

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

German 3

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

Date of Board Approval: _____2018_____

Planned Instruction

Title of Planned Instruction: German 3

Subject Area: World Language: German

Grade(s): 10-12

Course Description:

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

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

Curriculum Writing Committee: Robert Wyckoff

Curriculum Map

Marking Period One

- **Overview:**

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

- **Goals:**

Understanding of:

A. Thema 1: Wohin geht's?

 - **Culture**
 1. Frankfurt
 2. Die Deutsche Bahn
 3. Der Dom zu Aachen
 4. Das Stadtmuseum Aachen
 5. Das Goethe Institute
 - **Vocabulary**
 1. Die Welt
 2. Der Bahnhof
 3. Airport Jobs
 4. Transportation
 - **Grammar**
 1. Coordinating and Subordinating Conjunctions
 2. Expressions for times of day
 - **Communication (Interpretational, Interpersonal, Presentational)**
 1. Write a continent profile
 2. Write an essay to get a scholarship
 3. Choose a project based upon sister cities Award

B. Thema 2: Filme gestern und heute

 - **Culture**
 1. Potsdam an der Havel
 2. Filmemacher
 3. Legale Graffiti-Flächen in Potsdam
 4. Filmfeste
 - **Vocabulary**
 1. Sehenswürdigkeiten in der Stadt
 2. Film und Kino
 - **Grammar**
 1. Verbs used as nouns
 2. Present perfect and narrative past (regular and irregular verbs)
 3. Time expressions with the dative

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- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Write a movie quiz
 2. Write a screenplay
 3. Research famous film directors
 4. Plan what to see and do in Potsdam
 5. Organize a classroom Kinokaffee

Marking Period Two

- **Overview**

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

- **Goals:**

Understanding of:

A. Thema 3: Was ist dir wichtig?

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

B. Thema 4- Spass muss sein

- **Culture**
 1. Ravensburg
 2. Essen und die internationalen Spieltage
 3. Die neue Autotechnik aus Deutschland
- **Vocabulary**
 1. Gesellschaftsspiele
 2. Das Armaturenbrett
- **Grammar**
 1. Imperative
 2. Prepositional verbs
 3. If/then clauses

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- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Describe your favorite games
 2. Write a story inspired from a photo
 3. Determine the class's favorite games

Marking Period Three

- **Overview**

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

- **Goals:**

Understanding of:

A. Thema 5: Auf nach Österreich

- **Culture**
 1. Triol
 2. Profi- Gerlinda Kaltenbrunner
 3. Der Knigge
 4. Hochseilgarten in Triol
- **Vocabulary**
 1. Anredungsformen "Du" und "Sie"
 2. Wandern
- **Grammar**
 1. Comparative and superlative
 2. Comparison of adjectives and adverbs
 3. If/then statements in the past tense
 4. Da-compounds
- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Compare German and American social etiquette
 2. Make a brochure about Tirol
 3. Make a video about traveling to Austria
 4. Write tips for tourists

B. Thema 6: Was ist aus ihnen geworden?

- **Culture**
 1. Die Hansestadt
 2. Die Hansetage
 3. Die Hansestädte heute
 4. Arbeitssuche
- **Vocabulary**
 1. Das Klassentreffen
 2. Eine Stelle suchen und sich bewerben

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- **Grammar**
 1. Modals – double infinitive
 2. Modals – narrative past, present subjunctive
 3. Modals – Past subjunctive with wann and ob
- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Write and present a CV for a summer job
 2. Participate in a job interview
 3. Make a time capsule for students in the future to see what life was like when you were a teenager

Marking Period 4

- **Overview**

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

Understanding of:

A. Thema 7: Hobbys und Interessen – hobbies and interests

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

B. Thema 8: Gesundes Leben

 - **Culture**
 1. Der Harz
 2. Neuer Baumwipfelpfad
 3. Bad Harzburg: Die Paracelsus-Messe
 - **Vocabulary**
 1. Gesundheit und Ernährung
 2. Schutz für den Sport

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- **Grammar**
 1. Relative Pronouns
 2. Wo and was
 3. The Genitive
- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Write a portrait of a student learning German
 2. Research a thermal health spa
 3. Plan a two-day trip to der Nationalpark Harz
 4. Travel writing

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UNITS: 1-8

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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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 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;

Curriculum Plan

Unit 1: Thema 1

Time Range in Days: 20 days

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

Standards Addressed:

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

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

Overview: Thema 1- Im Herzen Europas

Goals: How does language bring people together?

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 1: p. 1-35
 - Vocabulary List p. 35
 - Teacher supplemented
 - Quizlet
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 1: p. 6-7 (Coordinating and subordinating conjunctions)
 - Deutsch Aktuell 2, Kapitel 1: p.21 (Expressions for times of day)

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- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities Kapitel 1
 - b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - d. Teacher generated
 - Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 1: pages 2-33
 - Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 1: pages 10-11, 26-27, 31
 - b. SeeSaw Recordings
 - c. Teacher generated
 - Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 1: pages 26. 30-31
 - b. Teacher generated

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Coordinating and subordinating conjunctions quiz
 - Expressions for time of day quiz
- Listening
 - Deutsch Aktuell 3, Workbook, Listening Activities
 - Vocabulary Listening Quiz
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - Interview Summary

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- Reading
 - Readings about different travel habits of Germans, tourism in Germany
 - Brochure of German area
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

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

Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 3, Kapitel 1, pages 32-34
- 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 3 Textbook, Deutsch Aktuell 3 Workbook
Grammar companion (teacher- made)

NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuLingo
- www.dw.com
- 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.

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Unit 2: Thema 2

Time Range in Days: 25 days

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

Standards Addressed:

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

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

Overview: Thema 2- Filme gestern und heute

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

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 2: p. 37-79
 - Vocabulary List p. 79
 - Quizlet
 - Teacher supplemented
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 2: p. 42-43 (Verbs used as nouns)
 - Deutsch Aktuell 3, Kapitel 2: p. 44-49 (Present perfect and narrative past)

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- **Suggested activities that incorporate vocabulary and grammar:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities
 - b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 2: pages 37-79
 - Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 2: pages 53-55, 70-71, 75
 - b. SeeSaw Recordings
 - c. Teacher generated
 - Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 2: pages 53-54, 69-71
 - b. Deutsch Aktuell 3, Workbook Writing Activities
 - c. Family tree with written summary

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

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

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- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

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

Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 3, Kapitel 2, pages 77-78
- 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 3 Textbook, Deutsch Aktuell 3 Workbook
Infographs
Grammar Companion (teacher- made)

NON-PRINT RESOURCES:

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

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Unit 3: Thema 3

Time Range in Days: 20 days

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

Standards Addressed:

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

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

Overview: Thema 3- Was ist dir wichtig?

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

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**
 - Deutsch Aktuell 3, Kapitel 3: p. 81-119
 - Vocabulary List p. 119
 - Quizlet
 - Teacher generated
- **Grammar:**
 - Deutsch Aktuell 3, Kapitel 3: p. 87 (als, wann, wenn)
 - Deutsch Aktuell 3, Kapitel 3: p. 98 (relative pronouns)
 - Deutsch Aktuell 3, Kapitel 3: p. 103 (compound nouns)
 - Deutsch Aktuell 3, Kapitel 3: p. 102 (Present subjunctive 2 – polite requests and wishes)

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

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Als, wann, wenn quizzes
 - Relative pronoun quizzes
 - Compound noun quizzes
 - Present subjunctive 2 quizzes
- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities
 - Vocabulary Listening Quiz

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- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - SMS
 - Essay using the present subjunctive 2 correctly
- Reading
 - Postcard from a German teenager
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

- Students interpret a postcard from a German teenager;
- Students create an audio presentation about their hopes for the future;
- Students extract information about what is important to German teenagers from an audio source;
- Students write and present a presentation comparing German and American teenager use of technology;

Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 3, Kapitel 3, pages 117-118
- 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 3 Textbook, Deutsch Aktuell 3 Workbook
Grammar Companion (teacher- made)
Infographs

NON-PRINT RESOURCES:

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

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- DuLingo
- www.dw.com
- 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

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Unit 4: Thema 4

Time Range in Days: 25 days

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

Standards Addressed:

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

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

Overview: Thema 4- Spass muss sein

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

Objectives:

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

Core Activities and Corresponding Instructional Methods:

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

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- c. SeeSaw Recordings
- d. Teacher created

- Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 4: pages 121-157
 - b. Teacher created

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

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

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz

- Grammar
 - Verb conjugation exercises
 - Imperative quizzes
 - Prepositional verb quizzes
 - If/then quizzes

- Listening
 - Workbook, Kapitel 4, Listening Activities
 - Vocabulary Listening Quiz

- Writing
 - Warm-up sentences
 - Question ladder Questionnaire

- Reading
 - Postcard from a German teenager about his or her free time
 - An email from a German teenager about his or her free time

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- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

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

Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 3, Kapitel 4, pages 155-156
- 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 3 Textbook, Deutsch Aktuell 3 Workbook
Grammar Companion (teacher- made)
Infographs

NON-PRINT RESOURCES:

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

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Unit 5: Thema 5

Time Range in Days: 20 days

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

Standards Addressed:

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

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

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

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

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**

- Deutsch Aktuell 3, Kapitel 5: p. 159-197
- Vocabulary List p. 197
- Quizlet
- Teacher created

- **Grammar:**

- Deutsch Aktuell 3, Kapitel 5: p.162 (Du or Sie)
- Deutsch Aktuell 3, Kapitel 5: p.164-168 (Comparative and superlative)
- Deutsch Aktuell 3, Kapitel 5: p. 176 (If/then clauses in the past)
- Deutsch Aktuell 3, Kapitel 5: p. 180 (Da-compounds)

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- **Suggested activities that incorporate vocabulario y gramática:**
 - Listening Activities
 - a. Deutsch Aktuell 3, Workbook Listening Activities
 - b. Audio Lingua Listening Activities
 - c. SeeSaw Recordings
 - Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 5: pages 159-197
 - b. Authentic German adds for outdoor clothing
 - c. Authentic German adds for vacations
 - d. Teacher created
 - Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 6: pages 171-172, 180, 187-188, 193
 - b. SeeSaw Recordings
 - c. Teacher created
 - Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 5: pages 180, 187-188
 - b. Deutsch Aktuell 3, Workbook Writing Activities
 - c. Teacher Created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Verb conjugation exercises
 - Verb conjugation quizzes
 - Comparative and Superlative quizzes
 - If/then statement quizzes with the past tense
 - Da-compound quizzes
- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities
 - Vocabulary Listening Quiz
- Writing

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- Warm-up sentences
- Question ladder Questionnaire

- Reading
 - Postcard/email from a German teenager
 - An add from a German national park
 - An add from a store that sells hiking products

- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

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

Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 3, Kapitel 5, pages 195-196
- Cultural discussions, activities, and/or projects
- Students pick a person they admire and develop a profile of said person for a class presentation

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 3 Textbook, Deutsch Aktuell 3 Workbook
Grammar Companion (teacher- made)
Authentic German menus and supermarket flyers
Infographs

NON-PRINT RESOURCES:

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

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- German supermarket and restaurant websites
- www.slowgerman.com
- 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

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Unit 6: Thema 6

Time Range in Days: 25 days

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

Standards Addressed:

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

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

Overview: Thema 6 – Was ist aus ihnen geworden?

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

Objectives:

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

Core Activities and Corresponding Instructional Methods:

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

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- c. SeeSaw Recordings
- d. Teacher created

- Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 6: pages 199-233
 - b. German store flyers

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

- Writing Activities
 - a. Deutsch Aktuell 3, Kapitel 6: pages 209, 216-217, 216, 219, 223, 225, 229
 - b. Deutsch Aktuell 3, Workbook Writing Activities
 - c. Teacher created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
 - Demonstrative Pronoun quiz
 - Question word quiz

- Grammar
 - Double infinitive quizzes
 - Narrative past of modals quizzes
 - Past subjunctive quizzes
 - “Wann” and “ob” quizzes

- Listening
 - Vocabulary Listening Quiz
 - Store/product advertisement

- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - German store flyer
 - Teacher created

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- Reading
 - Postcard from a German teenager
 - German city flyer
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

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

Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 3, Kapitel 6, pages 230-232.
- 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 3 Textbook, Deutsch Aktuell 3 Workbook
Grammar Companion (teacher- made)

NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuoLingo
- www.slowgerman.com
- www.dw.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

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Unit 7: Thema 7

Time Range in Days: 20 days

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

Standards Addressed:

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

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

Overview: Thema 7- Hobbies und Interessen

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

Objectives:

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

Core Activities and Corresponding Instructional Methods:

- **Vocabulary:**

- Deutsch Aktuell 3, Kapitel 7: p. 235- 271
- Vocabulary List, p. 271
- Quizlet
- Teacher created

- **Grammar:**

- Deutsch Aktuell 3, Kapitel 7: p.240 (wo compounds)
- Deutsch Aktuell 3, Kapitel 7: p.256 (infinitive clauses with “zu” and “um...zu”)

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

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
- Grammar
 - Verb conjugation exercises
 - Wo compound quizzes
 - Infinitive clause quizzes
- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities
 - Vocabulary Listening Quiz
 - Teacher created

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- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - Interview summary from questionnaire
- Reading
 - Postcard from a German teenager
 - Reading about an assigned German cultural topic
 - Reading about an assigned geographic area
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

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

Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Deutsch Aktuell 3, Kapitel 7, pages 268-270
- Supplemental Brüder Grimm fairy tales

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 3 Textbook, Deutsch Aktuell 3 Workbook
Grammar Companion (teacher- made)

NON-PRINT RESOURCES:

- web.seesaw.me
- Quizlet.com
- Audio Lingua
- DuLingo
- www.slowgerman.com

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- www.dw.com
- <https://germanstories.vcu.edu/>

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

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Unit 8: Thema 8

Time Range in Days: 25 days

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

Standards Addressed:

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

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

Overview: Thema 8- Feste und Feiertage

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

Objectives:

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

Core Activities and Corresponding Instructional Methods:

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

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- c. SeeSaw Recordings
- d. Teacher created

- Reading Activities
 - a. Deutsch Aktuell 3, Kapitel 8 : pages 275-311
 - b. Authentic advertisements from popular German cultural festivals
 - b. Teacher created

- Speaking Activities
 - a. Deutsch Aktuell 3, Kapitel 8: p.282-283, 285-286, 291, 295, 301-302, 307
 - b. Interview a partner about his or her favorite German holiday
 - c. SeeSaw Recordings
 - d. Teacher created

- Writing Activities
 - a. Deutsch Aktuell 3, Workbook Writing Activities
 - b. Deutsch Aktuell 3, Kapitel 8: p. 282-283, 285-286, 295-296, 301-303, 308
 - c. Teacher created

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz

- Grammar
 - Relative pronoun quizzes with “was” and “wo”
 - Genitive quizzes

- Listening
 - Deutsch Aktuell 3, Workbook Listening Activities (Kapitel 8)
 - Vocabulary Listening Quiz
 - SeeSaw listening tasks
 - Teacher generated

- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - Description of Köln landmarks or cultural events

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- Reading
 - SMS/ Email from a German teenager discussing German cultural festivals
 - Köln landmark reading, city pamphlet, advertisement
- Speaking
 - Question ladder Oral Presentation
 - Question ladder Interview

Summative:

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

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 3 Textbook, Deutsch Aktuell 3 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
- 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.

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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.

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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.

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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.

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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.

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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.