

Springfield School District – Special Areas Curriculum Guide – Department:

Course: German 7

Each course curriculum guide is complemented by individual lesson plans developed by the specific instructor.

Month	Content, Essential Questions & Activities	Resources	National/State Standards
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<p>September</p>	<p><u>Vorschau:</u></p> <p><i>What is your name? Introduction to first person pronouns with verb “heissen” (Repeated in Kapitel 1)</i></p> <p>1. Suggested Activities</p> <p><i>A. Allow students to choose a German name from pg 7 & R14 in the Textbook.</i></p> <p><i>B. Students can listen to pronunciation of names on CD pg 7.</i></p> <p><i>C. Model introduction. Have students practice greeting one another with new one minute openers each day.</i></p> <p><i>D. Name Game- First person states – Er ist Konrad, Ich heisse Christina und sie heißt Barbara. Then Barbara introduces the last person, self and next person. Go around the room until everyone has introduced the others.</i></p> <p><i>E. Shuffle ‘Em Up: Have all students make a name tag. Give everyone the wrong name tag. Pick a person, who must go around the room giving everyone the right name tag. When they give the person the name Tag, they must ask “Heißt du Simon?” and the person must respond: “Ja, ich heisse Simon.” Or “Nein, ich heisse Simon nicht”</i></p> <p><i>F. Rare birds: Have each person write on an index card 3 things about them (favorite songs/after school activities/something interesting about them no one else knows) and his/her name. Collect cards. Read one fact and have kids guess who it is: “Heißt er Christian?”</i></p> <p><i>Where is German Spoken? Introduction to German speaking nations, people, culture, and products.</i></p> <p>1. Suggested Activities</p> <p><i>A. Draw & Color in map of German Speaking Countries and German States</i></p> <p><i>B. Choose a city to say where you are from in the German Speaking World.</i></p>	<p><u>Komm Mit</u> Textbook, pages 1-11</p> <p><u>Komm Mit</u> Übungsheft page 1-2.</p> <p><u>Komm Mit</u> Listening Activities page 2</p> <p><u>Komm Mit</u> Student Make-Up Assignments with Alternative Quizzes, page 1</p> <p>Maps to Fill in: German 7\Vorschau\Maps of German Speaking World.docx</p> <p>Memory Name Game: German 7\Vorschau\Memory Name Game.docx</p>	<p>State Standards Met: 1a, 1b</p> <p>1a, 1b, 2a, 2b, 3a, 3b</p> <p>1a, 1b, 4a, 4b</p>
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- C. Memory Game- What is your name, where are you from. Go around the room stating names and where people are from. Those remembering the most amount of students and where they are from win.**
- D. Have students brainstorm their knowledge of German in groups. Groups play like “Scattergories”, getting points for having topics not mentioned by other groups.**

What do German letters sound like? (Alphabet)

1. Suggested Activities

- A. Listen to Alphabet Song on Youtube**
- B. Spell out some fun words & Cognates in German while students write what they hear.**
- C. Play hangman with German words.**
- D. Play Schreiben und Rasieren to find hidden German messages, adding and erasing letters.**

Alphabet Song:
<http://www.bing.com/videos/search?q=German+Alphabet+YouTube&adlt=strict&view=detail&mid=7C104A66A565AC6303567C104A66A565AC630356&FORM=VRD GAR>

Spelling words with the Alphabet: [German 6\Alphabet\Alphabet & Spelling-6.docx](#)

German Cognates: [German 6\Alphabet\German Cognates.docx](#)

Schreiben und rasieren: [German 7\Vorschau\Schreiben und rasieren.docx](#)

1a, 1b

How do you count 1-20 in German? (Repeated in Kapitel 1) What is your Phone Number?

Komm Mit Textbook, pages 12-13

<p>October</p>	<p><u>B.</u> Discuss differences between Frankfurt am Main/ Frankfurt an der Oder. Locate both on the map in the textbook.</p> <p><u>C.</u> Compare the size of Germany and the US. Noticing the size of Brandenburg to be the same size as Maryland.</p> <p><u>D.</u> Powerpoint on the history and importance of Brandenburg</p> <p><u>Kapitel 1</u> Preview Kapitel 1 Learning with Chapter Video</p> <p>Cultural: Addressing Adults with Formality</p> <p>1. Suggested Activities</p> <p>A. Video Clip- Fortsetzung page 7, Video Guide</p> <p>B. Compare with Old English “Thou”</p> <p><u>Kapitel 1, Erste Stufe:</u></p> <p>How do you greet someone in German? How do you say goodbye? Culture: Formality of each greeting/farewell.</p> <p>1. Suggested Activities</p>	<p><u>Komm Mit</u> Textbook, pages 16-24</p> <p><u>Komm Mit</u> Übungsheft page3-5</p> <p><u>Komm Mit</u> Grammatikheft, pages 1-3</p> <p><u>Komm Mit</u> Activities for Communication Pages 1-2</p> <p><u>Komm Mit</u> TPR Storytelling Book, page 1</p> <p>Sentence Strips: German 7\Kapitel 1\1 erste stufe\German greetings sentence strips.doc</p> <p>Clock Partners: German 7\Kapitel 1\Erste Stufe\clock of partners country descriptions- German.doc</p> <p>PowerPoint of Greetings: German 7\Kapitel 1\Erste Stufe\Greetings and Farewells in German.pptx</p>	<p>1a, 1b, 1c</p> <p>1a, 1b, 1c</p>
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	<p>A. Make Clock Partners to be used throughout year using Greetings PowerPoint Lesson: Use to interactively practice Greetings, names and farewells</p> <p>B. Sentence Strips of Short German Conversations. Put conversations in order.</p> <p>What is your name? Introduction of the verb heissen with pronouns in the first person. Who are various individuals?</p> <p>1. Suggested Activities</p> <p>A. Powerpoint of famous/ known people. Ask the students who Mann, Frau, Junge, Madchen, or Lehrer is and what his/her name is.</p> <p>B. Create a blank seating chart of the kids in the class. Have each student ask their partner what their names of different boys and girls are and fill in the chart.</p> <p>C. Have 2 Teams. Each person introduces their names to the group. Then team A points to one of its members and the person on team B must correctly state the name and who it is. If there is a mistake, he/she must sit down. Continue till the last team standing.</p> <p>What are definite articles in German?</p> <p>1. Suggested Activities</p>	<p><u>Komm Mit</u> Textbook, pages 25-27</p> <p><u>Komm Mit</u> Übungsheft page 6-7</p> <p><u>Komm Mit</u> Grammatikheft, pages 4-5</p> <p><u>Activities for Communication</u> Pages 3-4 <u>Komm Mit</u> TPR <u>Storytelling Book</u>, page 2</p>	<p>1a, 1b</p> <p>4b</p> <p>1a, 1b</p>
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	<p><i>A. Provide a list of Nouns. Have students guess which would be masculine, feminine and neuter.</i></p> <p><i>B. Discuss Feminine/Masculine Persons</i></p> <p><i>Cultural Notes Class Discussions- Public Transportation and Summer Vacations; Enrollment of foreigners in schools, Fahrschule</i></p> <p><u><i>Kapitel 1, Zweite Stufe:</i></u></p> <p><i>What are German subject pronouns?</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. TPR Pronouns</i></p> <p><i>B. Use manipulatives to conjugate the verb heissen & kommen</i></p> <p><i>C. Have competitions to complete TPR action for pronouns the fastest.</i></p> <p><i>D. Practice on White Boards</i></p> <p><i>How do you conjugate the verb sein</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. Sing Sein song on Youtube</i></p>	<p><u>Sein conjugation song on Youtube :</u> https://www.bing.com/videos/search?q=youtube+sein+conjugation+song&qpv=youtube+sein+conjugation+song&view=detail&mid=9D474421968FDDEF9D49D474421968FDDEF9D4&FORM=VRDGAR.</p> <p>KahootIt Game: subject pronouns and sein: https://play.kahoot.it/#/k/cdb402a5-7f04-486e-abcb-b636fae83c49</p> <p>Numbers Quizzing game online: http://www.purposegames.com/game/german-numbers-zahlen-auf-deutsch-quiz</p>	<p>1a, 1b</p> <p>1a, 1b</p> <p>1a, 1b</p>
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<p>November</p>	<p><i>B. Play KahootIt game with Sein and subject pronouns or use ABCD Hold Up Cards as an Option, with the game on powerpoint.</i></p> <p><i>What are the numbers 0-20</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. Pampelmuse(grapefruit) (Buzz)- Teacher picks out number. In a circle, students count. When they reach a multiple of #, the student must call out Pampelmuse instead of the number. If they forget or say numbers wrong, they are out. (Ex- teacher says 3. Kids say Eins, Zwei, Pampelmuse, vier, funf, pampelmuse)</i></p> <p><i>B. Play Number Quiz game online</i></p> <p><i>C. TPR game- Ask students to grab 2 Kulis or 3 Bleistift, etc...</i></p> <p><i>D. Play Pico Firme Bago. Student A picks a secret three digit number. (ex. 327) Student B guesses the new number (ex. 623) Pico=wrong place, wrong digit. Firme: Wrong place, correct digit; bago: Correct Place, correct digit. Student A would respond with “Pico, Bago, firme”. Continue until the number is correct.</i></p> <p><i>How old are you?</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. Show powerpoint of kids in class or famous children and ask their ages.</i></p>	<p>Ppt Children and ages: German 7\Kapitel 1\2 zweite stufe\Wie alt ist er.pptx</p> <p><u>Komm Mit</u> Textbook, pages 28-41 <u>Komm Mit</u> Übungsheft page 8-12 <u>Komm Mit</u> Grammatikheft, pages 6-9 <u>Activities for Communication</u> Pages 5-6 <u>Komm Mit</u> TPR Storytelling Book, page 3</p> <p>Student Drawings: German 7\Kapitel 1\Dritte Stufe\Wie kommt ihr zur Schule drawings.docx</p> <p>Wie komme ich zur schule game German 7\Kapitel 1\Dritte Stufe\wie komme ich zur schule game.pdf</p>	<p>1a, 1b</p> <p>1a, 1b</p> <p>1a, 1b</p>
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<p>February</p>	<p><u>I. Use whiteboards to check for understanding</u></p> <p><u>Kapitel 2: Zweite Stufe:</u></p> <p><i>What hobbies do I like to do (and not like to do) in my free time?</i> <i>Sports/Instruments/Cards/Chess</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. TPR new activities</i></p> <p><i>B. Play Pictionary with new terms</i></p> <p><i>C. Play Charades</i></p> <p><i>D. Play Wortschatz Schnappen (Snatch)</i></p> <p><i>E. Concentration on Board as Class- use index cards on board with German and English terms. Split class into two teams to come up and find matches.</i></p> <p><i>F. Cold Wind Blows: Sit in a circle, omitting one chair. Call out hobbies a person does. If they do it, they must stand up and find a new seat. If they are the last one standing, they must come up with a new topic. Teachers can also come up with topics.</i></p> <p><i>G. What are you doing?: Student A in the center does an action(ex: plays volleyball). Student B asks “Was machst du?” Student A responds by answering a new activity “Ich sammle Briefmarken.” Student B must</i></p>	<p>Manipulative Endings: German 7\Kapitel 2\2 zweite stufe\manipulatives pronouns sheet.docx</p> <p><u>Komm Mit</u> Textbook, pages 55-67</p> <p><u>Komm Mit</u> Übungsheft paige 20-24</p> <p><u>Komm Mit</u> Grammatikheft, pages 15-18</p> <p><u>Activities for Communication</u> Pages 11-12 <u>Komm Mit</u> TPR <u>Storytelling Book</u>, page7</p>	<p>1a, 1b</p> <p>1a, 1b</p>
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<p>March (end of trimester 2 March 10)</p>	<p><i>When do I do my hobbies?</i> <i>Times of the day and Seasons</i> 1. <i>Suggested Activities</i></p> <p>A. <i>Create a paper season cut out- place two plates on top of each other. Draw seasons in 4 sections on the bottom plate, as well as activities done in each season. Cut ¼ out of the top plate and fasten together.</i></p> <p>B. <i>Create an inner and outer circle. Inner circle has stronger students. Desks are facing one another. Have one question posed about when hobbies are done. Students must work together to answer their questions and draw pictures of the activity being done. After each question, the inner circle will change positions to get a new partner.(Ex: Wann spielt ihr Tennis? (Holger spielt am Abend und ich spiele im Sommer)</i></p> <p><i>How do I describe my hobbies?</i> <i>Showing enthusiasm or boredom</i> 1. <i>Suggested Activities</i></p> <p>A. <i>Students create a poll for other students to get their opinions on various activities. As they get and tally their answers, have students fill in an appointment agenda as they go.</i></p> <p><i>How do I agree or disagree with someone?</i> <i>Sharing my opinion</i> 1. <i>Suggested Activities</i></p> <p>A. <i>Stimmt- When the Cold Wind Blows- Sit in a circle, minus one chair and person in the middle. The person in the middle makes a statement “Tennis</i></p>	<p><u>Komm Mit Testing Program,</u> pages 27-44. Video Assessment: German 7\Kapitel 2\My Hobbies Video.docx</p> <hr/> <p><u>Komm Mit Textbook,</u> pages 68-95 <u>Komm Mit Grammar Tutor for Students of German,</u> pages 23-26 <u>Komm Mit Alternate Assessment Guide,</u> page 20 <u>Komm Mit Listening Activities</u> pages 19-26 <u>Komm Mit Video/DVD ,</u> <u>Komm Mit Video Guide,</u> pages 15-20</p>	<p><u>1a, 1b, 1c</u></p> <p>1a, 1b</p> <p>2a, 3b, 4b</p>
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<p>April</p>	<p><i>ist blöd". If anyone agrees they must stand and find a new chair. Person remaining must make the next statement.</i></p> <p>B. Fact or Fiction: Create questionnaires that are ½ true, ½ false. Have students react to questions with <i>stimmt</i> or <i>stimmt nicht</i>.</p> <p>C. Thumbs up/Thumbs down- Create statements and have students put thumbs up and say <i>stimmt</i>/ put thumbs down and say <i>stimmt nicht</i></p> <p>D. Stimmt/Stimmt Nicht Cards: Hold up Cards (variation of Thumbs up/Thumbs down)Provide cards that are held up when something is true or not.</p> <p><i>How is the word order different in German?</i> <i>Time elements first</i></p> <p>1. Suggested activities</p> <p>A. Cut up words in sentences and have students put sentences together with the time element beginning the sentences.</p> <p>B. Give sentence fragments to various students and have them come to the front of class to put them in the correct order.</p> <p>C. Kettenspiel- In a circle, the first person starts by saying “Am Wochenende besuche ich Freunde.” The next person states “Am Wochenende besucht sie Freunde, und ich spiele Volleyball.” This practices word order and conjugations. It can continue as a game of memory as you go around class, or just as simply remembering the person next to you.</p> <p><i>How do I conjugate a verb with stems endings of –d, -t, and –n</i></p> <p>1. Suggested Activities</p> <p>A. Play battleship with irregular verbs</p>	<p><u>Komm Mit Student Make-Up Assignments with Alternative Quizzes,</u> page 15-20, 89-94</p> <p>Video Preview: German 7\Kapitel 3\Kapitel 3 Video preview.docx</p> <p><u>Komm Mit Textbook,</u> pages 68-77</p> <p><u>Komm Mit Übungsheft</u> page 25-28</p> <p><u>Komm Mit Grammatikheft,</u> pages 19-21</p> <p><u>Activities for Communication</u> pages 13-14</p> <p><u>Komm Mit TPR Storytelling Book,</u> page 9</p>	<p>1a, 1b, 2b</p> <p>1a, 1b, 2b</p> <p>1a, 1b</p>
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<p>May</p>	<p><i>Where do you live?</i> <i>In the city/country/suburbs</i></p> <p>1. Suggested Activities</p> <p>A. Show maps of Springfield and Morton and discuss the location of various establishments within the towns.</p> <p>B. Show a map of Brandenburg, Germany and discuss locations of various establishments.</p> <p>C. Discuss cultural concepts of Shrubs vs Fences</p> <p><i>What do you like to eat/drink?</i></p> <p>1. Suggested Activities</p> <p>A. Reenact restaurant scenes, asking for food/drinks</p> <p>B. Use props to TPR food and drink.</p> <p>C. Discuss cultural concepts of Kaffeezeit, Mineralwasser</p> <p>D. Cut up words in sentences and have students put sentences with the verb <i>möchten</i> in the second position and the second verb at the end.</p> <p>E. Give sentence fragments to various students and have them come to the front of class to put them in the correct order.</p>	<p>My House Project: German 7\Kapitel 3\2 Zweite Stufe</p> <p><u>Komm Mit</u> Textbook, pages 81-95.</p> <p><u>Komm Mit</u> Übungsheft page 32-36.</p> <p><u>Komm Mit</u> Grammatikheft, pages 24-27</p> <p><u>Activities for Communication</u> Pages 17-18</p> <p><u>Komm Mit</u> TPR Storytelling Book, page 11</p>	<p>1c</p> <p>1a, 1b</p> <p>1a, 1b</p>
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<p>June</p>	<p><i>each teammate pick a strip and try to fit in a word that grammatically fits that makes sense. A point is won if it is correct.</i></p> <p><i>F. Create flashcards- In the center of Side A put a picture. In the center of Side B put words in German. In the left top corner of side B put an antonym or create a question using the word in German. In the right top corner of side B put a synonym or description of a word in German. On the left bottom of side B put translation in English. On the right bottom of side B use the word in a sentence.</i></p> <p><i>Kapitel 3, Zweite Stufe Assessment</i> <i>My Home Project – at end of Zweite Stufe</i></p> <p><u><i>Kapitel 3, Dritte Stufe:</i></u></p> <p><i>Who are your family members?</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. Model your own family tree</i></p> <p><i>B. Cut out pictures of family members and TPR, using classroom commands with the family members (Stellt eure Mutter auf das Boden. Schaut euren Vater).</i></p>	<p><u>Komm Mit Testing Program,</u> pages 53-78 My family tree Project:German 7\Kapitel 3\3 Dritte Stufe\Family Tree project.doc</p>	<p>1a, 1b, 1c, 2a, 2b</p>
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C. Play bingo with family members

What do you look like?

Hair/Eye Color

1. Suggested Activities

- A. Show images of famous/known people and have the kids describe***
- B. Place Guess Who Game, where kids create descriptions of classmates or famous people and have them guess who is being described.***
- C. Describe my own (or pretend) family, including age and have students create a drawing of what they read about them. Then show them real pictures.***
- D. Have students find classmates that fit certain descriptions and sign their name to the box. Whoever gets all the signatures the fastest wins.***

How do I count to 100?

1. Suggested Activities

- A. Krieg (War)- Using cards, students play war, but adding cards. Whoever has the most cards wins. For the next round, multiply the cards.***
- B. Ich Hab's (Bingo)***
- C. Create Dot to Dot to draw Pictures in German using a list of numbers read out in German.***
- D. Powerpoint reusing ages with famous individuals, older than 20***
- E. Steal the Bacon***
- F. Find the Number the Fastest: Index Cards with numbers on the Ground.***
Have teams of 4 or 5, sitting in a circle, each assigned a letter. Call letter A, then a number. Whoever finds it the fastest wins a point for the team.

How do I discuss possessions belonging to singular pronouns?

1. Suggested Activities

A. Model description of a family member. Have students write about their own family members and read to another student. Have students ask questions. Then share with class information they learned about their partner's relatives with the class.

B. Table Top: State Table of 2: Students must find a partner (Table of 5 would be a group of 5) and set parameters for talking about family members or asking questions about others' family members for a set amount of time. Then call out new table

Kapitel 3 Assessments:

- 1. Chapter Test in Testing Book*
- 2. My Family Tree- at end of Dritte Stufe*

Prepare for Final Exams

I. Suggested Activities

A. Baseball: Sit in horse shoes. Top 6 players win. Ask overall questions to any person. If he gets it right, he doesn't move. If he gets it wrong, he has to return to the last seat and everyone tries to get a seat closer to the winning end.

B. Um die Welt Review

C. KahootIt Review

D. White board Write in Review

Final Exams

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