

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

German 3

**Grade Level:
High School grades 10 - 12**

Date of Board Approval: _____

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Planned Instruction

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%

Title of Planned Instruction: German 3

Subject Area: World Language: German

Grade(s): 10-12

Course Description:

German 3 is a course intended for those students who have successfully completed German 2. The instruction and the content of the course will be taught in both English and in German. The emphasis is placed on several areas: 1. building vocabulary through thematic study and practice 2. developing elementary conversational skills 3. demonstrating basic understanding of various grammatical constructions 4. obtaining a brief overview of the German-speaking countries and Europe along with their customs and traditions. With the combined conversational, grammatical and cultural study of German, the students embark on a new educational experience that helps to foster an interest in the German language and the people who speak it throughout the world. German 3 is also the basis for preparation into the subsequent levels of German 4, and Advanced Placement German.

Time/Credit for the Course: Full year/1 credit

Curriculum Writing Committee: Robert Wyckoff

Curriculum Map

Marking Period One

- **Overview:**

Students will learn how language brings people together and what movies reveal about the cultures in which they take place.

- **Goals:**

Understanding of:

A. Thema 1: Wohin geht's? (20 days of MP1)

- **Culture**

1. Frankfurt
2. Die Deutsche Bahn
3. Der Dom zu Aachen
4. Das Stadtmuseum Aachen
5. Das Goethe Institute

- **Vocabulary**

1. Die Welt
2. Der Bahnhof
3. Airport Jobs
4. Transportation

- **Grammar**

1. Coordinating and Subordinating Conjunctions
2. Expressions for times of day

- **Communication (Interpretational, Interpersonal, Presentational)**

1. Write a continent profile
2. Write an essay to get a scholarship
3. Choose a project based upon sister cities Award

B. Thema 2: Filme gestern und heute (25 days of MP2)

- **Culture**

1. Potsdam an der Havel
2. Filmemacher
3. Legale Graffiti-Flächen in Potsdam
4. Filmfeste

- **Vocabulary**

1. Sehenswürdigkeiten in der Stadt
2. Film und Kino

- **Grammar**

1. Verbs used as nouns
2. Present perfect and narrative past (regular and irregular verbs)
3. Time expressions with the dative

- **Communication (Interpretational, Interpersonal, Presentational)**

1. Write a movie quiz
2. Write a screenplay

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3. Research famous film directors
4. Plan what to see and do in Potsdam
5. Organize a classroom Kinokaffee

Marking Period Two

- **Overview**

Students will learn what is important to young people in other cultures and how people use their free time in other cultures.

- **Goals:**

Understanding of:

A. Thema 3: Was ist dir wichtig? (20 days of MP2)

- **Culture**
 1. Regensburg an der Danau
 2. Regensburg: UNESCO Weltkulturerbestäte
 3. Technologie im Klassenzimmer
- **Vocabulary**
 1. Werte und Jugendlichen
 2. Online sein
- **Grammar**
 1. Als, wann, wenn
 2. Relative Pronouns
 3. Present Subjunctive II: Requests and wishes
 4. Compound nouns
- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Write and present a poem for "Ballonfahrt"
 2. Decide on a social media campaign
 3. Conduct an interview with a senior citizen

B. Thema 4: Spass muss sein (25 days of MP2)

- **Culture**
 1. Ravensburg
 2. Essen und die internationalen Spieltage
 3. Die neue Autotechnik aus Deutschland
- **Vocabulary**
 1. Gesellschaftsspiele
 2. Das Armaturenbrett
- **Grammar**
 1. Imperative
 2. Prepositional verbs
 3. If/then clauses
- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Describe your favorite games
 2. Write a story inspired from a photo
 3. Determine the class's favorite games

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Marking Period Three

- **Overview**
Students will explore how social norms are changing in other cultures and what events make memories for people in other cultures.

- **Goals:**
Understanding of:
 - A. Thema 5: Auf nach Österreich (20 days of MP3)**
 - **Culture**
 1. Triol
 2. Profi- Gerlinda Kaltenbrunner
 3. Der Knigge
 4. Hochseilgarten in Triol
 - **Vocabulary**
 1. Anredungsformen "Du" und "Sie"
 2. Wandern
 - **Grammar**
 1. Comparative and superlative
 2. Comparison of adjectives and adverbs
 3. If/then statements in the past tense
 4. Da-compounds
 - **Communication (Interpretational, Interpersonal, Presentational)**
 1. Compare German and American social etiquette
 2. Make a brochure about Tirol
 3. Make a video about traveling to Austria
 4. Write tips for tourists
 - B. Thema 6: Was ist aus ihnen geworden? (25 days of MP3)**
 - **Culture**
 1. Die Hansestadt
 2. Die Hansetage
 3. Die Hansestädte heute
 4. Arbeitssuche
 - **Vocabulary**
 1. Das Klassentreffen
 2. Eine Stelle suchen und sich bewerben
 - **Grammar**
 1. Modals – double infinitive
 2. Modals – narrative past, present subjunctive
 3. Modals – Past subjunctive with wann and ob
 - **Communication (Interpretational, Interpersonal, Presentational)**
 1. Write and present a CV for a summer job
 2. Participate in a job interview
 3. Make a time capsule for students in the future to see what life was like when you were a teenager

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Marking Period 4

- **Overview**

Students will discuss how the views of young people in other cultures compare to those of their elders as well as some ways people in other cultures stay healthy.
- **Goals:**

Understanding of:

A. Thema 7: Hobbys und Interessen – hobbies and interests (20 days of MP 4)

 - **Culture**
 1. Köln
 2. Johannes Gutenberg
 3. Schololadenmuseum in Köln
 4. Radio und Fernsehsendungen in Köln
 - **Vocabulary**
 1. Krieg der Generationen oder Harmonie?
 2. Welche Fahrkarte brauche ich?
 - **Grammar**
 1. Wo-compounds
 2. Infinitive clauses with “zu” and “um...zu”
 - **Communication (Interpretational, Interpersonal, Presentational)**
 1. Give a tour of a student site in Köln
 2. Summarize Gutenberg’s life
 3. Role play a new employee’s first day on the job
 4. Participate in a forum for parents about their teenage children

B. Thema 8: Gesundes Leben (25 days of MP4)

 - **Culture**
 1. Der Harz
 2. Neuer Baumwipfelpfad
 3. Bad Harzburg: Die Paracelsus-Messe
 - **Vocabulary**
 1. Gesundheit und Ernährung
 2. Schutz für den Sport
 - **Grammar**
 1. Relative Pronouns
 2. Wo and was
 3. The Genitive
 - **Communication (Interpretational, Interpersonal, Presentational)**
 1. Write a portrait of a student learning German
 2. Research a thermal health spa
 3. Plan a two-day trip to der Nationalpark Harz
 4. Travel writing

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UNITS: 1-8

Big Idea # 1: Effective communication in a foreign language uses as simple structures as necessary and as complex structures as possible:

Essential Questions:

- How can we successfully communicate in a foreign language with growing language competency?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about daily life;
- Strategies to keep a conversation going beyond simple question/answer.

Competencies:

- Initiate, sustain, and close a conversation about a topic of their daily life;
- Share personal reactions to ideas in authentic experiences;

Big Idea #2: Acceptance of cultural differences is promoted through open-minded cultural comparisons:

Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture, and make us reflect on our own culture?

Concepts:

- Social interactions, practices, and daily life routines of another culture;

Competencies:

- Act and react appropriately in culture-specific situations;
- Analyze authentic and modified text, audio, and video materials to extract cultural information and practices;
- Research, present, and discuss specific cultural topics and put them into relation to their own culture;
- Research and identify aspects of the target language in their own community;

Big Idea #3: Gain greater understanding of concepts by connecting the learning of a foreign language and culture with other content areas.

Essential Questions:

- How does learning a second language reinforce and expand interdisciplinary studies?
- How can we gain greater insight by connecting foreign language learning with other disciplines?

Concepts:

- Understand the interconnectivity of different disciplines;

Competencies:

- Conversation of measurements and currency;
- Reflect on historic events from various standpoints;
- Analyze the impact of a global issue on different parts of the world;

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Big Idea #4: Rules of grammar and language conventions as well as expanded vocabulary create an in-depth understanding of the target as well as the mother language

Essential Questions:

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

Concepts:

- Use expanded vocabulary and basic grammatical structures of the target language to find similarities and differences in the English language;
- Recognize common language roots for words in the target language and English;

Competencies:

- Identify cognates;
- Use cognates to facilitate understanding;
- Identify false cognates and contrast them with accurate terminology;

TEXTBOOK & SUPPLEMENTAL RESOURCES:

Deutsch Aktuell 3

Textbook ISBN #: 978-082198-102-3

Textbook Publisher & Year of Publication: EMC Publishing, 2017

PRINT & NON-PRINT RESOURCES:

- Online student edition with resources
- **Deutsch Aktuell 3** Workbook
- Authentic public transportation schedules
- Supplemental picture material from a German town

SUGGESTED INTERNET SITES:

- <https://seesaw.me>
- www.Quizlet.com
- <https://audio-lingua.ac-versailles.fr/?lang=en>
- <https://www.duolingo.com>
- www.dw.com
- www.slowgerman.com

Curriculum Plan

Unit 1: Thema 1

Time Range in Days: 20 days

Standard(s): PA Common Core State 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

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

Overview: Thema 1- Im Herzen Europas

Goals: How does language bring cloud people together?

Objectives:

1. Students culturally appropriately initiate and respond to greetings; (DOK Level 1)
2. Students identify parts of the world and European countries in German; (DOK Level 1)
3. Students state and write the parts of an airport in German; (DOK Level 1)
4. Students ask and say why they study German; (DOK Level 2)
5. Students create a word cloud to describe German landmarks of interest by using an online dictionary; (DOK Level 4)
6. Students name basic geographical information about Germany, Austria, and Switzerland; (DOK Level 1)
7. Students compare geographical information about USA and German-speaking countries; (DOK Level 3)
8. Students create a short-written narration about popular German mentioned in the chapter; (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 1: p. 1-35
 - Vocabulary List p. 35
 - Teacher supplemented
 - Quizlet
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 1: p. 6-7 (Coordinating and subordinating conjunctions)
 - Deutsch Aktuell 2, Kapitel 1: p.21 (Expressions for times of day)
- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities Kapitel 1

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- b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - d. Teacher generated
- Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 1: pages 2-33
- Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 1: pages 10-11, 26-27, 31
 - b. SeeSaw Recordings
 - c. Teacher generated
- Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 1: pages 26. 30-31
 - b. Teacher generated

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Coordinating and subordinating conjunctions quiz
 - Expressions for time-of-day quiz
- Listening
 - Deutsch Aktuell 3, Workbook, Listening Activities
 - Vocabulary Listening Quiz
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - Interview Summary
- Reading
 - Readings about different travel habits of Germans, tourism in Germany
 - Brochure of German area
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

- Students create an audio- visual narration of an imaginary trip to Germany;
- Students interpret the oral and written presentation of a postcard/ email from a German teenager;
- Students create their own postcard in response;
- Students create a brochure advertising areas of Germany selected by student interest;

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Unit 2: Thema 2

Time Range in Days: 25 days

Standard(s): PA Common Core State 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
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Thema 2- Filme gestern und heute

Goals: Student will learn what movies reveal about the cultures in which they take place

Objectives:

1. Students identify vocabulary in a German city of landmarks typically visited by tourists; (DOK Level 1)
2. Students ask and describe their favorite movies and filmmakers. (DOK Level 3)
3. Students create a role play that involves a stay and visit to Potsdam in Germany. (DOK Level 2)
4. Students recognize German regions based on their description. (DOK Level 1)
5. Students extract information about regions of Germany from authentic audio sources (DOK Level 2)
6. Students compare and contrast tourist attractions of their home areas to that of areas in Potsdam. (DOK Level 3)
7. Students create a Potsdam pamphlet. (DOK Level 4)
8. Students create an audio-visual presentation of their trip to Germany. (DOK Level 4)
9. Students extract and discuss information from authentic print sources. (DOK Level 2, 4)
10. Students create and present a comparison of German and American film preferences. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 2: p. 37-79
 - Vocabulary List p. 79
 - Quizlet
 - Teacher supplemented

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- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 2: p. 42-43 (Verbs used as nouns)
 - Deutsch Aktuell 3, Kapitel 2: p. 44-49 (Present perfect and narrative past)
- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities
 - b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 2: pages 37-79
 - Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 2: pages 53-55, 70-71, 75
 - b. SeeSaw Recordings
 - c. Teacher generated
 - Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 2: pages 53-54, 69-71
 - b. Deutsch Aktuell 3, Workbook Writing Activities
 - c. Family tree with written summary

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Verbs used as nouns quizzes
 - Present perfect and narrative past quizzes
- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities
 - Vocabulary Listening Quiz
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - Interview summary
- Reading
 - Postcard from a German teenager
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

- Students extract information an imaginary trip to Potzdam from a student recording
- Students interpret a postcard/ email from a German teenager;
- Students create a response to the postcard/ email;
- Students create an audio- visual introduction of their favorite film or filmmaker

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Unit 3: Thema 3

Time Range in Days: 20 days

Standard(s): PA Common Core State 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
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Thema 3- Was ist dir wichtig?

Goals: Students discuss what is important to young people in other cultures.

Objectives:

1. Students describe their short term and long-term goals. (DOK Level 1)
2. Students inquire about someone's short term and long-term goals. (DOK Level 1, 2)
3. Students ask and tell when someone is planning to achieve short term and long-term goals. (DOK Level 1, 2)
4. Students create an essay about German and American teenager use of technology. (DOK Level 4)
5. Students create, write, and present an imaginary trip they took to Germany. (DOK Level 3)
6. Students compare and contrast goals of teenagers in the USA with those in German-speaking countries; DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 3: p. 81-119
 - Vocabulary List p. 119
 - Quizlet
 - Teacher generated
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 3: p. 87 (als, wann, wenn)
 - Deutsch Aktuell 3, Kapitel 3: p. 98 (relative pronouns)
 - Deutsch Aktuell 3, Kapitel 3: p. 103 (compound nouns)
 - Deutsch Aktuell 3, Kapitel 3: p. 102 (Present subjunctive 2 – polite requests and wishes)
- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities
 - b. Audio Lingua Listening Activities

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- c. SeeSaw Recordings
 - d. Teacher generated
- Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 3: pages 81-119
 - b. Postcard/email from German teenager a short term or long-term goal
 - c. Teacher created
- Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 3: pages 91-92, 108-110, 111-112
 - b. SeeSaw Recordings
 - c. Teacher created
- Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 3: pages 92, 108-110, 116
 - b. Deutsch Aktuell 3, Workbook Writing Activities
 - c. SMS to friend
 - d. Teacher created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Als, wann, wenn quizzes
 - Relative pronoun quizzes
 - Compound noun quizzes
 - Present subjunctive 2 quizzes
- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities
 - Vocabulary Listening Quiz
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - SMS
 - Essay using the present subjunctive 2 correctly
- Reading
 - Postcard from a German teenager
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

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Unit 4: Thema 4

Time Range in Days: 25 days

Standard(s): PA Common Core State 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
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Thema 4- Spass muss sein

Goals: Students will be able to discuss how people use their time in other cultures.

Objectives:

1. Students identify the parts of a board game; (DOK Level 1)
2. Students ask for and express their favorite free time activities; (DOK Level 1)
3. Students research and create a presentation about Regensburg; (DOK Level 4)
4. Students compare and contrast getting a driver's license in Germany and in the USA; (DOK Level 3)
7. Students will compare their favorite American and German cars; (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 4: p. 121-157
 - Vocabulary List, p. 157
 - Quizlet
 - Teacher generated
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 4: p.126 (Imperative)
 - Deutsch Aktuell 3, Kapitel 4: p.136 (Prepositional Verbs)
 - Deutsch Aktuell 3, Kapitel 4: p. 141 (If/then statements)
- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities
 - b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - d. Teacher created
 - Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 4: pages 121-157
 - b. Teacher created

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- Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 4: pages 130, 145-147, 152-153
 - b. SeeSaw Recordings
 - c. Teacher created
- Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 4: pages 130, 145-147, 152-153
 - b. Teacher created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Verb conjugation exercises
 - Imperative quizzes
 - Prepositional verb quizzes
 - If/then quizzes
- Listening
 - Workbook, Kapitel 4, Listening Activities
 - Vocabulary Listening Quiz
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
- Reading
 - Postcard from a German teenager about his or her free time
 - An email from a German teenager about his or her free time
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

- Students create a recorded narration about their free time use in the country or city;
- Students analyze the oral and written account about a specific aspect of a German teenager's life in the country or city;
- Students describe selected aspects of their city or country life in a paragraph;

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Unit 5: Thema 5

Time Range in Days: 20 days

Standard(s): PA Common Core State 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

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

Overview: Thema 5- **Auf nach Österreich!**

Goals: Students will identify how social norms are changing in other countries.

Objectives:

1. Students identify traditional equipment needed for hiking in Austria, Germany, or Switzerland. (DOK Level 1)
2. Students develop a presentation about hiking in Germany and in the USA. (DOK Level 4)
3. Students ask and tell something they are looking forward to. (DOK Level 1)
4. Students apply strategies on how to read a German menu. (DOK Level 2, 3)
5. Students research and present information about a German national park; (DOK Level 2)
6. Students compare and contrast a national park in the United States and Germany. (DOK Level 43)

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 5: p. 159-197
 - Vocabulary List p. 197
 - Quizlet
 - Teacher created
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 5: p.162 (Du or Sie)
 - Deutsch Aktuell 3, Kapitel 5: p.164-168 (Comparative and superlative)
 - Deutsch Aktuell 3, Kapitel 5: p. 176 (If/then clauses in the past)
 - Deutsch Aktuell 3, Kapitel 5: p. 180 (Da-compounds)
- **Suggested activities that incorporate vocabulario y gramática:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities
 - b. Audio Lingua Listening Activities

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- c. SeeSaw Recordings
- Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 5: pages 159-197
 - b. Authentic German adds for outdoor clothing
 - c. Authentic German adds for vacations
 - d. Teacher created
- Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 6: pages 171-172, 180, 187-188, 193
 - b. SeeSaw Recordings
 - c. Teacher created
- Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 5: pages 180, 187-188
 - b. Deutsch Aktuell 3, Workbook Writing Activities
 - c. Teacher Created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Verb conjugation exercises
 - Verb conjugation quizzes
 - Comparative and Superlative quizzes
 - If/then statement quizzes with the past tense
 - Da-compound quizzes
- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities
 - Vocabulary Listening Quiz
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
- Reading
 - Postcard/email from a German teenager
 - An add from a German national park
 - An add from a store that sells hiking products
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

- Students extract information from a recorded store advertisement.
- Students listen to an ad from a German national park.
- Students listen to a recording about selected areas of Austria and answer extract information.

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Unit 6: Thema 6

Time Range in Days: 25 days

Standard(s): PA Common Core State 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
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Thema 6 – Was ist aus ihnen geworden?

Goals: Students will learn what events make memories for people in other cultures.

Objectives:

1. Students identify landmarks of interest in the city of Lübeck; (DOK Level 1,3)
2. Students describe in German their favorite stores in the area; (DOK Level 1)
3. Students ask for and describe to a partner their goal for the future; (DOK Level 1)
4. Students research German and American companies; (DOK Level 2)
5. Students create a resume for a German company and present it to the class; (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 6: p. 199-233
 - Vocabulary List, p. 233
 - Quizlet
 - Teacher created
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 6: p.204 (double infinitives)
 - Deutsch Aktuell 3, Kapitel 6: p.214 (narrative past of modals)
 - Deutsch Aktuell 3, Kapitel 6: p.217-218 (narrative past of modals and past subjunctive)
 - Deutsch Aktuell 3, Kapitel 6: p.2119 (wann and ob)
- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities
 - b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - d. Teacher created
 - Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 6: pages 199-233

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- b. German store flyers
- Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 6: pages 207-209, 216-217, 223, 225, 229
 - b. SeeSaw Recordings
 - c. Teacher created
- Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 6: pages 209, 216-217, 216, 219, 223, 225, 229
 - b. Deutsch Aktuell 3, Workbook Writing Activities
 - c. Teacher created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
 - Demonstrative Pronoun quiz
 - Question word quiz
- Grammar
 - Double infinitive quizzes
 - Narrative past of modals quizzes
 - Past subjunctive quizzes
 - “Wann” and “ob” quizzes
- Listening
 - Vocabulary Listening Quiz
 - Store/product advertisement
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - German store flyer
 - Teacher created
- Reading
 - Postcard from a German teenager
 - German city flyer
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

- Students extract information about the city of Lübeck;
- Students create a “talking” real estate advertisement about their own house in the city of Lübeck;
- Students create and present an essay discussing where they see themselves in ten years
- Students research a German company and create a resume to apply for a job;

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Unit 7: Thema 7

Time Range in Days: 20 days

Standard(s): PA Common Core State 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
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Thema 7- Hobbies und Interessen

Goals: Students will learn what factors contribute to the change in leisure activities in other cultures.

Objectives:

1. Students interview an older family. (DOK Level 1)
2. Students create a presentation about older Americans and Germans. (DOK Level 4)
3. Students research and present information about Köln. (DOK Level 4)
4. Students create a presentation of German and American public transportation systems. (DOK Level 4)
5. Students research and present information about the life of Johannes Gutenberg. (DOK Level 4)
6. Students will research an American and German version of the same fairy tale and present similarities and differences. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 7: p. 235- 271
 - Vocabulary List, p. 271
 - Quizlet
 - Teacher created
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 7: p.240 (wo compounds)
 - Deutsch Aktuell 3, Kapitel 7: p.256 (infinitive clauses with “zu” and “um...zu”)
- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities

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- b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - d. Teacher created
- Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 7: pages 235-271)
 - b. Authentic event flyers from German-speaking countries
- Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 7: pages 243, 246-247, 255, 260-261, 266-267
 - b. SeeSaw Recordings
 - c. Teacher created
- Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 7: pages 243-244, 246-247, 255, 260-262
 - b. Deutsch Aktuell 3, Workbook Writing Activities
 - c. Summarize a German fairytale
 - d. Students create a fairy tale with the five common elements of German fairy tales
 - e. Teacher created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Verb conjugation exercises
 - Wo compound quizzes
 - Infinitive clause quizzes
- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities
 - Vocabulary Listening Quiz
 - Teacher created
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - Interview summary from questionnaire
- Reading
 - Postcard from a German teenager
 - Reading about an assigned German cultural topic
 - Reading about an assigned geographic area
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

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Summative:

- Students create an audio-visual presentation of selected landmarks from Köln;
- Students compare and contrast German and American fairy tales;
- Students discuss the contribution of Johannes Gutenberg to Germany and the German language

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Unit 8: Thema 8

Time Range in Days: 25 days

Standard(s): PA Common Core State 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

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

Overview: Thema 8- Feste und Feiertage

Goals: Students will learn what a country's celebrations reveal about its history and traditions.

Objectives:

1. Students identify unit vocabulary discussing healthy living. (DOK Level 1)
2. Students identify and discuss the dining habits of Germans and Americans. (DOK Level 1)
3. Students research and create a presentation that compares German and American sport preferences. (DOK Level 4)
4. Students ask and tell how often they go to various places in a city. (DOK Level 1)
5. Students create short a portrait of a German city (including historical facts). (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 8: p. 275-311
 - Vocabulary List, p. 311
 - Quizlet
 - Teacher created
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 8: p. 392 (Relative pronouns: "was" and "wo")
 - Deutsch Aktuell 3, Kapitel 8: p. 296-297 (The Genitive)
- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 8, Workbook Listening Activities
 - b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - d. Teacher created

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- Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 8 : pages 275-311
 - b. Authentic advertisements from popular German cultural festivals
 - b. Teacher created
- Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 8: p.282-283, 285-286, 291, 295, 301-302, 307
 - b. Interview a partner about his or her favorite German holiday
 - c. SeeSaw Recordings
 - d. Teacher created
- Writing Activities
 - a. Deutsch Aktuell 3, Workbook Writing Activities
 - b. Deutsch Aktuell 3, Kapitel 8: p. 282-283, 285-286, 295-296, 301-303, 308
 - c. Teacher created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Relative pronoun quizzes with “was” and “wo”
 - Genitive quizzes
- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities (Kapitel 8)
 - Vocabulary Listening Quiz
 - SeeSaw listening tasks
 - Teacher generated
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - Description of Köln landmarks or cultural events
- Reading
 - SMS/ Email from a German teenager discussing German cultural festivals
 - Köln landmark reading, city pamphlet, advertisement
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

- Students follow oral and written directions to a location;
- Students discuss ways in which they could live healthier;
- Students create written directions between two places;