions

word order of reflexive pronouns in main sentences and dependent clauses

würde construction

Konjunktiv II - Präsens (sein, haben, modal verbs)

word order of subjunctive in main sentences and dependent clauses

Präteritum of regular, irregular, hybrid, modal and auxiliary verbs

word order of preterite verbs in main sentences and dependent clauses

attributive adjectives and adjective endings for der, ein and unpreceded nouns.

43. use more complex grammatical structures to advance linguistic accuracy and enhance communicative proficiencies:

adjective endings for ordinal numbers

als vs. wenn vs. wann vs. ob

subordinating conjunctions

word order using subordinating conjunctions and subordinating clauses

two-way prepositions (accusative versus dative)

relative pronouns

word order for relative clauses

placement of relative clause in respect to its antecedent

genitive for possession

genitive prepositions

zu constructions

um...zu constructions

wo and da compounds

Plusquamperfekt (past perfect)

lassen

passive voice, present and simple past tenses

Konjunktiv II Perfekt + Modal verbs

Konjunktiv I and indirect discourse

Course Assessments

- a. Daily language participation (oral and homework assignments)
- b. Partner activities (Partnerarbeit)
- c. Vocabulary/grammar quizzes
- d. Chapter/unit quizzes and exams
- e. Oral presentations
- f. Communicative projects
- g. Variety of writing assignments, short paragraph, essay, story
- h. Weekly journal assignments
- i. Monthly current events articles (written summary and oral presentation)
- j. Semester exam worth 10% of semester grade

Unit 1: Life's Ifs and Whenevers

Vater im Baum, Zeit der Soldaten, Zeitsätze

Upon successful completion of this unit students will be able to:

1. report about events, repeated and singular, in the present and past .
- 2 ask and report about someone else's events
4. discuss setting and events of selected readings
5. relate events in time to one's own life and a relative's life, write personal Zeitsätze
7. extend plot and story line into the future
8. re-write events (present and past) under different circumstances
9. research and present information regarding an author important events in the author's life
10. associate sounds with verb phrases, German onomatopoeia
11. apply grammar points:
 - preterite
 - subordinating conjunctions to give explanations
 - als vs wenn vs wann vs ob

Unit 2: - No Place Like Home

O Wie Schön ist Panama, Rennschwein Rudi Rüssel, Keine Panik, Romea und Julian
Das Arme Schwein

Upon successful completion of this unit students will be able to:

1. describe one's friends and surroundings
2. describe selected scenes within story
3. find settings on world and country maps
4. identify geographical features in story settings and significance to region
5. analyze family roles, traditional, contemporary and non-traditional
6. demonstrate listening comprehension by answering key questions, T/F or multiple choice selections
7. re-enact selected conversations/scenes in story
8. re-write final scene or create post story ending (xx years in future)
8. research real estate, purchase and rental
9. convert square meters to square footage
10. compare and contrast costs and offerings to own town or equivalent sized city in U.S.
11. research and present information regarding important events in an author's life.
12. research German state and present information, e.g statistics and Sehenswürdigkeiten and culinary specialties to class
13. prepare and share culinary specialty
14. compare and contrast audio/visual renditions to original text
14. apply grammar points:
 - attributive adjective endings
 - ordinal numbers
 - preterite
 - reflexive verbs
 - wo/da compounds
 - infinitive verb phrases

Unit 3 - A Fairy Tale Come True

Der Märchenkönig, Aschenputtel

Upon successful completion of this unit students will be able to:

1. tell who König Ludwig II is

2. describe König Ludwig as a monarch and a person
3. name castles built by Ludwig and their locations in Germany
4. name architectural styles of Linderhof, Neuschwanstein, and, Herr Chiemsee
5. recognize castles from video and print materials (*GAPP visits*)
6. trace Wittelsbach dynasty family tree
7. summarize accomplishments (buildings, monuments, innovations) of König Ludwig II and forefathers.
8. identify impact of life on current German economy, culture and cultural heritage
9. locate Füssen on German map, describe location in relation to castles Neuschwanstein and Hohenschwangau (*visit during GAPP*)
10. research basic facts, history and Sehenswürdigkeiten in Füssen
11. read German highway map and determine best Autobahn/motorway routes to designated destinations
12. relate distances, costs, time to various means of transportation (air, car, train)
13. convert kilometers to miles
14. convert Euros to US \$
14. connect ideals and dreams to those of Walt Disney
15. compare and contrast Grimms Aschenputtel to Disney's Cinderella
16. apply grammar rules
 - preterite
 - Plusquamperfekt
 - genitive case
 - genitive prepositions
 - two-way prepositions

Unit 4 – Österreich

Das Doppelte Lottchen

Upon successful completion of this unit students will be able to:

1. locate Austria on a European map
2. relate Austria's location in regards to Germany and other European nations
3. name well-known Austrians in a variety of fields and their contributions to society
4. list major geographical features in Austria
5. identify Austrian states on a map
6. recognize products in America which were developed/invented by Austrians
7. name the capital of Austria
8. recognize Sehenswürdigkeiten in Austria's capital
9. distinguish the twins by characteristics, traits, abilities, residence, and parent
10. name the key adults, their professions, income and social status
11. summarize the twins efforts to discover their relationship
12. speculate reasons for divorce
13. state text's reasons for divorce
14. describe the dual female manipulations on Herr Palfy (Irene and Lotte)
15. explain the differences in the Palfy and Körner households and in the schools after the switch
16. summarize scenes in film (1950)
17. identify common elements from story used by Walt Disney
18. contrast Disney versions with Kästner's story and movie
19. compare and contrast Das Doppelte Lottchen 1950 and Charlie and Louise 1994
20. design, construct and create a game (physical or virtual) which incorporates all aspects of story including Austria, city settings and details of such, characters, plot, and grammar points.
21. apply grammar rules:

preterite

subordinating conjunctions

Relative Pronouns

Konjunktiv II Perfekt

Unit 5 – The Classics (Poetry and Literature) [* items under development]

Der Erlkönig, Struwwelpeter, Wenn Menschen Haifische Wären*, Die Verwandlung*

Upon successful completion of this unit students will be able to:

1. summarize story events with and without visual aids
2. put stories into chronological order
3. determine key events in stories
4. associate key vocabulary with pictures from scenes
5. compare stories with similar ones in U.S. pop culture (Elmer Fudd & Bugs Bunny episodes)
6. determine story audience, moral and or message
7. discuss and/or debate applicability to today's society
8. summarize story, state personal opinion and defend story and moral with reasons
9. dramatize or depict story using other media (music, art)
10. analyze other renditions and determine story elements within the rendition (Schubert/Rammstein)
11. state background and author's impetus for story or poem
12. research story setting(s)
13. research and present information regarding an author important events in the author's life
 13. locate setting on German/European map
 14. discuss historical background for stories and/or story setting
 15. compare and contrast with English version (if available)
 16. discuss language differences and possible reasons for these differences
 14. hypothesize about events in the present, future and the past
15. express regret, perplexity
 17. apply grammar rules:
 - imperative
 - preterite vs. Perfekt
 - Konjunktiv II Präsens
 - Konjunktiv II Perfekt
 - Konjunktiv II Perfekt with Modal Verbs
 - Passive Voice (Present and Preterite)

Unit 7 – A History of Emigration and a Land of Immigrants [new unit: development pending]

Im Lande der Schokolade und Bananen, Das Paradies liegt in Amerika

Upon successful completion of this unit students will be able to:

1. identify reasons for emigration
 2. identify challenges immigrants face along the journey
 3. identify challenges immigrants face towards assimilation
 4. identify ways "natives" and native society try to take advantage of immigrants
 5. graph immigrant populations and dates of major immigrations from Europe to America
6. compare and contrast current immigration issues with historical ones from Das Paradies
 7. compare and contrast historical and present day German immigration issues with those in America
 8. list issues facing immigrant children vs immigrant adults
 9. describe the way laws have hindered/aided immigrants in Germany and the U.S.
 10. research German immigration to Wisconsin
 11. apply grammar rules:

Unit 8 - Back- und Kochvergnügen Wie Noch Nie

Upon successful completion of this unit students will be able to:

1. follow instructions for making a recipe
2. translate a recipe from German to English
3. convert measurements from metric to English, Celsius to Fahrenheit
4. compare own translation with official one from publisher
5. identify common German measurements for cooking or baking
6. contrast cooking and baking measurements German and American
7. make a German recipe
8. summarize steps in German using passive voice
9. demonstrate how to make the recipe
10. critique outcome of recipe in a taste test versus picture
11. apply grammar rules
 - passive voice
 - imperative
 - sequencing vocabulary
 - subject/verb agreement
 - agent in passive voice

Unit 9 – Resistance to a Dark Force

Die Weiße Rose, Bud's book, Sophie Scholl die Letzten Tage

Upon successful completion of this unit students will be able to:

1. name the key players in the White Rose Resistance movement
2. memorize key vocabulary items related to the resistance movement
3. research settings of Forchtenberg and Ulm
4. research and present information regarding an author important events in the author's life
 5. describe Forchtenberg and Ulm from the children's perspective
 6. discuss and debate children's vs. adult reactions to Hitler
 7. state the positive and negative aspects of the Hitlerjugend
 8. compare and contrast the initial activities and attractions of Hitlerjugend with modern day youth groups
 9. explain the steps and events leading to Hans' disillusionment with National Socialism and his decision to resist it
 10. define the role of religion among key members of the White Rose
 11. attribute quotes from story to characters
 12. depict artistically selected quotes from story
 13. summarize the stories events leading up to arrest
 14. summarize the events leading from arrest of White Rose resistance members to their execution
 15. describe the reactions of the parents, members and Gestapo during and after the trial
 16. tell the outcomes of the White Rose's efforts following their execution
16. apply grammar rules:
 - preterite
 - Plusquamperfekt
 - relative pronouns
 - Konjunktiv I and Indirect discourse
 - Passive Voice – Present and Preterite

Unit 10 – Berlin, Past and Present [*aspects under development]

Emil und die Detektive, die Flaschenpost*, Der Tunnel*, Die Nikolaikirche*, Good Bye Lenin

1. order events to dates associated with end of WWII to Die Wiedervereinigung

2. trace the East-West German border
3. name the states located on the two sides
4. name the occupying nations of post WWII Germany
5. define key components of a capitalist versus socialist/communist state
6. describe the wall and border system
7. trace the wall division in Berlin
8. state "items" missing from each side after the division, e.g. opera house, university
9. examine currencies (Reichsmark, D-Mark, Ost Mark)
10. locate streets and landmarks and geographical features on pre-1989 Berlin (west production) map
11. match pictures of key landmarks to dates/eras in Berlin's history
12. locate the Spree River and its tributaries on Berlin city map and map of Germany
13. research and present information regarding an author important events in the author's life
14. describe the main characters of the story
15. draw parallels between the characters in Emil and persons in Erich Kästner's life
16. summarize the events of each chapter
17. discuss small town vs. big city characteristics and behaviors
18. name the defining characteristics of Berlinerisch vs. Hochdeutsch
19. imitate Hochdeutsch pronunciation
20. translate Berlinerisch to Hochdeutsch
21. write return letters from Lika to Matze and vice-versa
22. predict the "Ablauf" of the phone conversation between Matze and Lika
23. predict Emil's reaction when he discovers that his money is gone
24. predict what the group will do once the thief enters the bank
25. re-enact conversations between Emil and his grandmother, Emil and his mother, and Emil and the reporter
26. attribute quotes to characters in the story
27. detail acts of friendship and "love thy neighbor" in Emil
28. write an answer for an advice column for elementary students on the do's and don'ts of traveling alone from the country to the city
29. write the story for the Neustaedter newspaper with Emil as a hometown hero
30. re-tell the story from the viewpoint of another detective or Pony Hütchen
31. role play conversations with one of the other detectives and their parents
32. describe the methods used by East German government and the Stasi to control its citizens.
33. sequence the events which led up to November 9, 1989
34. name the key politicians in power during 1989
35. describe the reactions, initial and delayed to re-unified Germany
36. define the Montagsdemonstrationen
37. explain the risks/consequences of defection or thoughts of defection from East to West
38. draw comparisons to civil uprisings in the 1950's and 1960's in Communist countries to the events leading up to November 9, 1989
39. examine reasons for both the construction and fall of the Berlin wall
40. point out which pieces of die Wende were re-written to protect Alex's mother
41. name key products associated with Ostalgie movement
42. predict the meeting between Matze and Lika
43. expand the story between Matze and Lika past the ending to include the events of 1989.
44. defend or criticize the movement in the U.S. to build a wall on its border with Mexico based on a divided Germany and the Berlin wall.
45. compare and contrast the book Emil with the 2000 movie
46. apply grammar rules:
 - relative pronouns
 - preterite
 - Konjunktiv II Perfekt & Modal Verben
 - Plusquamperfekt
 - passive voice

Unit 11 – Minorities and Multiculturalism in Germany [new unit: development pending]

Das Kopftuch, Ylidiz Heißt Stern, Haus ohne Hoffnung

1. identify minority groups in Germany
2. state reasons for various minorities existence in Germany
3. discuss challenges to assimilation in German society
4. list reactions of Germans to new immigrant groups
5. discuss political impact of immigrants on German society
6. name steps and hurdles to German citizenship
7. define Ausländerfeindlichkeit and explain its manifestations in Germany
8. describe the role of the minority woman in Germany
9. name cultural and generational conflicts within immigrant families
10. compare and contrast issues of Ausländerfeindlichkeit with historical treatment of minorities in Germany
11. define who is German
12. compare and contrast minority populations in the U.S. and Germany
13. compare minority populations of Germany with Austria and Switzerland
14. apply grammar rules:

Unit 12 – Current Events

Upon successful completion of this unit students will be able to:

1. paraphrase main points and supporting details of German news article into English
2. summarize main points and supporting details in own words in German in written and oral fashion.
3. identify new vocabulary and find English equivalents
4. draw comparisons to similar issues or articles on topic in the U.S. and U.S. media.
5. critique understanding of article
6. apply grammar rules:

create with previously taught grammatical structures and vocabulary to promote communication and demonstrate more advanced proficiency.

(e.g. present, Perfekt, preterite, word order, subject/verb agreement, gender and case)

Unit 13 - Verliebt in Berlin

1. find English equivalent to selected vocabulary
 2. follow story line without supporting text
 3. attribute quotes to characters within the episode
 4. summarize main points of episode
 5. discuss actions and reactions in episode
 6. predict outcome in next episode
5. apply grammar rules:
promote communication and demonstrate understanding of episode.
(e.g. present, Perfekt, preterite, word order, subject/verb agreement, gender and case).
incorporate and create with newly learned grammar point(s) to promote communication and demonstrate more advanced proficiency
create with previously taught grammatical structures and vocabulary to

Celebrations, Festivals and Holidays

Wisconsin Model Academic Standard for World Languages D2 Cultural Activities:

Students will participate in and learn about age-appropriate cultural activities such as games, songs and holiday celebrations.

In accordance with this standard the following topics will also be integrated throughout the year. In each instance students will participate in games, crafts, songs, food preparation and tasting as well as other practices associated with each event. These may include all or some of the following in the academic year:

Geburtstage/Namestage

Sommer - Eiscafé

Oktoberfest

Tag der Deutschen Einheit

Reformation/Allerheiligen

Martinstag

Erntedankfest

Nickolaustag

Advent

Weihnachten

Drei Königstag

Valentinstag

Fasching

Ostern

1.Mai

Muttertag

Pfingsten