

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**German 2**

**Grade Level:  
High School grades 9 - 12**

**Date of Board Approval: \_\_\_\_2018\_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction: German 2**

**Subject Area: World Language: German**

**Grade(s): 9-12**

**Course Description:**

German 2 is a course intended for those students who have successfully completed German 1. 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; and 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 2 is also the basis for preparation into the subsequent levels of German 3, 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 what to bring to an airport, facilities of an airport, and airport procedures as well as discuss what activities in other cultures are seasonal.
- **Goals:**

**Understanding of:**

**A. Thema 1: Wohin geht's?**

  - **Culture**
    1. Taxis in Germany
    2. Item to bring to an airport for a trip
    3. Checking into an airport
    4. Comparison of tourist destinations in Germany to those in the United States
    5. German transportation system
  - **Vocabulary**
    1. Luggage
    2. Airport Facilities
    3. Airport Jobs
    4. Transportation
  - **Grammar**
    1. Comparison of adjectives and adverbs
    2. Comparative and superlative forms of adjectives and adverbs
    3. Uses of "gern" and "lieber"
    4. Utilize an online dictionary
  - **Communication (Interpretational, Interpersonal, Presentational)**
    1. Describing what luggage to bring to an airport
    2. Talking about going to an airport
    3. Describe how to check into an airport Ask and tell how someone feels
    4. Ask and tell about a vacation

**B. Thema 2: Im Sommer**

  - **Culture**
    1. Comparison of Youth Hostels in Germany and the USA
    2. Tourist destinations along the Rhine River
    3. Destinations and attractions of the Island of Rügen
    4. Comparison of Camping in the USA and Germany
  - **Vocabulary**
    1. Youth hostels
    2. Morning routine
    3. Camping items

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- **Grammar**
  1. Reflexive Verbs
  2. Word order of dative and accusative cases
  
- **Communication (Interpretational, Interpersonal, Presentational)**
  1. Ask for and describe your morning routine on the first day of school
  2. Interview a classmate and write his or her profile
  3. Role play a scene at the reception desk of a youth hostel
  4. Create a blog about a real or imaginary trip to Germany

### Marking Period Two

- **Overview**

Students will compare and contrast how vacation choices show cultural values and how city and country life differ in other cultures.

- **Goals:**

**Understanding of:**

**A. Thema 3: Ferien – Vacation**

- **Culture**
  1. Comparison of German and American travel destinations
  2. Traveling to the Chimsee and Herreninsel
  3. Der Bodensee, Lindau, Hiddensee
  
- **Vocabulary**
  1. “Inland” and “Ausland” vacation destinations
  2. Weather expressions
  
- **Grammar**
  1. Regular verbs in the narrative past tense
  2. Irregular verbs in the narrative past tense
  
- **Communication (Interpretational, Interpersonal, Presentational)**
  1. Create a contingency plan for a natural disaster
  2. Interview a classmate to find out if he or she would be a good travel partner
  3. Write a composition about a summer vacation
  4. Apply the scientific process to find out if climate change is happening in Europe

**B. Thema 4- Bei uns – With us**

- **Culture**
  1. A comparison of housing in Germany and the United States
  2. Life in Leipzig for youth and other residents
  3. Pets in Germany

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4. Agriculture and sustainable farming in Germany
  - **Vocabulary**
    1. Activities at home
    2. Farm animals
    3. Pets
  - **Grammar**
    1. Past tense of modal verbs
    2. Infinitives used as nouns
  - **Communication (Interpretational, Interpersonal, Presentational)**
    1. Ask for and discuss opinions about life in the country
    2. Ask for and discuss opinions about life in the city
    3. Discuss life on a German farm
    4. Research and write an essay about a German farming region
    5. Ask for and discuss household pets

### Marking Period Three

- **Overview**

Students will explore how dining is different in other cultures as well as how traditional customs coexist with modern practices.
- **Goals:**

**Understanding of:**

**A. Thema 5: Guten Appetit! – Enjoy your meal!**

  - **Culture**
    1. Breakfast foods
    2. Specialty shops
    3. German dining habits
    4. Traditional and modern restaurants
    5. Dining etiquette in Germany and the United states
    6. Das Abitur
  - **Vocabulary**
    1. Restaurant foods
    2. Table settings and tablewares
  - **Grammar**
    1. The Genitive
    2. Genitive Prepositions
    3. Additional der-words

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- **Communication (Interpretational, Interpersonal, Presentational)**
  1. Compare dining habits of Germans and Americans
  2. Role play customer/server dialogue in a restaurant
  3. Compare and contrast German and American etiquette
  
- B. Thema 6: Einkaufen – shopping**
  - **Culture**
    1. The metric system
    2. Comparison of German and American shopping habits
    3. Outdoor markets
  
  - **Vocabulary**
    1. Fruits
    2. Vegetables
    3. Departments in a German department store
  
  - **Grammar**
    1. Demonstrative Pronouns
    2. Question Words
  
  - **Communication (Interpretational, Interpersonal, Presentational)**
    1. Analyze an advertisement
    2. Compare how types of stores are changing in Germany and the United States
    3. Tell a shopping story based upon images

### Marking Period 4

- **Overview**

Students will discuss factors leading to the changing of leisure time in the United States and Germany as well as what a country's celebrations reveal about its history and traditions.
  
- **Goals:**

**Understanding of:**

  - A. Thema 7: Hobbys und Interessen – hobbies and interests**
    - **Culture**
      1. Compare and contrast of German and American leisure time
      2. Photography as a hobby
      3. Radio stations in Germany
      4. Die Eifel, Ecological tourism
  
    - **Vocabulary**
      1. Hobbies
      2. Interests
      3. Contemporary discussion topics
      4. Outdoor survival skills

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- **Grammar**
  1. Adjectives after der-words
  2. Adjectives used as nouns
- **Communication (Interpretational, Interpersonal, Presentational)**
  1. Plan a hiking trip with a partner to the Eifel region
  2. Research and present a location for a
  3. Research and present different radio stations in Germany and their programming
  4. Plan a picnic with a partner

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

- **Culture**
  1. Oktoberfest in Munich and its origins
  2. The Cannstatter Volksfest and its origins
- **Vocabulary**
  1. Amusement park attractions
  2. Food at amusement parks
  3. Attractions at a "Volksfest"
  4. Holidays
  5. Holiday greetings
- **Grammar**
  1. Adjectives after ein-words
  2. Adjectives not preceded by articles
- **Communication (Interpretational, Interpersonal, Presentational)**
  1. Plan and present a holiday celebration
  2. Write an essay on holidays in Switzerland and Austria
  3. Interview an adult and report in German about how holidays have changed
  4. Create a TV show or podcast about this year's Oktoberfest

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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;

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### **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 to 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;

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## 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- 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, place of origin place of destination during a role play at an airport; (DOK Level 4)
3. Students state and write the parts of an airport in German; (DOK Level 1)
4. Students spell and ask for spelling of individual words and names; (DOK Level 2)
5. Students present and maintain short conversation about an imaginary trip to Germany; (DOK Level 4)
6. Students create a word cloud to describe German landmarks of interest 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 popular German tourist destinations; (DOK Level 4)

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

- **Vocabulary:**

- Deutsch Aktuell 2, Kapitel 1: p. 1-33
- Vocabulary List p. 33
- Teacher supplemented
- Quizlet

- **Grammar:**

- Deutsch Aktuell 2, Kapitel 1: p. 7-8 (comparison of adjectives and adverbs)
- Deutsch Aktuell 2, Kapitel 1: p.21 (“gern” and “lieber”)

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- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 2, Workbook Listening Activities Kapitel 2
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings
    - d. Teacher generated
  - Reading Activities
    - a. Deutsch Aktuell 2, Kapitel 1: pages 2-33
  - Speaking Activities
    - a. Deutsch Aktuell 2, Kapitel 1: pages 14-15, 25, 29
    - b. SeeSaw Recordings
    - c. Teacher generated
  - Writing Activities
    - a. Deutsch Aktuell 2, Kapitel 1: pages 13-16, 26, 27, 29
    - b. Deutsch Aktuell 2, Writing Activities

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
- Grammar
  - Comparison of objects using comparative and superlative
  - Discussion of opinions on various subjects using gern, lieber, am liebsten
- Listening
  - Deutsch Aktuell 2, 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

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- 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;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 2, Kapitel 1, pages 31-32
- Cultural discussions, activities, and/or projects

### 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 2 Textbook, Deutsch Aktuell 2 Workbook  
Grammar companion (teacher- made)

### NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo
- [www.dw.com](http://www.dw.com)
- [www.slowgerman.com](http://www.slowgerman.com)

**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: 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- Im Sommer

**Goals:** Student will learn what activities in other cultures are seasonal

### **Objectives:**

1. Students identify vocabulary in German necessary to describe a youth hostel; (DOK Level 1)
2. Students ask and describe their morning routines using reflexive verbs; (DOK Level 3 )
3. Students create a role play that involves a stay at a youth hostel 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 maintain a short conversation about their morning routine; (DOK Level 3)
7. Students create a youth hostel 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 written description of their imaginary trip; (DOK Level 4)

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

#### ● **Vocabulary:**

- Deutsch Aktuell 2, Kapitel 2: p. 35-71
- Vocabulary List p. 71
- Quizlet
- Teacher supplemented

#### ● **Grammar:**

- Deutsch Aktuell 2, Kapitel 2: p. 43-44 (reflexives)
- Deutsch Aktuell 2, Kapitel 2: p. 58-59 (word order of Dative and Accusative Cases)

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- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 2, Workbook Listening Activities
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings
  - Reading Activities
    - a. Deutsch Aktuell 2, Kapitel 2: pages 35-69
  - Speaking Activities
    - a. Deutsch Aktuell 2, Kapitel 2: pages 51, 53, 56, 64, 67-68
    - b. SeeSaw Recordings
    - c. Teacher generated
  - Writing Activities
    - a. Deutsch Aktuell 2, Kapitel 2: pages 49, 51, 52-53, 67
    - b. Deutsch Aktuell 2, Workbook Writing Activities
    - c. Family tree with written summary

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
- Grammar
  - Reflexive Verb quizzes
  - Dative and Accusative Word order and case change quizzes
- Listening
  - Deutsch Aktuell 2, Workbook Listening Activities
  - Vocabulary Listening Quiz
- Writing
  - Warm-up sentences
  - Question ladder Questionnaire
  - Interview summary
- Reading
  - Postcard from a German teenager

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- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students extract information about someone's family trip 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 2, Kapitel 2, pages 69-79
- 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 correctly
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 2 Textbook, Deutsch Aktuell 2 Workbook  
Infographs  
Grammar Companion (teacher- made)

### NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo
- [www.slowgerman.com](http://www.slowgerman.com)
- [www.dw.com](http://www.dw.com)

**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: 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- Ferien

**Goals:** Student discuss how vacation choices reveal cultural values.

#### **Objectives:**

1. Students describe where they like to go and what they like to do on vacation; (DOK Level 1)
2. Students inquire about someone's leisure time activities and vacation preferences; (DOK Level 1, 2)
3. Students ask and tell when someone is doing something and sequence events; (DOK Level 1, 2)
4. Students create an essay about what they did during an assigned time period; (DOK Level 4)
5. Students create, write, and present an imaginary trip they took to Germany; (DOK Level 3)
6. Students compare and contrast popular tourist destinations in the USA with those in German-speaking countries; DOK Level 4)
7. Students create promotional flyers in German about DV tourist activities and things to do in Pike County; (DOK Level 4)

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

- **Vocabulary:**
  - Deutsch Aktuell 2, Kapitel 3: p. 73- 109
  - Vocabulary List p. 109
  - Quizlet
  - Teacher generated
- **Grammar:**
  - Deutsch Aktuell 2, Kapitel 3: p. 79-80 (Narrative past tense of regular verbs)
  - Deutsch Aktuell 2, Kapitel 3: p. 95-96 (Narrative past tense of irregular verbs)

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- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 2, Workbook Listening Activities
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings
    - d. Teacher generated
  - Reading Activities
    - a. Deutsch Aktuell 2, Kapitel 3: pages 73-108
    - b. Postcard/ email from German teenager about vacation
    - c. Teacher created
  - Speaking Activities
    - a. Deutsch Aktuell 2, Kapitel 3: pages 87, 101-103, 105
    - b. SeeSaw Recordings
    - c. Teacher created
  - Writing Activities
    - a. Deutsch Aktuell 2, Kapitel 3: pages 88,91,97,99, 101-103
    - b. Deutsch Aktuell 2, Workbook Writing Activities
    - c. SMS to friend to make plans
    - d. Teacher created

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
- Listening
  - Deutsch Aktuell 2, Workbook Listening Activities
  - Vocabulary Listening Quiz
- Writing
  - Warm-up sentences
  - Question ladder Questionnaire
  - SMS

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- Essay in the narrative past tense
- Reading
  - Postcard from a German teenager
- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students interpret a postcard from a German teenager;
- Students create an audio presentation about their most recent vacation;
- Students extract information about German vacation destinations from an audio source;
- Students write a postcard to a German- speaking teenager about how they spend their vacation;
- Students create a flyer in German to promote Pike County tourist attractions;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 2, Kapitel 3, pages 107-108
- 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 2 Textbook, Deutsch Aktuell 2 Workbook  
Grammar Companion (teacher- made)  
Infographs

### NON-PRINT RESOURCES:

- [web.seesaw.me](http://web.seesaw.me)
- [Quizlet.com](http://Quizlet.com)
- Audio Lingua
- DuoLingo
- [www.dw.com](http://www.dw.com)
- [www.slowgerman.com](http://www.slowgerman.com)

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**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: 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- Bei uns

**Goals:** Students will be able to discuss how city and country life differ in other cultures

### **Objectives:**

1. Students ask and tell how they help at home; (DOK Level 1)
2. Students ask for and express likes and dislikes for life in the city and country; (DOK Level 1)
3. Students describe their if they live in the city or country; (DOK Level 2)
4. Students create and present a presentation about where they would like to live in the future; (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 life in German and American towns and cities; (DOK Level 4)
7. Students research and discuss a geographic region of Germany; (DOK Level 3, 4)

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

- **Vocabulary:**
  - Deutsch Aktuell 2, Kapitel 4: p. 112-147
  - Vocabulary List
  - Quizlet
  - Teacher generated
- **Grammar:**
  - Deutsch Aktuell 2, Kapitel 4: p.117 (past tense of modals)

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- Deutsch Aktuell 2, Kapitel 4: p.132 (infinitives used as nouns)
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 2, Workbook Listening Activities
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings
    - d. Teacher created
  - Reading Activities
    - a. Deutsch Aktuell 2, Kapitel 4: pages 112-147
    - b. Teacher created
  - Speaking Activities
    - a. Deutsch Aktuell 2, Kapitel 4: pages 123-125, 137-138, 143-144
    - b. SeeSaw Recordings
    - c. Teacher created
  - Writing Activities
    - a. Deutsch Aktuell 2, Kapitel 4: pages 123-125, 137-138, 143-144
    - b. Teacher created

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
  - Modal tense quiz
  - Adjectives as nouns quiz
- Listening
  - Workbook, Kapitel 4, Listening Activities
  - Vocabulary Listening Quiz
- Writing
  - Warm-up sentences

## DELAWARE VALLEY SCHOOL DISTRICT

- Question ladder Questionnaire
- Reading
  - Postcard from a German teenager about city or country life
  - An email from a German teenager about his or her chores at home
- Speaking
  - Question ladder Oral Presentation
  - Question ladder Interview

### Summative:

- Students create a recorded narration about their life 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;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 2, Kapitel 4, pages 145-146
- 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 2 Textbook, Deutsch Aktuell 2 Workbook  
Grammar Companion (teacher- made)  
Infographs

### NON-PRINT RESOURCES:

- [web.seesaw.me](http://web.seesaw.me)
- [Quizlet.com](http://Quizlet.com)
- [Audio Lingua](http://AudioLingua.com)
- [DuoLingo](http://DuoLingo.com)
- [www.slowgerman.com](http://www.slowgerman.com)
- [www.dw.com](http://www.dw.com)

## 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

# DELAWARE VALLEY SCHOOL DISTRICT

## 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- **Guten Appetit!**

**Goals:** Students will identify how dining is different in other countries.

### **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 2, Kapitel 6: p. 149-187
  - Vocabulary List p. 187
  - Quizlet
  - Teacher created
- **Grammar:**
  - Deutsch Aktuell 2, Kapitel 6: p.156 (genitive case)
  - Deutsch Aktuell 2, Kapitel 6: p.174 (Additional Der Words)

## DELAWARE VALLEY SCHOOL DISTRICT

- **Suggested activities that incorporate vocabulario y gramática:**
  - Listening Activities
    - a. Deutsch Aktuell 2, Workbook Listening Activities
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings
  - Reading Activities
    - a. Deutsch Aktuell 2, Kapitel 6: pages 149-187
    - 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 2, Kapitel 6: pages 166-167, 182-183
    - b. SeeSaw Recordings
    - c. Teacher created
  - Writing Activities
    - a. Deutsch Aktuell 2, Kapitel 6: pages 165-167, 182-183
    - b. Deutsch Aktuell 2, 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
  - Genitive case quiz
  - Additional Der words quiz
- Listening
  - Deutsch Aktuell 2, Workbook Listening Activities
  - Vocabulary Listening Quiz
- Writing
  - Warm-up sentences

## DELAWARE VALLEY SCHOOL DISTRICT

- Question ladder Questionnaire
- Reading
  - Postcard/email 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 2, Kapitel 6, pages 184-186
- 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 2 Textbook, Deutsch Aktuell 2 Workbook  
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
- [www.slowgerman.com](http://www.slowgerman.com)
- [www.dw.com](http://www.dw.com)

## 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

## DELAWARE VALLEY SCHOOL DISTRICT

### 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- Einkaufen

**Goals:** Students will learn how traditional customs coexist with modern practices.

#### **Objectives:**

1. Students identify, compare products available in German and American specialty stores; (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 favorite hobbies and stores for their hobbies; (DOK Level 1)
4. Students research German and American shopping habits; (DOK Level 2)
5. Students research and write a presentation about German and America food preferences; (DOK Level 4)
6. Students create an advertisement of their own accommodation; (DOK Level 3, 4)

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

- **Vocabulary:**
  - Deutsch Aktuell 2, Kapitel 6: p. 189-225(limited selection, extended in vocabulary list)
  - Vocabulary List, p. 225
  - Quizlet
  - Teacher created
- **Grammar:**
  - Deutsch Aktuell 2, Kapitel 16: p.194 (demonstrative pronouns)
  - Deutsch Aktuell 2, Kapitel 6: p.211 (question words)

## DELAWARE VALLEY SCHOOL DISTRICT

- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 2, Workbook Listening Activities
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings
    - d. Teacher created
  - Reading Activities
    - a. Deutsch Aktuell 2, Kapitel 6: pages 189-225
    - b. German store flyers
  - Speaking Activities
    - a. Deutsch Aktuell 2, Kapitel 6: pages 197, 203, 216, 219
    - b. SeeSaw Recordings
    - c. Teacher created
  - Writing Activities
    - a. Deutsch Aktuell 2, Kapitel 6: pages 200-203, 216, 219
    - b. Deutsch Aktuell 2, 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
  - Open- notebook quiz on prepositions w/dative case
  - Quiz with sentences transformation from informal to formal style
- Listening
  - Vocabulary Listening Quiz
  - Store/product advertisement
- Writing
  - Warm-up sentences
  - Question ladder Questionnaire

## DELAWARE VALLEY SCHOOL DISTRICT

- German store flyer
- Teacher created
  
- Reading
  - Postcard from a German teenager
  - German store flyer
  
- 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 2, Kapitel 8, pages 221-224.
- 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 correctly
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** Deutsch Aktuell 2 Textbook, Deutsch Aktuell 2 Workbook  
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
- Duolingo
- [www.slowgerman.com](http://www.slowgerman.com)

## DELAWARE VALLEY SCHOOL DISTRICT

- [www.dw.com](http://www.dw.com)
- Selection of authentic materials (infographs, real estate advertisement)

**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 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 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 will ask for and describe their free time activities; (DOK Level 1)
4. Students create a presentation of German and American free time activities; (DOK Level 4)
5. Students will ask for and discuss if they play in instrument and if so, what; (DOK Level 1)
6. Students will research and create a presentation about a famous German musician; (DOK Level 4)

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

- **Vocabulary:**
  - Deutsch Aktuell 2, Kapitel 7: p. 227- 263
  - Vocabulary List, p. 263
  - Quizlet
  - Teacher created
- **Grammar:**
  - Deutsch Aktuell 2, Kapitel 7: p.234-235 (adjectives after der words)
  - Deutsch Aktuell 2, Kapitel 7: p.252 (adjectives used as nouns)
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 2, Workbook Listening Activities
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings
    - d. Teacher created

## DELAWARE VALLEY SCHOOL DISTRICT

- Reading Activities
  - a. Deutsch Aktuell 2, Kapitel 7: pages 227-263)
  - b. Authentic event flyers from German-speaking countries
- Speaking Activities
  - a. Deutsch Aktuell 2, Kapitel 7: pages 244-245, 255
  - b. SeeSaw Recordings
  - c. Teacher created
- Writing Activities
  - a. Deutsch Aktuell 2, Kapitel 7: pages 242-245, 255-259
  - b. Deutsch Aktuell 2, Workbook Writing Activities
  - c. Email to a penpal
  - d. Postcard to German teenager to give packet advice for visit in Pennsylvania
  - e. Teacher created

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
- Grammar
  - Verb conjugation exercises
  - Verb conjugation quizzes
  - Adjectives after der-words quizzes
  - Adjectives used as nouns quiz
- Listening
  - Deutsch Aktuell 2, Workbook Listening Activities
  - Vocabulary Listening Quiz
  - Teacher created
- Writing
  - Warm-up sentences
  - Question ladder Questionnaire
  - Interview summary from questionnaire

## DELAWARE VALLEY SCHOOL DISTRICT

- 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

### Summative:

- Students create an audio-visual presentation of their favorite hobbies;
- Students compare and contrast leisure time activities of Germans and Americans;
- Students evaluate true-false statements based on an oral presentation about someone's presentation of studying music in Germany;
- Students evaluate true-false statements based on a description of what people are wearing in class;

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 2, Kapitel 7, pages 261- 262
- 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 2 Textbook, Deutsch Aktuell 2 Workbook  
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)
- [www.slowgerman.com](http://www.slowgerman.com)
- [www.dw.com](http://www.dw.com)

## 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

## DELAWARE VALLEY SCHOOL DISTRICT

### 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 will ask for and explain their favorite holidays; (DOK Level 1)
2. Students identify and discuss the different major German holidays; (DOK Level 1)
3. Students research a German holiday or festival and create a presentation (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 city portraits of German cities (including historical facts); (DOK Level 3)
6. Students research and create a presentation comparing popular German and American holidays; (DOK Level 3, 4)

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

- **Vocabulary:**
  - Deutsch Aktuell 2, Kapitel 8: p. 265-307
  - Vocabulary List, p. 307
  - Quizlet
- **Grammar:**
  - Deutsch Aktuell 2, Kapitel 8: p. 371-372 (Adjectives after ein-words)
  - Deutsch Aktuell 2, Kapitel 8: p. 288 (adjectives not preceded by articles)
- **Suggested activities that incorporate vocabulary and grammar:**
  - Listening Activities
    - a. Deutsch Aktuell 1, Workbook Listening Activities
    - b. Audio Lingua Listening Activities
    - c. SeeSaw Recordings

## DELAWARE VALLEY SCHOOL DISTRICT

- d. Teacher created
- Reading Activities
  - a. Deutsch Aktuell 2, Kapitel 8 : pages 265-307
  - b. Authentic advertisements from popular German cultural festivals
  - b. Teacher created
- Speaking Activities
  - a. Deutsch Aktuell 2, Kapitel 8: pages 279-282, 295, 301
  - b. Interview a partner about his or her favorite German holiday
  - c. SeeSaw Recordings
  - d. Teacher created
- Writing Activities
  - a. Deutsch Aktuell 2, Workbook Writing Activities
  - b. Deutsch Aktuell 2, Kapitel 8: 281-282, 295-296
  - c. Teacher created

### Assessments:

#### Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

#### Formative:

- Vocabulary
  - Spelling & matching quiz
- Grammar
  - Adjectives after ein-words quiz
  - Adjectives not preceded by articles quiz
- Listening
  - Deutsch Aktuell 2, Workbook Listening Activities (Kapitel 8)
  - Vocabulary Listening Quiz
  - SeeSaw listening tasks
- Writing
  - Warm-up sentences
  - Question ladder Questionnaire
- Reading
  - SMS/ Email from a German teenager discussing German cultural festivals

## DELAWARE VALLEY SCHOOL DISTRICT

- 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 for an imaginary trip to Germany)

### 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 2 Textbook, Deutsch Aktuell 2 Workbook  
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
- [www.dw.com](http://www.dw.com)
- [www.slowgerman.com](http://www.slowgerman.com)

**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.

## DELAWARE VALLEY SCHOOL DISTRICT

Cultures: Practices and Perspectives (Standard 2.1)

- 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.