

**Effective Date:**

## **Hamburg Area School District**

**Name of Course: German III**  
**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 2 (Fundamentals of German), Amsco School Publications, 2007**  
**Grundlage Deutsch 3 (Fundamentals of German), Amsco School Publications, 2007**  
**National Standards in Foreign Language Education**

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

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

**Course Name: German III**

**Unit: Was hast du während des Sommers gemacht? (What did you do this summer?)**

**Time Line: 2 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Summer time activities written form (Level II review of simple past)	Read and respond to questions from a story of summer time activities using weak, mixed, and strong verbs employing simple past tense.	1.1, 1.2
Summer time activities oral form (Level II review of conversational past)	Using conversational past (present perfect) tense of weak, mixed and strong verbs, write a letter discussing summer time activities. Reading this letter and employing correct pronunciation, and natural tone and cadence, introduce self to class and talk about summer time activities.	1.3, 5.1, 5.2

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**Unit: Past perfect, future and future perfect tense verbs**

**Time Line: 3 cycles**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Past perfect tense of regular (weak) and irregular (mixed and strong) verbs	Using understanding and review of the present perfect tense, incorporate forms of the past tense helping verbs <i>hatte</i> and <i>war</i> to form the past perfect tense.	1.1, 1.2, 1.3, 3.1, 4.1
Future tense  Future tense with modals	Using forms of the auxiliary (helping) verb <i>werden</i> and verb infinitives and employing proper word order, form the future tense.  Incorporating the use of the sentence structure of the form of <i>werden</i> 2 <sup>nd</sup> , followed by the infinitive of the main verb and infinitive of the modal verb ending the clause or sentence, use the future perfect to understand and communicate intent and necessity.	1.1, 1.2, 1.3, 3.1, 4.1
Future perfect tense	Using understanding and review of past participles of regular and irregular verbs and the proper use of <i>haben</i> vs. <i>sein</i> as a helping verb, incorporate the structure of the future perfect tense to understand and communicate action which will have occurred by a certain time in the future.	1.1 1.2 3.1 3.2 4.1

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**Course Name: German III**

**Unit: Case and Definite and Indefinite Articles**

**Time Line: 2 cycles**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Gender patterns	Apply the correct gender to nouns based on memorization and linguistic features.	1.1 1.2 2.1
Declension of articles	Compare and contrast the use of declension to conjugation.	3.1 4.1
The use of nominative, accusative, dative and genitive cases and articles	Understand the terms subject, predicate noun, direct object, indirect object, objects of accusative, dative, genitive and doubtful (motion vs. no motion, figurative vs. literal use) prepositions, verbs to which the dative case applies, accusative of time, and possession. Apply correct definite and indefinite articles based on gender and case. Use <i>kein</i> and its forms to express the lack of something. Apply the addition of -n or -en to strong nouns ( <i>i.g. der Name, den Namen</i> ). Apply -s or -es to genitive singular of masculine and neuter nouns ( <i>i.g. das Buch, des Buches</i> ).	1.1 1.2 1.3 3.1 3.2 4.1 4.2 5.1

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**Unit: Case and Definite and Indefinite Articles**

**Time Line: 2 cycles**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p><i>Wo-</i> and <i>da-</i> compounds</p> <p>Prepositions</p> <p>Prepositional idioms</p>	<p>Use <i>wo-</i> and <i>da-</i> compounds for inanimate objects as objects of prepositions. Insert the letter 'r' when the preposition begins with a vowel.</p> <p>In prepositional phases assign the case of animate objects based on the case the preposition governs. In regard to the prepositions <i>an</i>, <i>auf</i>, <i>hinter</i>, <i>in</i>, <i>neben</i>, <i>über</i>, <i>unter</i>, <i>vor</i> and <i>zwischen</i> decide between dative and accusative based on where vs. to where.</p> <p>When the prepositional use is figurative not literal, location is not used , but the case is looked up or memorized.</p>	<p>1.1 1.2 1.3 2.1 3.1 3.2 4.1 4.2 5.1</p>

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**Unit: Case and Pronouns**

**Time Line: 2 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Personal pronouns and declension	Correctly apply the forms of the pronouns ich, du, Sie, er, sie, and es, wir, ihr and sie according to case.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1
Indefinite pronouns	Use <i>man</i> , <i>einen</i> , <i>einem</i> , <i>eines</i> to express one (or you) and its forms. Use <i>jemand(en,em)</i> to express someone or somebody. Use <i>niemand(en,em)</i> to express no one or nobody. Use <i>jemandes</i> as someone's and <i>niemandes</i> as nobody's.	3.1, 4.1

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**Unit: Plurals**

**Time Line: 3**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Plurals based on group	Apply the correct of the five plural groups with variations to nouns based on memorization and linguistic features.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1
Articles as applied to plural	Apply correct definite based on number. Apply one set of definite articles to ALL plurals regardless of the original gender in the singular.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1
Possessive adjectives	Review and correctly apply the possessive articles ( <i>meine, deine, etc.</i> ) in lieu of the singular indefinite article <i>ein</i> . Use <i>kein</i> and its forms to express the lack of something.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1
Demonstrative adjectives	Incorporate the use of demonstrative adjectives using adjectival endings similar to those of definite articles.	3.1, 4.1

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**Unit: Relative and Interrogative Clauses**

**Time Line: 4**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Relative pronouns  Interrogative pronouns	Use correct relative pronouns based on gender, number and case within the clause.  Use correct interrogative pronouns based on gender, number and case within the clause.  Discern between relative and interrogative clauses to correctly choose pronoun. Employ proper word order and punctuation.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1
Relative pronouns preceded by prepositions and <i>wo</i> - compounds	Use <i>wo</i> - compounds for inanimate objects.	3.1, 4.1
<i>Wo</i> as a relative adverb	Use <i>wo</i> to indicate location.	3.1, 4.1
General interrogative pronouns	Use <i>wer</i> or <i>was</i> if there is no antecedent, the antecedent is a phrase, the antecedent is an indefinite numerical neuter or abstract noun, or when using an indirect question.	3.1. 4.1



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**Unit: Adjectives**

**Time Line: 8**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Need for adjectival endings	Discern between adjectives which may have endings and predicate adjectives which do not.	3.1, 4.1
Strong adjectival endings	Use after <i>ein</i> or a possessive adjective without an ending, when there is no article, after numbers and indefinite numerical neuters in the plural .Apply endings as appropriate according to gender, case and number. Memorize ending patterns.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1
Weak adjectival endings	Use after definite articles, <i>alle</i> in the plural, plural possessives, and <i>ein</i> with an ending, and <i>derjenige, derselbe, dieser, jeder, jener, solcher, mancher, welcher</i> and <i>kein</i> in the plural. Apply endings as appropriate according to gender, case and number. Memorize ending patterns.	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1
Ordinal vs. cardinal numbers	Correctly apply endings to numbers according to whether they are ordinal or cardinal numbers.	3.1, 4.1
Adjectives as nouns	Apply the correct endings to adjectives used as nouns and adjectives used as nouns after indefinite pronouns.	3.1, 4.1