

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**AP German Language and Culture**

**Grade Level: 12**

**Date of Board Approval: \_\_\_\_\_ 2021 \_\_\_\_\_**

## DELAWARE VALLEY SCHOOL DISTRICT

# Planned Instruction

### Grade Distribution:

Speaking Assessments (2-3 per MP)	30%
Writing Assessments (2-3 per MP)	25%
Listening and Reading Assessments (3-4 per MP)	20%
Knowledge-Based Assessments (varies)	15%
Class Participation/Classwork (varies)	10%

### Course Description:

Advanced Placement German Language and Culture is a course intended for those students who have successfully completed German 4. The class is conducted almost entirely in German and students are encouraged to practice German on a consistent basis with both teachers and peers. At the advanced placement level, students will review and refine grammatical constructions and learn and apply new vocabulary that will emphasize both written and oral communication so students may increase their levels of proficiency in each of the language skills: listening, speaking, reading, writing and culture. As students work through the three modes of communication – Interpersonal, Interpretive and Presentational students will become more proficient in their ability to read and understand various literary genres, participate in conversations, understand directed questions, read newspapers, magazines and Internet articles, and deliver oral and written presentations in a logical and convincing manner utilizing appropriate vocabulary and grammatical constructions. Those students who elect to pursue AP German Language and Culture should have had a strong foundation in grammar as well as being competent in the areas of reading, listening comprehension, speaking and writing. Students must also be open to the exploration and understanding of different cultures in relevant and fascinating contexts. Students should be directed toward an understanding of the culture of the target language in relationship to their own viewpoint and should be able to use the target language in real life settings (Global Challenges, Families and Communities, Beauty and Aesthetics, Science and Technology, Contemporary Life). The ultimate goal is that students will be able to communicate, read, and write in a natural and accurate manner.

**Time/Credit for the Course: Full Year**

**Curriculum Writing Committee: Robert Wyckoff**

## Curriculum Map

### 1. Marking Period One (Chapters 1 and 2, 45 days)

- German school customs
- Free time activities of German young people
- Important ages and rites of passage for teenagers in German society
- Structure of the German educational system
- Options for German young people after graduation
- Usage of present tense past tense of German verbs
- Usage of reflexive verbs
- Usage of the comparative and superlative
- Usage of Da and Wo compounds
- Thematic vocabulary usage – Personalities, Education, Idioms
- Cultural differences

### 2. Marking Period Two (Chapters 3 and 4, 45 days)

- Role of technology in everyday life
- How people get their information about the world
- Internet privacy
- Social networking
- Customs and values
- Role of art in German society
- Graffiti in Germany
- The role of food in everyday life and culture
- Thematic vocabulary usage – art, internet privacy, food, Idioms
- Cultural differences

### 3. Marking Period Three (Chapters 6 and 7, 45 days)

- Recycling in Germany
- Nuclear Power in Germany
- Fossil fuels and renewable energy in Germany
- German inventors
- Social networks and positive and negative aspects of technology
- Data protection and online privacy
- Usage of Subjunctive II
- Thematic vocabulary usage – recycling, environmental terms, inventions, social media, Idioms
- Cultural differences

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### 4. Marking Period Four (Chapters 9 and 10, 45 days)

- Immigration to Germany
- Emigration from Germany
- Challenges to integration
- What is German? What is Germany?
- Symbols of a nation and its history
- Germany's position in Europe
- Usage of the dative case
- Usage of dative, accusative, and two-way prepositions
- Usage of Coordinating and subordinating conjunctions
- Multicultural society
- Integration of foreigners into society
- Thematic vocabulary usage – integration, multicultural society, environment, Idioms

\*Students will also be completing the AP German Language and Culture exam during this quarter.

# DELAWARE VALLEY SCHOOL DISTRICT

## BIG IDEAS USED IN ALL UNITS

### Big Idea # 1: Communicate in Languages other than English

#### Essential Questions:

- How can we use the second language we know to exchange information from another person?

#### Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

#### Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

### Big Idea #2: Gain Knowledge and Understanding of Other Cultures

#### Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

#### Concepts:

- Social interactions, practices, and perspectives; Students know abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives; Students know how to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

#### Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

### Big Idea #3: Connect with Other Disciplines and Acquire information

#### Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

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### Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

### Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

## Big Idea #4: Develop insight into the Nature of Language and Culture

### Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

### Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

### Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

## Big Idea #5: Participate in Multilingual Communities at Home and Around the World

### Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

### Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

### Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Textbook and Supplemental Resources:**

Neue Blickwinkel: Wege zur Kommunikation und Kultur 2<sup>nd</sup> Edition

Textbook ISBN #: 978-1-94240-020-2

Textbook Publisher & Year of Publication: Wayside Publishing, 2016

### **PRINT AND NON-PRINT RESOURCES**

- Deutsch Pruefungstraining AP German Language and Culture and CDs
- College Board released AP exams and audio prompts

### **SUGGESTED INTERNET SITES**

- a. [www.slowgerman.com](http://www.slowgerman.com)
- b. [www.dw.com](http://www.dw.com)
- c. [www.german.about.com](http://www.german.about.com)
- d. <https://apcentral.collegeboard.org/courses/ap-german-language-and-culture/exam>

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit:** 1

**Time Range in Days:** 25

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will be able to discuss their early experiences and compare it to German school children, discuss their free time activities and compare it to typical German teenagers, discuss important ages in the lives of American teenagers and compare their answers to important ages in the lives of German teenagers, discuss how one obtains a driver's license in Pennsylvania and compare it to how one gets a driver's license in Germany

**Objectives:**

1. Compare German and American beginning school traditions. (DOK level 2)
2. Compare and contrast German and American teenager free time activities. (DOK level 2)
3. List important ages in the lives of Germans and Americans. (DOK level 3)
4. Compare and contrast German and American attitudes of alcohol. (DOK level 3)
5. Compare and contrast the process of getting a driver's license in the United States and Germany. (DOK level 3)
6. Students will name and discuss the parts of an American public school system. (DOK level 2)
7. Students will identify and discuss the parts of the German public school system. (DOK level 2)
8. Students will be able to participate in a job interview. (DOK level 3)



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9. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
10. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
11. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
12. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

### Core Activities and Corresponding Instructional Methods:

1. Discussion of parts of the German Language and Culture exam.
2. Discussion of summer work.
3. Integrate academic and content grammar and vocabulary activities.
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
4. Analyze literature, small group/independent reading, collaborative learning from Chapter 1 of Neue Blickwinkel 2<sup>nd</sup> Edition.
  - One reading from each Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 1 theme
    - a. Mein süsster erster Schultag
    - b. Führerschein mit 17
    - c. Der Weg in die Ausbildung
5. Apply concepts and vocabulary to create formal writing assignments.
  - Thematic vocabulary and prompts will be chosen from Chapter 1 of Neue Blickwinkel 2<sup>nd</sup> Edition
6. Use context clues to respond to real-life situation writing prompts.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 1
7. Synthesize and use context clues to be able to respond to oral prompts and conversations.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 1
8. Compare cultures through in-class and out-of-class activities.

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### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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# Curriculum Plan

**Unit:** 2

**Time Range in Days:** 20

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will be able to discuss the structure of German families, discuss how families and communities live together, as well as how families in Germany gather and celebrate.

**Objectives:**

1. Students will name and discuss the different types of family structures in Germany. (DOK level 2)
2. Students will identify and discuss the role of communities in Germany. (DOK level 2)
3. Students will identify and discuss how German families come together and celebrate. (DOK level 2)
4. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
5. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
6. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
7. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

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### Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Analyze literature, small group/independent reading, collaborative learning from Chapter 2 of Neue Blickwinkel 2<sup>nd</sup> Edition.
  - One reading from each Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 2 theme
    - a. Was ist Familie heute?
    - b. Gemeinschaften
    - c. Traditionen and Alternativen
  - A reading from AATG Reading texts for students of German
3. Apply concepts and vocabulary to create formal writing assignments.
  - Thematic vocabulary and prompts will be chosen from Chapter 2 of Neue Blickwinkel 2<sup>nd</sup> Edition
4. Use context clues to respond to real-life situation writing prompts.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 2
5. Synthesize and use context clues to be able to respond to oral prompts and conversations.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 2
6. Compare cultures through in-class and out-of-class activities.

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit:** 3

**Time Range in Days:** 25

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will discuss the role food in German culture, compare and contrast German and American regional foods, and discuss the dangers of genetically modified foods and the attitude of Germans on the subject.

**Objectives:**

1. Students will identify the role of food in their daily lives and culture. (DOK level 2)
2. Students will identify and discuss famous German and American foods. (DOK level 2)
3. Students will discuss their use of social media. (DOK level 2)
4. Students will identify and discuss the dangers of genetically modified foods. (DOK level 2)
5. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
6. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
7. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
8. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

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### Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Analyze literature, small group/independent reading, collaborative learning from Chapter 3 of Neue Blickwinkel 2<sup>nd</sup> Edition.
  - One reading from each Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 3 theme
    - a. Die Rolle des Essens in der deutschen Kultur und Geschichte
    - b. Unterschiedliche Essgewohnheiten
    - c. Neue deutsche Kueche – internationalisierung und Nachhaltigkeit
3. Apply concepts and vocabulary to create formal writing assignments.
  - Thematic vocabulary and prompts will be chosen from Chapter 3 of Neue Blickwinkel 2<sup>nd</sup> Edition
4. Use context clues to respond to real-life situation writing prompts.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 3
5. Synthesize and use context clues to be able to respond to oral prompts and conversations.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 3
6. Compare cultures through in-class and out-of-class activities.

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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## Curriculum Plan

**Unit:** 4

**Time Range in Days:** 20

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will be able to discuss their favorite German and American artist(s), discuss how Germans and Americans use art in their societies (focusing upon literature, songs, and painting as forms of protest), and discuss how graffiti is different in the United States and Germany.

**Objectives:**

1. Students will identify their favorite artist and his or her works. (DOK level 2)
2. Students will identify various painting styles. (DOK level 2)
3. Students will compare and contrast how Germans and Americans use art in their societies. (DOK levels 2 and 3)
4. Students will compare and contrast graffiti in Germany and the United States
5. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
6. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
7. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
8. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

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### Core Activities and Corresponding Instructional Methods

1. Integrate academic and content grammar and vocabulary activities.
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Analyze literature, small group/independent reading, collaborative learning from Chapter 4 of Neue Blickwinkel 2<sup>nd</sup> Edition.
  - One reading from each Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 4 theme
    - a. Die Kunst und die Revolution
    - b. Die Kunst und der Widerstand
    - c. Grafitti – Kunst oder Verbrechen?
  - A reading from AATG Reading texts for students of German
1. Apply concepts and vocabulary to create formal writing assignments.
  - Thematic vocabulary and prompts will be chosen from Chapter 4 of Neue Blickwinkel 2<sup>nd</sup> Edition
2. Use context clues to respond to real-life situation writing prompts.
  - Prompts will be chosen from Neue Blickwinkel, Chapter 4
3. Synthesize and use context clues to be able to respond to oral prompts and conversations.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 4
4. Compare cultures through in-class and out-of-class activities.

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments



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## Curriculum Plan

**Unit:** 5

**Time Range in Days:** 25

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will identify and discuss environmental laws in Germany, nuclear power in Germany, as well as the future of renewable power in Germany.

**Objectives:**

1. Students will identify and discuss the history of the German environmental movement. (DOK level 2)
2. Students will identify and discuss Nuclear power in Germany. (DOK level 2)
3. Students will compare and contrast times of national struggle in German and American history. (DOK level 3)
4. Students will identify and discuss renewable energy sources in Germany. (DOK level 2)
5. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
6. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
7. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
8. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods

1. Integrate academic and content grammar and vocabulary activities.
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Analyze literature, small group/independent reading, collaborative learning from Chapter 6 of Neue Blickwinkel 2<sup>nd</sup> Edition.
  - One reading from each Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 6 theme
    - a. Der Umweltschutz gestern und heute
    - b. Atomkraft in Deutschland
    - c. Erneuerbare Energie fuer die Zukunft
3. Apply concepts and vocabulary to create formal writing assignments.
  - Thematic vocabulary and prompts will be chosen from Chapter 6 of Neue Blickwinkel 2<sup>nd</sup> Edition
4. Use context clues to respond to real-life situation writing prompts.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 6
5. Synthesize and use context clues to be able to respond to oral prompts and conversations.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 6
6. Compare cultures through in-class and out-of-class activities.

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit:** 6

**Time Range in Days:** 20

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will discuss German inventions and inventors, discuss digital technologies, political activism, social networking, as well as online privacy.

**Objectives:**

1. Students will identify and discuss German inventions and inventors. (DOK level 2)
2. Students will identify and discuss the effects of digital technologies on political activism. (DOK level 2)
3. Students will discuss the need to keep online information secure as well as the influence of social networks upon society. (DOK level 2)
4. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
5. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
6. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
7. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

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### Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Analyze literature, small group/independent reading, collaborative learning from Chapter 7 of Neue Blickwinkel 2<sup>nd</sup> Edition.
  - One reading from each Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 7 theme
    - a. Deutschland – Land der Innovation
    - b. Engagement durch Medien
    - c. Die Privatsphaere im Internet
3. Apply concepts and vocabulary to create formal writing assignments.
  - Thematic vocabulary and prompts will be chosen from Chapter 7 of Neue Blickwinkel 2<sup>nd</sup> Edition
4. Use context clues to respond to real-life situation writing prompts.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 7
5. Synthesize and use context clues to be able to respond to oral prompts and conversations.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 7
6. Compare cultures through in-class and out-of-class activities.

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit: 7**

**Time Range in Days: 20**

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will discuss their family immigration history to the United States, discuss which ethnic groups traditionally immigrated to the United States and Germany, discuss challenges faced by immigrants in Germany and the United States, and discuss contributions made by immigrants to Germany and the United States.

**Objectives:**

1. Students will discuss their family history. (DOK level 2)
2. Students will identify ethnic groups that immigrated to the United States and Germany. (DOK level 2)
3. Students will list challenges faced by immigrants in a new country. (DOK level 2)
4. Students will compare and contrast challenges faced by immigrants in the United States and Germany. (DOK level 3)
5. Students will identify contributions by immigrants to German and American societies. (DOK level 3)
6. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
7. Students will be able to determine the who, what, when, where, why of the reading selection. (DOK level 1)

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8. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
9. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

### Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Analyze literature, small group/independent reading, collaborative learning from Chapter 9 of Neue Blickwinkel 2<sup>nd</sup> Edition.
  - One reading from each Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 9 theme
    - a. Die Auswanderung – Deutsche im Ausland
    - b. Deutschland als Einwanderungsland
    - c. Migration und Integration
3. Apply concepts and vocabulary to create formal writing assignments.
  - Thematic vocabulary and prompts will be chosen from Chapter 9 of Neue Blickwinkel 2<sup>nd</sup> Edition
4. Use context clues to respond to real-life situation writing prompts.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 9
5. Synthesize and use context clues to be able to respond to oral prompts and conversations.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 9
6. Compare cultures through in-class and out-of-class activities.

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit:** 8

**Time Range in Days:** 25

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will be able to identify characteristics and attitudes of Germany and Germans, identify and discuss the important of national symbols to a nation, as well as identify and discuss Germany's place in Europe and the world.

**Objectives:**

1. Students will identify and discuss characteristics and attitudes of Germany and Germans. (DOK level 2)
2. Students will identify and discuss the importance of national symbols to a nation. (DOK level 2)
3. Students will identify and discuss Germany's place in Europe and the world. (DOK level 3)
4. Students will compare and contrast environmental problems faced by the United States and Germany. (DOK level 3)
5. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
6. Students will be able to determine the who, what, when, where, why of the reading selection. (DOK level 1)
7. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)

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8. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

### Core Activities and Corresponding Instructional Methods

1. Integrate academic and content grammar and vocabulary activities.
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Analyze literature, small group/independent reading, collaborative learning from Chapter 10 of Neue Blickwinkel 2<sup>nd</sup> Edition.
  - a. Was ist Deutschland und was ist deutsch?
  - b. Symbole einer Nation und ihre Geschichte
  - c. Deutschland in Europa – Europa in Deutschland
3. Apply concepts and vocabulary to create formal writing assignments.
  - Thematic vocabulary and prompts will be chosen from unit ten of Neue Blickwinkel 2<sup>nd</sup> Edition
4. Use context clues to respond to real-life situation writing prompts.
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 10
5. Synthesize and use context clues to be able to respond to oral prompts and conversations
  - Prompts will be chosen from Neue Blickwinkel 2<sup>nd</sup> Edition, Chapter 10
6. Compare cultures through in-class and out-of-class activities

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments