



# Honors German A Pacing Guide

Course Description: Students will improve their reading, writing, speaking and listening comprehension skills and their cultural awareness through systematic grammar, review and guided exploration of authentic texts, realia, and real-world language application.	<input type="checkbox"/> EOC <input type="checkbox"/> VOCATS <input type="checkbox"/> AP/IB <input type="checkbox"/> Teacher-made final exam
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Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
1		1.04, 2.03, 3.01, 5.01, 4.05	What are significant regions and cities in German-Speaking Europe and why?	<ul style="list-style-type: none"> <li>Review of coordinating and subordinating conjunctions</li> <li>Expressions for times of day</li> </ul>	<ul style="list-style-type: none"> <li><b>Kapitel 1</b></li> <li>Introduce students to “I-catcher” on-line</li> </ul>
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9		1.01, 5.02, 6.01, 6.05	How do the lay out of traditional cities and public transportation differ from those of cities in the States?	<ul style="list-style-type: none"> <li>Verbs used as nouns</li> <li>Present perfect and narrative past review</li> <li>Time expressions with the dative</li> </ul>	<b>Kapitel 2</b> <ul style="list-style-type: none"> <li>In “Mitlesen Mitteilen” pg. 36-37 “Rotkäppchen 65”</li> <li>Aufsatz: “Als ich 5 Jahre alt war.”</li> <li>Write an original fairy tale</li> </ul>
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17		3.02,5.07, 4.06, 5.03, 5.04	What are the similarities in human encounters and relationship (with family, neighbors, friends and acquaintances)?	<ul style="list-style-type: none"> <li>Compound nouns</li> <li>Relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li><b>Kapitel 3</b></li> <li>Introduce students to News-Ticker</li> <li>Write: “Lebenslauf”</li> <li>“Stammbaum” with description incorporating dequence of tense.</li> <li>Who’s who list (incorp. Relative clauses)</li> </ul>
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Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
21		6.04, 3.05	See above	<ul style="list-style-type: none"> <li>Als, wenn, and wann</li> <li>Polite requests (intro to subjunctive II)</li> </ul>	<ul style="list-style-type: none"> <li><b>Kapitel 3</b></li> <li>Skit using "als, wenn and wann"</li> </ul>
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25		2.07, 3.03, 3.04, 4.01	How do leisure time activities compare with those in the States?	<ul style="list-style-type: none"> <li>Imperative review</li> <li>Relative pronouns after prepositions</li> <li>If/then clauses, present tense</li> </ul>	<ul style="list-style-type: none"> <li><b>Kapitel 4</b></li> <li>Great chapter for learning how to play a game in the target language</li> <li>"Fahrschule" skits</li> <li>If...then rapid fire completions</li> </ul>
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33		2.03,2.04, 4.02,	How different is getting your driver license in Germany	<ul style="list-style-type: none"> <li>Da/Wo compounds</li> <li>If/Then clauses, past tense</li> <li>(deviating from the book) Continuation of the subjunctive II</li> </ul>	<ul style="list-style-type: none"> <li><b>Kapitel 5</b></li> <li>Wenn Haifische Menschen wären?</li> <li>Grammar help/practice from pg. 347 in Kaleidoskop</li> <li>Senior superlatives</li> <li>Describe the street artists (using adjective forms)</li> </ul>
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41		4.03, 7.01	What are essential components in understanding the history of Germany?	<ul style="list-style-type: none"> <li>Modals: present perfect,</li> <li>Double infinitives</li> </ul>	<ul style="list-style-type: none"> <li><b>Kapitel 6</b></li> <li>Kaffeeklatsch (gossip) Skit using "dass" clauses</li> <li>Guess who was who using narrative past</li> </ul>
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Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
45		2.01, 7.03	<p><b>continuation from above</b></p> <p>How do these components influence the present?</p>	<ul style="list-style-type: none"> <li>• Modals” narrative past and past subjunctive</li> <li>• Wann/Ob</li> </ul>	<ul style="list-style-type: none"> <li>• Job interview skits</li> </ul>
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49		2.02, 4.07, 5.05, 5.06	<p>What was the significance of creating the Hansestädte?</p>	<ul style="list-style-type: none"> <li>• Passive voice, present tense</li> <li>• Modals: passive voice, present tense</li> <li>• Infinitive clauses with zu and um... zu</li> </ul>	<p><b>Kapital 7</b></p> <ul style="list-style-type: none"> <li>• Hansestädte re-enactment</li> </ul>
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57		1.04, 5.08, 5.09	<p>How are the problems between generations different? Or are they?</p>	<ul style="list-style-type: none"> <li>• Passive voice, narrative past</li> <li>• Relative pronouns <i>wo/was</i></li> </ul>	<p><b>Kapital 7</b></p> <ul style="list-style-type: none"> <li>• Generations skit</li> <li>• Geography quiz bowl</li> <li>• Confounded travelers Skit</li> </ul>
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65		1.05, 5.06, 5.07	<p>Re young people politically involved in German speaking countries?</p>	<p><b>See below</b></p>	<p><b>Kapital 8</b></p>
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Day	Date	SCS Objectives	Essential Questions	Content	Tasks/Strategies
68		1.02	How do they get involved?	<ul style="list-style-type: none"> <li>Passive voice with the subject es</li> <li>-ung nouns from verbs</li> </ul>	<b>Kapital 8 continued</b> <ul style="list-style-type: none"> <li>Interview a celebrity skit</li> <li>Public service announcement</li> </ul>
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73		1.03, 2.06, 4.08	What kind of prejudices still exist in Germany?	<ul style="list-style-type: none"> <li>Past perfect with and without modals</li> <li>Subordinate clauses with questions words</li> <li>Past participles as adjectives</li> </ul>	<b>Kapital 10</b> <ul style="list-style-type: none"> <li>Election Skit</li> <li>“Feinde werden Freunde”</li> <li>email pen pals</li> </ul>
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81		1.01, 2.05		<ul style="list-style-type: none"> <li>Review of difficult grammar concepts</li> </ul>	Authentic texts
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87		<b>Final</b>	<b>Review</b>	<b>And</b>	<b>Exams</b>
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