



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

German 3

Course Description:

The curriculum for this introductory elective course is developed from the [Wisconsin Standards for World Languages](#). Students will be exposed to the cultures of German speaking countries and practice skills related to: reading, writing, speaking and listening. Grades are determined by performance assessments, quizzes, tests, projects and daily work. This course receives .5 credits per trimester.

Mastery Standards:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Expected [proficiency level](#) at the end of this course: Intermediate Low

Unit	Description of Unit and Learning Targets
<p>Unit Title: Einander kennen lernen (Identify and belonging)</p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> Who am I and who are my friends? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify the topic and related information from simple sentences in short informational and fictional texts. Identify the main idea in short conversations. Request, and provide information in conversations about myself and others by creating simple sentences and asking appropriate follow-up questions. Express, ask about, and react with some details to personal preferences and feelings by creating simple sentences and asking appropriate follow-up questions. Present personal information about life and activities, using simple sentences. Converse with others from the target culture in familiar situations at school, home or play, and show interest in cultural and linguistic similarities and differences. Identify goals for language learning and use for personal or community life, and then reflect on progress in order to plan next steps.
<p>Unit Title: Bist du fit? (Healthy mind in a healthy body)</p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> How does doing sports create a 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify the topic and related information about sports and training from simple sentences in short informational and

<p>healthy lifestyle?</p>	<p>fictional texts.</p> <ul style="list-style-type: none"> ● Identify the main idea in short conversations. ● Request, and provide information in conversations about sports and training by creating simple sentences and asking appropriate follow-up questions. ● Express, ask about, and react with some details to personal preferences and feelings, or opinions on sports by creating simple sentences and asking appropriate follow-up questions. ● Present personal information about the role of sports, using simple sentences. ● Express and explain sports and training preferences using simple sentences ● Compare, in my own and other cultures, popular sports. ● Assess options, plan, take steps, and reflect on the impact of sports in people's lives.
<p>Unit Title: So feiern wir! (Let's Celebrate!)</p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> ● How do celebrated events define and impact the identity of a community? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Identify the topic and related information about holidays and celebrations from simple sentences in short informational and fictional texts. ● Identify the main idea in short conversations. ● Request, and provide information in conversations about holidays and celebrations by creating simple sentences and asking appropriate follow-up questions. ● Express, ask about, and react with some details to personal preferences and feelings, or opinions on holidays by creating simple sentences and asking appropriate follow-up questions. ● Express and explain preferences on holidays and celebrations using simple sentences ● Compare, in my own and other cultures, major holidays. ● Exchange diverse positions and perspectives on celebrating holidays around the world.
<p>Unit Title: Das funktioniert so! (World of Technology)</p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> ● How do advances in science and technology impact our lives today? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Identify the topic and related information about technology in daily life from simple sentences in short informational and fictional texts. ● Identify the main idea in short conversations. ● Request, and provide information in conversations about the advantages of technology by creating simple sentences and asking appropriate follow-up questions. ● Express, ask about, and react with some details to personal preferences and feelings, or opinions on using different forms of technology by creating simple sentences and asking appropriate follow-up questions. ● Express and explain personal technological preferences using simple sentences. ● Compare, in my own and other cultures, products and practices related to technology.. ● Exchange diverse positions and perspectives on technological progress and problems around the world.
<p>Unit Title: Wieder so ein Wetter! (Here comes the sun!)</p>	<p>Students will...</p>

Essential Question:

- How does weather affect our lives?

Learning Targets:

- Identify the topic and related information about various kinds of weather from simple sentences in short informational and fictional texts.
- Identify the main idea in short conversations.
- Request, and provide information in conversations about the weather forecast and climate by creating simple sentences and asking appropriate follow-up questions.
- Express, ask about, and react with some details to personal preferences and feelings, or opinions on weather by creating simple sentences and asking appropriate follow-up questions.
- Express and explain personal season and weather preferences using simple sentences.
- Compare, in my own and other cultures, the weather and the climate.
- Exchange diverse positions and perspectives on climate change and global warming.