

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**German 1**

**Grade Level:**

**Middle School grade 8**

**High School grades 9- 12**

**Date of Board Approval: \_\_\_\_\_ 2018 \_\_\_\_\_**

**DELAWARE VALLEY SCHOOL DISTRICT**

**Planned Instruction**

**Title of Planned Instruction: German 1**

**Subject Area: World Language: German**

**Grade(s): 8-12**

**Course Description:**

German 1 is a beginning level course intended for those students who have expressed an interest in learning German or who are already studying a foreign language and wish to pursue German. 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 1 is also the basis for preparation into the subsequent levels of German 2, 3, 4, and Advanced Placement German.

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

**Curriculum Writing Committee:** Elke Miller

# DELAWARE VALLEY SCHOOL DISTRICT

## Marking Period One

- **Overview:**

Students explore basic geographical aspects of German- speaking countries while learning to make simple personal connections and talk about their immediate personal life.
- **Goals:**

**Understanding of:**

**A. Thema 1: Sich Kennenlernen- Getting to know each other**

  - **Culture**
    1. Traditional German names
    2. Culture specific greetings and farewells
    3. Important holidays (overview) and dates of German-speaking countries
    4. Geography and cultural comparison of German-speaking countries with the USA
    5. Famous persons from German-speaking countries
  - **Vocabulary**
    1. Alphabet
    2. Feelings
    3. Greetings & Farewells
    4. Numbers 0- 100 and basic understanding of ordinal numbers
    5. Days, Months & Birthday
    6. Telling name, age, place where someone comes from and lives
    7. Basic geographical vocabulary
  - **Grammar**
    1. Verbs 'heißen' to tell your name and 'sein' to tell age and birthday
    2. Verb 'gehen' in fixed expressions about feelings
    3. Verbs 'kommen (von)' and 'wohnen (in)' to tell where s.o. comes from and lives in
    4. Subject pronouns singular and plural
    5. Indefinite and definite articles
    6. Conjugation of regular verbs (basic introduction)
    7. Negation "nicht"
    8. Utilize an online dictionary
  - **Communication (Interpretational, Interpersonal, Presentational)**
    1. Say "hello" and "good-bye"
    2. Ask for and tell someone's name
    3. Ask for spelling and spell someone's name
    4. Ask and tell how someone feels
    5. Ask and tell the date
    6. Ask and tell the someone's age and birthday
    7. Ask and tell where someone comes from and lives

**B. Thema 2: Familie- Family**

  - **Culture**

## DELAWARE VALLEY SCHOOL DISTRICT

1. Compare Family structures in German- speaking countries and the USA
  2. Comparison of population pyramids from USA and German- speaking countries
- **Vocabulary**
    1. Family terminology to identify family members
    2. Pets
    3. Descriptive adjectives pertaining to appearance and character
    4. Question Words
  - **Grammar**
    1. Possessive adjectives
    2. Verb 'haben' to tell what family members or traits someone has
    3. Negative article 'kein, keine, keinen'
    4. Formation of basic questions
  - **Communication (Interpretational, Interpersonal, Presentational)**
    1. Ask for and describe someone's family and family relationships
    2. Ask for and describe appearance and character of family members
    3. Interpret topic-related info graphs

## DELAWARE VALLEY SCHOOL DISTRICT

- **Overview**

Students will compare and contrast leisure and school life in the USA with that in German-speaking countries.

- **Goals:**

**Understanding of:**

**A. Thema 3: Freizeit – Leisure Time Activities**

- **Culture**

1. Compare Leisure activity habits in German- speaking countries with the USA
2. The 'Verein' system in German- speaking countries as contrast to school teams

- **Vocabulary**

1. Verbs to describe leisure activities
2. Instruments and games
3. Indications of time
4. Sequencing words 'zuerst, dann, danach, zuletzt'
5. Expressing likes and dislikes using 'gern' and 'nicht gern'

- **Grammar**

1. Conjugation of regular verbs
2. Conjugation of verbs with verb stem ending in 's', 'd/t'
3. Conjugation of verbs with simple stem change like 'backen', 'schlafen', 'fahren', 'laufen'
4. Negation with 'nicht'
5. Syntax in statements and questions (verb in second position)
6. Questions with and without question words

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

1. Create a written narration about one's leisure activities
2. Create and conduct an interview about someone's leisure activities
3. Interpret graphs and charts to analyze leisure activity behavior in Germany and the USA

**B. Thema 4- Schule- School**

- **Culture**

1. The school systems of Germany, Switzerland, and Austria including school types, school schedule, report card and grading system, school breaks
2. Educational choices after high school including the dual education system and apprenticeships
3. Conversion of currency

- **Vocabulary**

1. School types
2. School subjects and grades

## DELAWARE VALLEY SCHOOL DISTRICT

3. Time and duration
  4. Asking and telling an opinion using 'finden'
  5. Expressions of sympathy, encouragement, and praise
  6. School supplies and currency
- **Grammar**
    1. Verb 'finden' to express an opinion
    2. Verb 'mögen' to express a like/dislike
    3. Verb 'kosten' to express a price
    4. Accusative case for direct objects
  - **Communication (Interpretational, Interpersonal, Presentational)**
    1. Describe and compare school schedules
    2. Read a school holiday calendar of German-speaking schools
    3. Ask for and express opinions about school subjects
    4. Ask and tell what school supplies someone is buying and how much something costs
    5. Ask for and express plans for educational future
    6. Write a letter to a school in a German-speaking country

### Marking Period Three

- **Overview**

Students will explore how food and housing reflect habits and values of German-speaking cultures
- **Goals:**

**Understanding of:**

**A. Thema 5: Essen- Food**

  - **Culture**
    1. Traditional dishes from various regions of German-speaking countries
    2. Meal habits in Germany-speaking countries
    3. Restaurant etiquette and eating out in a German restaurant
    4. German menus
  - **Vocabulary**
    1. Expressing hunger and thirst
    2. Table settings
    3. Food related content
    4. Expressions of how something tastes
  - **Grammar**
    1. Verbs 'essen' and 'trinken' to tell what someone eats and drinks
    2. Verb 'wollen' to tell what someone wants
    3. Verb 'möchten' to tell what someone would like
    4. Verb 'bestellen', 'schmecken', 'bezahlen', 'kosten'

## DELAWARE VALLEY SCHOOL DISTRICT

5. Accusative case for direct objects

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

1. Communicate in a restaurant
2. Read a German menu
3. Ask and tell about eating and food habits
4. Ask and tell how something tastes

### **B. Thema 6: Wohnen- Housing**

○ **Culture**

1. Compare and contrast German and US housing types
2. Living preferences and costs in Germany
3. Exploring German real estate advertisements and house swapping options

○ **Vocabulary**

1. Types of houses
2. Rooms, floor levels, and house surroundings
3. Items in a room
4. Prepositions
5. Locations of housing
6. Basic phrases for an email

○ **Grammar**

1. Dative case with prepositions that indicate locations
2. Addressing people formally

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

1. Ask and tell about the lay-out of a house
2. Ask and tell about a room and location of items in a room
3. Interpret real estate advertisement and online house descriptions
4. Create a real estate advertisement for their own house
5. Write an email to arrange for a vacation house swap

### **Marking Period 4**

● **Overview**

Students discuss clothing preferences in the USA and Germany.  
Students explore, compare and contrast the structure and store variety of cities in German-speaking countries.

● **Goals:**

**Understanding of:**

**A. Thema 7: Kleidung - Clothing**

○ **Culture**

1. Fashion trends and pricing of clothes in German-speaking countries

## DELAWARE VALLEY SCHOOL DISTRICT

2. Importance of clothing for teenage identity
3. Sizing chart differences between the USA and German- speaking countries
4. Regional traditional clothing in German-speaking countries

### ○ **Vocabulary**

1. Clothing items
2. Colors
3. Vocabulary pertaining to how clothing fits and looks
4. Prices and the verb 'kosten'
5. Clothing store options

### ○ **Grammar**

1. Verb 'tragen' to describe what someone wears
2. Verb 'passen' to describe how clothing fits
3. Verb 'gefallen' to tell how someone likes certain clothing
4. Separable prefix verbs 'anhaben', 'anziehen', 'umziehen', 'anprobieren', 'aussehen'
5. Expression 'zu' to express 'too'

### ○ **Communication (Interpretational, Interpersonal, Presentational)**

1. Ask and describe what someone is wearing
2. Create and conduct an interview about clothing and shopping preferences
3. Communicate in a shopping situation
4. Interpret info graphs and German clothing advertisements

## **B. Thema 8: Die Stadt- In the City**

### ○ **Culture**

1. Structure, Stores and Facilities in a German- speaking city
2. Geographical Distribution of cities in German- speaking countries
3. Selected city portraits to show impact of Germany's history
4. Shopping Behavior in German- speaking countries

### ○ **Vocabulary**

1. Names of store and facilities
2. Vocabulary to give directions
3. Adverbs of time to express frequency

### ○ **Grammar**

1. 'du', 'ihr', and 'Sie' command

### ○ **Communication (Interpretational, Interpersonal, Presentational)**

1. Asking and telling where something is located
2. Asking for and giving directions
3. Reading a city map
4. Expressing shopping preferences



# DELAWARE VALLEY SCHOOL DISTRICT

## 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;

## DELAWARE VALLEY SCHOOL DISTRICT

### **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;

### **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;

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 1: Thema 1

Time Range in Days: 50 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- Sich Kennenlernen

**Goals:** Student obtain and share personal information with others.

### **Objectives:**

1. Students culturally appropriately initiate and respond to greetings; (DOK Level 1)
2. Students ask for and give basic personal information like name, age, birthday, place of residence, and place of origin; (DOK Level 2)
3. Students state and write the date correctly in German; (DOK Level 1)
4. Students spell and ask for spelling of individual words and names; (DOK Level 2)
5. Students maintain a short conversation about basic personal information; (DOK Level 4)
6. Students create a word cloud to describe themselves by using an online dictionary; (DOK Level 4)
7. Students name basic geographical information about Germany, Austria, and Switzerland; (DOK Level 1)
8. Students compare geographical information about USA and German-speaking countries; (DOK Level 3)
9. Students create a short written narration about personal information; (DOK Level 4)
10. Students create a commemorative plaque for a famous German-speaking person; (DOK Level 4)

### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulary:**
  - Deutsch Aktuell 1, Kapitel 1: p. 1- 37
  - Deutsch Aktuell 1, Kapitel 5: p.160/ 161 (Geography)
  - Vocabulary List
  - Quizlet

## DELAWARE VALLEY SCHOOL DISTRICT

- **Grammar:**
  - Deutsch Aktuell 1, Kapitel 1: p.3/ 25/ 448 (verb conjugation of 'heißen', 'kommen', 'wohnen')
  - Deutsch Aktuell 1, Kapitel 1: p.17 (verb conjugation of 'sein')
  - Deutsch Aktuell 1, Kapitel 1: p.25/ 448 (subject pronouns)
  
  - Deutsch Aktuell 1, Kapitel 2: p.59, 148, 166, 342, 448 (definite and indefinite articles)
  - Deutsch Aktuell 1, Grammar Summary: p.449 (negation with 'nicht')
  
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Kapitel 1: pages 2,7,9,
    - b. Deutsch Aktuell 1, Workbook Listening Activities Kapitel 1
    - c. Audio Lingua Listening Activities
    - d. SeeSaw Recordings
  
  - Reading Activities
    - a. Deutsch Aktuell 1, Kapitel 1: pages 1-37
    - b. Postcard/ email from German teenager about their family
  
  - Speaking Activities
    - a. Deutsch Aktuell 1, Kapitel 1: pages 4, 17- 19, 22, 26/27, 31
    - b. SeeSaw Recordings
  
  - Writing Activities
    - a. Deutsch Aktuell 1, Kapitel 1: pages 14,16,19,33
    - b. Deutsch Aktuell 1, Writing Activities
    - c. Commemorative Plaque for a famous German-speaking person

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
  -
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
  - Deutsch Aktuell 1 Testing Kit, Grammar quizzes
- Listening

## DELAWARE VALLEY SCHOOL DISTRICT

- Deutsch Aktuell 1, Workbook, Listening Activities
- Deutsch Aktuell 1 Testing Kit, Listening Quizzes
- 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 create an audio- visual introduction of themselves;
- 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 commemorative plaque about a famous German- speaking person;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 1, Kapitel 1, pages 35/ 36
- Cultural discussions, activities, and/or projects (create your own birth announcement in German)

### Correctives:

1. Supplemental instruction and modeling of listening, speaking, reading and writing strategies
2. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 1 Textbook, Deutsch Aktuell 1 Workbook, Deutsch Aktuell 1 Testing Kit

Grammar companion (teacher- made)

### NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities.

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 2: Thema 2

Time Range in Days: 30 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- Die Familie

**Goals:** Student obtain, share and discuss information about family and family relationships.

### **Objectives:**

1. Students identify family members with the appropriate terminology in German; (DOK Level 1)
2. Students ask and describe family relationships using possessive adjectives; (DOK Level 3 )
3. Students describe physical appearance and character features of family members; (DOK Level 2 )
4. Students recognize people based on their description; (DOK Level 1)
5. Students extract information about family from authentic audio sources ; (DOK Level 2 )
6. Students maintain a short conversation about family; (DOK Level 3)
7. Students create a family tree; (DOK Level 4 )
8. Students create an audio-visual presentation of their family; (DOK Level 4)
9. Students extract and discuss information from authentic print sources; (DOK Level 2, 4)
10. Students create and present a written description of their family; (DOK Level 4)

### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulary:**

- Deutsch Aktuell 1, Kapitel 2: p. 38- 69
- Vocabulary List
- Quizlet

- **Grammar:**

- Deutsch Aktuell 1, Kapitel 3: p.77/ 449 (verb conjugation of 'haben')
- Deutsch Aktuell 1, Kapitel 1/7/8: p.259, 451 (possessive adjectives)

## DELAWARE VALLEY SCHOOL DISTRICT

- Deutsch Aktuell 1, Kapitel 3: p.203/ 449 (negative article 'kein', 'keine', 'keinen')
- Deutsch Aktuell 1, Kapitel 2: p.45/ 449 (formation of questions)
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Kapitel 2: pages 40, 43/ 44, 58
    - b. Deutsch Aktuell 1, Workbook Listening Activities
    - c. Audio Lingua Listening Activities
    - d. SeeSaw Recordings
  - Reading Activities
    - a. Deutsch Aktuell 1, Kapitel 2: pages 38- 69
  - Speaking Activities
    - a. Deutsch Aktuell 1, Kapitel 2: pages 52, 62, 66
    - b. SeeSaw Recordings
  - Writing Activities
    - a. Deutsch Aktuell 1, Kapitel 2: pages 51/ 52, 62/ 63
    - b. Deutsch Aktuell 1, Workbook Writing Activities
    - c. Family tree with written summary

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
  - Deutsch Aktuell 1 Testing Kit, Vocabulary Quizzes
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
  - Possessive adjective quiz
  - Deutsch Aktuell 1 Testing Kit, Grammar Quizzes
- Listening
  - Deutsch Aktuell 1, Workbook Listening Activities
  - Vocabulary Listening Quiz
  - Deutsch Aktuell 1 Testing Kit, Listening Quizzes
- Writing

## DELAWARE VALLEY SCHOOL DISTRICT

- 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 about someone's family from an audio source
- 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 family;

### **Extensions:**

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 1, Kapitel 2, pages 65, 67/ 68
- Cultural discussions, activities, and/or projects (create a mobile of your imaginary family)

### **Correctives:**

1. Additional instruction and modeling of listening, speaking, reading and writing strategies
2. Supplemental activities to apply concepts correctly
3. Use of technological resources available

### **Materials and Resources:**

**PRINT RESOURCES:** Deutsch Aktuell 1 Textbook, Deutsch Aktuell 1 Workbook, Deutsch Aktuell 1 Testing Kit

Infographs

Grammar Companion (teacher- made)

### **NON-PRINT RESOURCES:**

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities



# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 3: Thema 3

Time Range in Days: 40 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- Freizeit

**Goals:** Student discuss and inquire about leisure time activities.

Students compare and contrast how German and US teenagers spend their leisure time.

### **Objectives:**

1. Students describe what they do, like and dislike to do in their freetime; (DOK Level 1)
2. Students inquire about someone's leisure time activities and activity preferences; (DOK Level 1, 2)
3. Students ask and tell when someone is doing something and sequence events; (DOK Level 1, 2)
4. Students ask and express what someone would like to do;
5. Students make plans for how to spend their leisure time;
6. Students compare and contrast popular leisure activities in the USA with those in German- speaking countries; DOK Level 4)
7. Students create promotional flyers in German about DV extra-curricular activities and things to do in Pike County; (DOK Level 4)

### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulary:**

- Deutsch Aktuell 1, Kapitel 3: p. 70- 105
- Vocabulary List
- Quizlet

- **Grammar:**

- Deutsch Aktuell 1, Grammar Summary: p.448 (verb conjugation of regular verbs)
- Deutsch Aktuell 1, Grammar Summary: p.225, 449 (verbs with vowel change)

## DELAWARE VALLEY SCHOOL DISTRICT

- Deutsch Aktuell 1, Kapitel 3: p.83 (syntax)
- Deutsch Aktuell 1, Grammar Summary: p.449 (questions with and without question word)
  
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Kapitel 3: pages 72, 75/ 76, 90, 95
    - b. Deutsch Aktuell 1, Workbook Listening Activities
    - c. Audio Lingua Listening Activities
    - d. SeeSaw Recordings
  - Reading Activities
    - a. Deutsch Aktuell 1, Kapitel 3: pages 82, 90, 93/ 94
    - b. Postcard/ email from German teenager about leisure activities
  - Speaking Activities
    - a. Deutsch Aktuell 1, Kapitel 3: pages 74- 78, 84/85, 96
    - b. SeeSaw Recordings
  - Writing Activities
    - a. Deutsch Aktuell 1, Kapitel 1: pages 85/86, 89, 96
    - b. Deutsch Aktuell 1, Workbook Writing Activities
    - c. SMS to friend to make plans

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
  - Deutsch Aktuell 1 Testing Kit, Vocabulary Quizzes
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
  - Deutsch Aktuell 1 Testing Kit, Grammar Quizzes
- Listening
  - Deutsch Aktuell 1, Workbook Listening Activities
  - Vocabulary Listening Quiz
  - Deutsch Aktuell 1 Testing Kit, Listening Quizzes
- Writing
  - Warm-up sentences
  - Question ladder Questionnaire
  - SMS
- Reading
  - Postcard from a German teenager

## DELAWARE VALLEY SCHOOL DISTRICT

- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students interpret a postcard from a German teenager;
- Students create an audio presentation about their leisure activities;
- Students extract information about leisure time activities from an audio source;
- Students write a postcard to a German- speaking teenager about how they spend their leisure time;
- Students create a flyer in German to promote DV extra- curricular activities;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 1, Kapitel 3, pages 98/99
- Selection passages from Deutsch Aktuell 1, Kapitel 10 (pages 334- 375) and Kapitel 12 (pages 417- 447)
- Goethe- Institut “Sport in Deutschland” cultural materials
- Cultural discussions, activities, and/or projects

### Correctives:

1. Additional instruction and modeling of listening, speaking, reading and writing strategies
2. Supplemental activities to apply concepts
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 1 Textbook, Deutsch Aktuell 1 Workbook, Deutsch Aktuell 1 Testing Kit

Grammar Companion (teacher- made)

Infographs

### NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 4: Thema 4

Time Range in Days: 40 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- Schule

**Goals:** Student obtain an insight into the school systems of Germany, Switzerland, and Austria in order to compare and contrast the information with their the structure of their own school system.

### **Objectives:**

1. Students ask and tell which school subjects someone has; (DOK Level 1)
2. Students ask for and express likes and dislikes for specific school subjects; (DOK Level 1)
3. Students describe their school schedule and inquire about someone else's schedule; (DOK Level 2)
4. Students ask for and express an opinion; (DOK Level 2)
7. Students identify common school supplies; (DOK Level 1)
8. Students create a school store flyer with culturally appropriate pricing; (DOK Level 4)
5. Students research numerous aspects of German school life (school system, classes, grading system, extra-curricular activities, school holidays); (DOK Level 2, 3)
6. Students create a graphic organizer to compare the German and the US school system; (DOK Level 4)
7. Students research and discuss professional and educational choices after high school in Germany; (DOK Level 3, 4)

### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulary:**
  - Deutsch Aktuell 1, Kapitel 4: p. 106- 141
  - Vocabulary List
  - Quizlet

## DELAWARE VALLEY SCHOOL DISTRICT

- **Grammar:**
  - Deutsch Aktuell 1, Kapitel 4: p.121 (verb conjugation of 'finden', to express an opinion)
  - Deutsch Aktuell 1, Kapitel 6: p.186 (verb "mögen" incl. contrast with "möchten")
  - Deutsch Aktuell 1, Kapitel 6: p.196/197 (verb conjugation of 'kosten')
  - Deutsch Aktuell 1, Kapitel 4: p.112 (Accusative case for direct objects)
  
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Kapitel 4: pages 110, 122
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings
  
  - Reading Activities
    - a. Deutsch Aktuell 1, Kapitel 4: pages 110, 126, 132
  
  - Speaking Activities
    - a. Deutsch Aktuell 1, Kapitel 4: pages 111, 113/114, 118, 123- 125, 128- 130
    - b. SeeSaw Recordings
  
  - Writing Activities
    - a. Deutsch Aktuell 1, Kapitel 4: pages 118, 127, 130/131

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
  - Deutsch Aktuell 1 Testing Kit, Vocabulary Quizzes
  
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
  - Accusative quiz
  - Deutsch Aktuell 1 Testing Kit, Grammar Quizzes
  
- Listening
  - Workbook, Kapitel 4, Listening Activities
  - Vocabulary Listening Quiz
  - Deutsch Aktuell 1 Testing Kit, Listening Quizzes

## DELAWARE VALLEY SCHOOL DISTRICT

- Writing
  - Warm-up sentences
  - Question ladder Questionnaire
- Reading
  - Postcard from a German teenager about school life
- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students create a recorded narration about their school life;
- Students analyze the oral and written account about a specific aspect of a German teenager's school life;
- Students describe selected aspects of their school life in writing;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 1, Kapitel 4, pages 135/136
- Cultural discussions, activities, and/or projects

### Correctives:

1. More extensive instruction and modeling of listening, speaking, reading and writing strategies
2. Supplemental activities to apply concepts correctly;
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 1 Textbook, Deutsch Aktuell 1 Workbook, Deutsch Aktuell 1 Testing Kit

Grammar Companion (teacher- made)

Infographs

### NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo
- Website of German, Swiss, and Austrian school
- Online school holiday schedule of various German, Swiss, and Austrian federal states

## DELAWARE VALLEY SCHOOL DISTRICT

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

### Unit 5: Thema 5

Time Range in Days: 40 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- Essen

**Goals:** Students make connections between a country's cuisine and culture, and contrast the food culture of German-speaking countries with the USA.

#### **Objectives:**

1. Students identify traditional German, Swiss, and Austrian dishes and beverages; (DOK Level 1)
2. Students ask and tell what someone would like to eat and drink; (DOK Level 1)
3. Students ask and tell how something tastes; (DOK Level 1)
4. Students apply strategies on how to read a German menu; (DOK Level 2, 3)
5. Students use appropriate cultural etiquette when eating out; (DOK Level 2, 3)
6. Students apply language concepts in a restaurant situation; (DOK Level 4)
7. Students identify similarities and differences of daily meal habits; (DOK Level 1)
8. Students compare and contrast nutritional preferences in the USA and Germany; (DOK Level 3, 4)
9. Students create a personal menu with culturally appropriate pricing; (DOK Level 4)

#### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulary:**
  - Deutsch Aktuell 1, Kapitel 6: p. 178- 217
  - Vocabulary List
  - Quizlet
- **Grammar:**
  - Deutsch Aktuell 1, Kapitel 6: p.186 (verb contrast 'wollen' and 'möchten')

## DELAWARE VALLEY SCHOOL DISTRICT

- Deutsch Aktuell 1, Kapitel 6: p.178- 217 (verbs 'essen', 'trinken', 'schmecken', 'bestellen', 'kosten', 'bezahlen')
- Deutsch Aktuell 1, Kapitel 4: p.112 (Accusative case for direct objects)
  
- **Suggested activities that incorporate vocabulario y gramática:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Kapitel 6: pages 180
    - b. Deutsch Aktuell 1, Workbook Listening Activities
    - c. Audio Lingua Listening Activities
    - d. SeeSaw Recordings
  - Reading Activities
    - a. Deutsch Aktuell 1, Kapitel 6: pages 183, 193, 195, 199, 206
    - b. Authentic German menus
    - c. Authentic German supermarket flyers
    - d. Online advertisement of German supermarkets
    - e. Infographs on nutritional habits and food related topics
  - Speaking Activities
    - a. Deutsch Aktuell 1, Kapitel 6: pages 182, 187, 209/ 210
    - b. SeeSaw Recordings
  - Writing Activities
    - a. Deutsch Aktuell 1, Kapitel 6: pages 194, 209/ 210
    - b. Deutsch Aktuell 1, Workbook Writing Activities
    - c. Personal menu
    - d. Postcard

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
  - Deutsch Aktuell 1 Testing Kit, Vocabulary Quizzes
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
  - Accusative case quiz
  - Deutsch Aktuell 1 Testing Kit, Grammar Quizzes
- Listening
  - Deutsch Aktuell 1, Workbook Listening Activities
  - Vocabulary Listening Quiz



## DELAWARE VALLEY SCHOOL DISTRICT

- Deutsch Aktuell 1 Testing Kit, Listening Quizzes
- Writing
  - Warm-up sentences
  - Question ladder Questionnaire
- Reading
  - Postcard from a German teenager
- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students extract information from a recorded restaurant scene.
- Students respond to restaurant phrases and prompts based on a random menu.
- Students extract information from authentic restaurant and food related sources.

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 1, Kapitel 6, pages 211- 216
- Cultural discussions, activities, and/or projects
- Create a daily food diary
- Create a German map of Pike County with menu links for local restaurants (class project)

### Correctives:

1. Additional instruction and modeling of listening, speaking, reading and writing strategies;
2. Supplemental activities to apply concepts correctly;
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 1 Textbook, Deutsch Aktuell 1 Workbook, Deutsch Aktuell 1 Testing Kit

Grammar Companion (teacher- made)

Authentic German menus and supermarket flyers

Infographs

### NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo
- German supermarket and restaurant websites

## DELAWARE VALLEY SCHOOL DISTRICT

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

### Unit 6: Thema 6

Time Range in Days: 40 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- Wohnen

**Goals:** Students explain how cultural conditions influence housing in Germany and make comparisons to the housing situation in the USA.

#### **Objectives:**

1. Students identify, compare and contrast German and US housing types; (DOK Level 1,3 )
2. Students describe their accommodation by lay-out and location; (DOK Level 1)
3. Students ask for and describe items in a room and their physical location; (DOK Level 1)
4. Students research living preferences in Germany and compare them with the USA; (DOK Level 4)
5. Students convert to and from metric measurements; (DOK Level 2)
6. Students interpret German real estate advertisement; (DOK Level 2)
7. Students create an advertisement of their own accommodation; (DOK Level 3, 4)
8. Students create an email to initiate a vacation housing swap; (DOK Level 3, 4)

#### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulary:**
  - Deutsch Aktuell 1, Kapitel 8: p. 271- 286 (limited selection, extended in vocabulary list)
  - Vocabulary List
  - Quizlet
- **Grammar:**
  - Deutsch Aktuell 1, Kapitel 10: p.350, 450 (preposition w/dative case to express location)

## DELAWARE VALLEY SCHOOL DISTRICT

- Deutsch Aktuell 1, Kapitel 1: p.24 (addressing a person formally)
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Kapitel 8: pages 275/ 276
    - b. Deutsch Aktuell 1, Workbook Listening Activities
    - c. Audio Lingua Listening Activities
    - d. SeeSaw Recordings
  - Reading Activities
    - a. Deutsch Aktuell 1, Kapitel 8: pages 275/ 276, 284
    - b. [www.homeexchange.com](http://www.homeexchange.com)
    - c. German real estate advertisements
  - Speaking Activities
    - a. Deutsch Aktuell 1, Kapitel 8: pages 276, 286
    - b. SeeSaw Recordings
    - c. House and room description w/ item location
  - Writing Activities
    - a. Deutsch Aktuell 1, Kapitel 8: pages 286
    - b. Deutsch Aktuell 1, Workbook Writing Activities
    - c. House advertisement/ Real estate advertisement
    - d. Email to arrange for house swap

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
  - Deutsch Aktuell 1 Testing Kit, Vocabulary Quizzes
- Grammar
  - Open- notebook quiz on prepositions w/dative case
  - Quiz with sentences transformation from informal to formal style
  - Deutsch Aktuell 1 Testing Kit, Grammar Quizzes
- Listening
  - Arbeitsbuch, Kapitel 8, Listening Activities
  - Vocabulary Listening Quiz
  - Deutsch Aktuell 1 Testing Kit, Listening Quizzes
- Writing
  - Warm-up sentences

## DELAWARE VALLEY SCHOOL DISTRICT

- Question ladder Questionnaire
- Real estate advertisement
- House and room description
- Reading
  - Postcard from a German teenager
  - Real estate advertisement
- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students extract information about a house from a “talking” real estate advertisement;
- Students create a “talking” real estate advertisement about their own house;
- Students interpret the house description of a German teenager by determining if statements are true or false;
- Students create a written real estate advertisement about a house;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 1, Kapitel 8, pages 271- 286
- Cultural discussions, activities, and/or projects (room of my dreams diorama)

### Correctives:

1. Additional instruction and modeling of listening, speaking, reading and writing strategies
2. Supplemental activities to apply concepts correctly
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 1 Textbook, Deutsch Aktuell 1 Workbook, Deutsch Aktuell 1 Testing Kit

Grammar Companion (teacher- made)

German real estate advertisement

### NON-PRINT RESOURCES:

- [web.seesaw.me](http://web.seesaw.me)
- [Quizlet.com](http://Quizlet.com)
- Audio Lingua
- DuLingo
- [www.homeexchange.com](http://www.homeexchange.com)
- Selection of authentic materials (infographs, real estate advertisement)

## DELAWARE VALLEY SCHOOL DISTRICT

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

### Unit 7: Thema 7

Time Range in Days: 40 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- Kleidung

**Goals:** Students compare and contrast their personal clothing and shopping habits with those of teenagers in Germany.

#### **Objectives:**

1. Students describe clothing by name, color, style, and fit; (DOK Level 1)
2. Students ask and describe what someone is wearing; (DOK Level 1)
3. Students ask and tell someone about personal clothing and shopping preferences; (DOK Level 2, 3)
4. Students create a dress code flyer for school; (DOK Level 4)
5. Students research, compare, and contrast clothes shopping behavior in Germany and the USA; (DOK Level 3, 4)

#### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulary:**
  - Deutsch Aktuell 1, Kapitel 7: p. 218- 251
  - Vocabulary List
  - Quizlet
- **Grammar:**
  - Deutsch Aktuell 1, Kapitel 7: p.224, 251 (verb 'tragen', 'passen', 'gefallen')
  - Deutsch Aktuell 1, Kapitel 9: p.301 (separable prefix verbs 'anziehen', 'umziehen', 'anprobieren', 'aussehen')

## DELAWARE VALLEY SCHOOL DISTRICT

- Deutsch Aktuell 1, Kapitel 8: p.262 (direct object pronouns)
- Deutsch Aktuell 1, Kapitel 7: p.251 (expression 'zu')
- **Suggested activities that incorporate vocabulario y gramática:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Kapitel 7: pages 223, 237, 241
    - b. Deutsch Aktuell 1, Workbook Listening Activities
    - c. Audio Lingua Listening Activities
    - d. SeeSaw Recordings
  - Reading Activities
    - a. Deutsch Aktuell 1, Kapitel 7: pages 223, 233, 237, 241/ 242
    - b. Authentic clothing flyers from German-speaking countries
  - Speaking Activities
    - a. Deutsch Aktuell 1, Kapitel 7: pages 222, 232, 236, 244/ 245
    - b. SeeSaw Recordings
  - Writing Activities
    - a. Deutsch Aktuell 1, Kapitel 7: pages 230, 232/ 233, 244
    - b. Deutsch Aktuell 1, Workbook Writing Activities
    - c. Dress code flyer
    - d. Postcard to German teenager to give packet advice for visit in Pennsylvania

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
  - Deutsch Aktuell 1 Testing Kit, Vocabulary Quizzes
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
  - Direct object pronoun quiz
  - Deutsch Aktuell 1 Testing Kit, Grammar Quizzes
- Listening
  - Deutsch Aktuell 1, Workbook Listening Activities
  - Vocabulary Listening Quiz
  - "Was ist in meinem Schrank" listening memory game
  - Deutsch Aktuell 1 Testing Kit, Listening Quizzes
- Writing

## DELAWARE VALLEY SCHOOL DISTRICT

- Warm-up sentences
- Question ladder Questionnaire
- Interview summary from questionnaire
- Reading
  - Postcard from a German teenager
- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students create an audio-visual presentation of their favorite outfit;
- Students describe in detail in writing what a person is wearing;
- Students evaluate true-false statements based on an oral presentation about someone's clothing preferences;
- Students evaluate true-false statements based on a written account of shopping behavior;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 1, Kapitel 7, pages 246- 248
- Cultural discussions, activities, and/or projects (design a school uniform for the DV district)

### Correctives:

1. Additional instruction and modeling of listening, speaking, reading and writing strategies
2. Supplemental activities to apply concepts correctly using "Did You Get It?" activities
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 1 Textbook, Deutsch Aktuell 1 Workbook, Deutsch Aktuell 1 Testing Kit

Grammar Companion (teacher- made)

Infographs

### NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- Duolingo
- <https://www.c-and-a.com/de/de/shop> (German online clothing retailer)

## DELAWARE VALLEY SCHOOL DISTRICT

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

### Unit 8: Thema 8

Time Range in Days: 40 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- Die Stadt

**Goals:** Student understand and contrast the connections between the structure of a city and the shopping behavior in German- speaking countries;

#### **Objectives:**

1. Students identify different store and shopping options in Germany ; (DOK Level 1)
2. Students identify and discuss means of transportation options in a German city; (DOK Level 1, 2)
3. Students give and respond to directions in a city; (DOK Level 1, 2)
4. Students ask and tell how often they go to various places in a city; (DOK Level 1)
5. Students create short city portraits of German cities (including historical facts); (DOK Level 3)
6. Students create a shopping list (for a choice recipe) and shopping route outline; (DOK Level 3, 4)

#### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulary:**
  - Deutsch Aktuell 1, Kapitel 5: p. 140- 177
  - Deutsch Aktuell 1, Kapitel 11 (selection): p. 378/ 379, 3886/387, 395- 397
  - Vocabulary List
  - Quizlet
- **Grammar:**



## DELAWARE VALLEY SCHOOL DISTRICT

- Deutsch Aktuell 1, Kapitel 9: p.317, 449 (command forms)
- Deutsch Aktuell 1, Kapitel 11: p.400/ 401 (present perfect tense)
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Kapitel 5: pages 146, 156
    - b. Deutsch Aktuell 1, Workbook Listening Activities
    - c. Audio Lingua Listening Activities
    - d. SeeSaw Recordings
  - Reading Activities
    - a. Deutsch Aktuell 1, Kapitel 5: pages 146/ 147, 156/157
    - b. Deutsch Aktuell 1, Kapitel 7: pages 227/228
    - c. Deutsch Aktuell 1, Kapitel 11: pages 398/399
    - d. Authentic city maps
  - Speaking Activities
    - a. Deutsch Aktuell 1, Kapitel 5: pages 147, 157
    - b. Information gap activity about location of stores in a town
    - c. SeeSaw Recordings
  - Writing Activities
    - a. Deutsch Aktuell 1, Workbook Writing Activities
    - b. Written directions from school to student's home
    - c. Written account of shopping route

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
  - Deutsch Aktuell 1 Testing Kit, Vocabulary Quizzes
- Grammar
  - Present Perfect tense forms quiz
  - Command form quiz
  - Deutsch Aktuell 1 Testing Kit, Grammar Quizzes
- Listening
  - Deutsch Aktuell 1, Workbook Listening Activities (Kapitel 5 & 11)
  - Vocabulary Listening Quiz
  - SeeSaw listening tasks
  - Deutsch Aktuell 1 Testing Kit, Listening Quizzes

## DELAWARE VALLEY SCHOOL DISTRICT

- Writing
  - Warm-up sentences
  - Question ladder Questionnaire
- Reading
  - SMS/ Email from a German teenager to give directions to a party
  
- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students follow oral and written directions to a location;
- Students give spoken directions to a location and talk about their shopping preferences;
- Students create written directions between two places;

### Extensions:

- Cultural discussions, activities, and/or projects (Hotel brochure with directions to various attractions in Pike County)

### Correctives:

1. Additional instruction and modeling of listening, speaking, reading and writing strategies
2. Supplemental activities to apply concepts correctly;
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 1 Textbook, Deutsch Aktuell 1 Workbook, Deutsch Aktuell 1 Testing Kit  
Grammar Companion (teacher-made)

### NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo
- Authentic public transportation schedules
- Supplemental picture material from a German town

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities.

## DELAWARE VALLEY SCHOOL DISTRICT

# Appendix

### Common Core Standards: Reading

- 1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- 1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- 1.2. D – Assess how point of view or purpose shapes the content and style of a text.
- 1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 1.2 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.
- 1.3 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- 1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

### ACTFL Standards aligned to Common Core Standards: Reading

#### Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources.
- Derive meaning from expressions found in culturally authentic texts.
- Understand the purpose of a message and point of view of its author.
- Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts
- Interpret content from authentic multimedia and digital/print resources.
- Monitor comprehension and use other sources to enhance understanding
- Apply critical reading skills to authentic written and aural sources.

#### Cultures: Practices and Products (Standards 2.1 and 2.2)

- Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

## DELAWARE VALLEY SCHOOL DISTRICT

Connections: Reinforce Other Disciplines (Standard 3.1)

- Demonstrate knowledge and understanding of content across disciplines.
- Make cross-curricular connections.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information from other content areas using authentic sources.

Comparisons: Language (Standard 4.1)

- Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language.

Comparisons: Culture (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
- Interpret authentic written and aural texts within the communities of the target language.

### Common Core Standards: Writing

1.4 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.4 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.4 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1.4 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.4 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.

1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.

1.4 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1.4 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1.4 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## DELAWARE VALLEY SCHOOL DISTRICT

1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### ACTFL Standards aligned to Common Core Standards: Writing

#### Interpretive Communication (Standard 1.2)

- Understand and interpret written and spoken language on a variety of topics.

#### Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  1. Produce a variety of creative and oral and written presentations (e.g. original story, personal narrative, script).
  2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
  3. Create and give persuasive speeches and write persuasive essays.
  4. Produce expository writing.
  5. Self-edit written work for content, organization, and grammar.
  6. Self-monitor and adjust language production.

#### Cultures: Practices and Perspectives (Standard 2.1)

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

#### Cultures: Products and Perspectives (Standard 2.2)

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

#### Connections: Reinforce Other Disciplines (Standard 3.1)

- Reinforce and further knowledge of other disciplines through the target language.

#### Connections: Acquiring New Information (Standard 3.2)

- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

#### Comparisons: Language (Standard 4.1)

- Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

#### Comparisons: Culture (Standard 4.2)

- Demonstrate understanding of the nature of culture through comparisons of the language studied and one's own.

## DELAWARE VALLEY SCHOOL DISTRICT

Communities: Beyond the School Setting (Standard 5.1)

- Use the language both within and beyond the school setting.

### Common Core Standards: Speaking and Listening

1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1.5 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5 C – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.5 E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.5 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### ACTFL Standards aligned to Common Core Standards: Speaking and Listening

Interpretive Communication (Standard 1.2)

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
  1. Engage in the oral exchange of ideas in formal and informal situations.
  2. Elicit information and clarify meaning by using a variety of strategies.
  3. State and support opinions in oral interactions.
  4. Self-monitor and adjust language production.
  5. Converse in ways that reflect knowledge of target culture communities (e.g. geographic, historical, artistic, social and/or political).

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  1. Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).
  2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
  3. Create and give persuasive speeches.
  4. Expound on familiar topics and those requiring research.
  5. Self-monitor and adjust language production.
  6. Use information about features or target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.
  7. Incorporate content across disciplines in presentations.

Cultures: Practices and Perspectives (Standard 2.1)

## DELAWARE VALLEY SCHOOL DISTRICT

- Use appropriate verbal and non-verbal behavior in interpersonal communication.

Cultures: Products and Perspectives (Standard 2.2)

- Compare and contrast artifacts, themes, ideas, and perspectives across cultures.

Connections: Acquiring New Information (Standard 3.2)

- Use age-appropriate authentic sources to prepare for discussions.

Comparisons: Language (Standard 4.1)

- Demonstrate an awareness of formal and informal language expressions in other languages and one's own.

Communities: Lifelong Learning (Standard 5.2)

- Establish and/or maintain interpersonal relations with speakers of the target language.

### Common Core Standards: Business Computer and Information Technology

Computer and Information Technologies

15.4.8.A – Analyze the influence of emerging technologies on daily life.

15.4.8.G – Create an advanced digital project using appropriate software/application for an authentic task.

15.4.8.K – Create a multimedia project using student-created digital media.