

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

German 5

Grade Level(s): 11-12

Date of Board Approval: _____ 2013 _____

Planned Instruction

Title of Planned Instruction: German 5

Subject Area: World Language

Grade(s): 11-12

Course Description:

This is an advanced level course intended to prepare students for the rigor of upper language usage and learning by challenging them to develop critical thinking and problem solving skills in all areas of German. This instruction and content are directed almost entirely in German. The review and study of grammar is continued, but emphasis is placed on reading, writing, speaking, and listening. Students will have the opportunity to use a variety of learning methods to attain the mastery of the skills, concepts, and vocabulary necessary for success. These methodologies include communication, both personal and interpersonal, direct instruction, and guided inquiry. Technology is integrated whenever appropriate to support and enhance learning.

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Robert Wyckoff

Curriculum Map

1. Marking Period One -Overview with time range in days:

Marking Period One

German free time activities, 20-25 days

- Free time activities of German teenagers
- Present tense formation of German regular and irregular verbs

Communication in the twenty-first century, 20-25 days

- Technology use of Germans for communication, entertainment, and news
- Past tense formation of regular and irregular verbs

2. Marking Period Two -Overview with time range in days:

Marking Period Two

Germany in the twenty-first century, 20-25 days

- German history since World War II
- Verb positions in statements and questions
- Dependent and independent clauses
- Infinitives with zu

Family, 20-25 days

- Family structure of Germans
- Goals of German teenagers for later in life regarding family and career
- Nominative Case
- Accusative Case
- Time expressions

3. Marking Period Three -Overview with time range in days:

Marking Period Three

Music, 20-25

- Popular music bands in Germany
- Popular types of music in Germany
- Time expressions with the dative case
- Da and wo compounds
- The Genitive case

The world of work, 20-25 days

- German teenager plans for a career
- The German school system
- The dative case

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4. Marking Period Four –Overview with time range in days:

Marking Period Four

Multicultural Society, 20-25 days

- Ethnic make-up of German society
- Contribution of immigrants to Germany
- Obstacles faced by immigrants integrating in German society
- Preceded and un-preceded adjectives
- Comparison of adjectives and adverbs

Stereotypes, 20-25 days

- How Germans see Americans
- Common stereotypes of Germans
- How Germans see themselves
- Cultural misunderstandings of exchange students studying in Germany
- The Subjunctive II tense
- Würde constructions
- Conditional sentences

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UNIT: 1

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

Curriculum Plan

Unit: 1

Time Range in Days: 20-25

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

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Germany in the twenty-first century

Focus Question(s): How do German teenagers spend their free time?

Goals: Students will be able to describe common free time activities of German teenagers, common holidays of German culture, and compare it to common American teenager free time activities and common American holidays.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: stem changing verbs, separable and inseparable verbs, present tense of modal verbs, thematic vocabulary, graphic organizers, visualizations using SmartBoard, speaking, listening, reading, and writing activities

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2. Recall stem changing verbs (Kaleidoskop 2007 Student Activities Manual, p. 63-67, Kaleidoskop 2007, p. 236-238)
3. Recall separable and inseparable prefix verbs (Kaleidoskop 2007 Student Activities Manual, p. 63-67, Kaleidoskop 2007, p. 243-244)
4. Recall present tense of modals (Kaleidoskop 2007 Student Activities Manual, p. 63-67, Kaleidoskop 2007, p. 244-247)
5. Analyze a graph (Kaleidoskop 2007, p.7)
 - a. *Freizeitstudie*, Small group/independent reading, independent writing, collaborative learning
6. Analyze a newspaper article (Kaleidoskop 2007, p. 15)
 - a. *Berlin*, small group/independent reading, collaborative learning
7. Analyze a short story (Kaleidoskop 2007, p. 26)
 - a. *Mittagspause*, small group/independent reading, collaborative learning
8. Use context clues to respond to a real-life situation writing prompt.
9. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2007 Student Activities Manual, p. 131-143)
10. Compare and contrast German and American vacation trends and holidays (Kaleidoskop 2007, p. 9)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary, Deutsche Welle article discussions

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment

Extensions:

1. Students will pretend they are a German exchange student studying in the United States. They will write an essay to their family or friends back home comparing and contrasting American and German holidays and vacationing trends.
2. Supplemental vocabulary and grammar activities from german.about.com or www.dw.de.

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Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Kaleidoskop 2007, Kaleidoskop Student Activities Manual Workbook

NON-PRINT TEXTS: Kaleidoskop DVD

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

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UNIT: 2

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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Unit: 2

Time Range in Days: 20-25

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

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Communication in the twenty-first century

Focus Question(s): How do Germans and Americans of different generations use technology to stay entertained, keep informed, and stay in contact with others?

Goals: Students will be able to discuss modern communication trends in the twenty-first century of Germans and Americans.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: simple and conversational past tenses, thematic vocabulary, graphic organizers, visualizations using SmartBoard, speaking, listening, reading, and writing activities
2. Recall simple past and conversational past tenses (Kaleidoskop 2007 Student Activities Manual, p. 71-76, Kaleidoskop 2007, p. 253-264)
3. Analyze an online article (Kaleidoskop 2007, p. 33-35)
 - a. *Jeanette und ihr Handy*, Small group/independent reading, collaborative learning

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4. Analyze a newspaper article (Kaleidoskop 2007, p. 30-31)
 - a. *Gewalt im Fernsehen*, small group/independent reading, collaborative learning
5. Analyze a short story (Kaleidoskop 2007, p. 45-48)
 - a. *Eine Postkarte fuer Herrn Altenkirch*, small group/independent reading, collaborative learning
6. Use context clues to respond to a real-life situation writing prompt.
7. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2007 Student Activities Manual, p. 135-137)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary, Deutsche Welle article discussions

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment

Extensions:

1. Students will write an essay comparing how different generations of Germans and Americans receive information about the world and their communities, stay in contact with their friends, use technology for entertainment.
2. Supplemental vocabulary and grammar activities from german.about.com or www.dw.de.

Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

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Materials and Resources:

PRINT TEXTS: Kaleidoskop 2007, Kaleidoskop Student Activities Manual Workbook

NON-PRINT TEXTS: Kaleidoskop DVD

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

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UNIT: 3

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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Unit: 3

Time Range in Days: 20-25

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

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: German history since 1945

Focus Question(s): How has German history since 1945 influenced the life experiences of Germans and influenced how they see and interact with the world?

Goals: Students will be able to discuss important German historical events and how these events have shaped attitudes of modern Germans.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: verb positions in statements, questions, and clause, independent and dependent clauses and conjunctions, infinitives with zu. thematic vocabulary, graphic organizers, visualizations using SmartBoard, speaking, listening, reading, and writing activities
2. Recall verb positions in statements, questions, clauses (Kaleidoskop 2007 Student Activities Manual, p. 77-82, Kaleidoskop 2007, p. 268-276)

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3. Recall independent and dependent clauses in conjunctions (Kaleidoskop 2007 Student Activities Manual, p. 77-82, Kaleidoskop 2007, p. 277-280)
4. Recall infinitives with zu (Kaleidoskop 2007 Student Activities Manual, p. 77-82, Kaleidoskop 2007, p. 280-282)
5. Analyze an interview (Kaleidoskop 2007, p. 55-61)
 - a. *Bei den Wessis ist jeder fuer sich*, Small group/independent reading, collaborative learning
6. Analyze poetry and interpret political cartoon (Kaleidoskop 2007, p. 70-71)
 - a. *Berliner Liedchen*, small group/independent reading, collaborative learning
 - b. *Die neue Mauer*, small group, collaborative learning, presentational speaking
7. Analyze a film excerpt (Kaleidoskop 2007, p. 72-80)
 - a. *Das Versprechen*, small group/independent reading, collaborative learning
8. Use context clues to respond to a real-life situation writing prompt.
9. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2007 Student Activities Manual, p. 139-141)
10. Compare and contrast governments of East and West Germany (Kaleidoskop 2007, p. 53-54)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary, Deutsche Welle article discussions

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment

Extensions:

1. Students will write pretend they are an East German student featured in a class reading. They are to discuss their family history, recollection of German reunification, and if their family is better off now or prior to the fall of the Berlin Wall.
2. Supplemental vocabulary and grammar activities from german.about.com or www.dw.de.

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Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Kaleidoskop 2007, Kaleidoskop Student Activities Manual Workbook

NON-PRINT TEXTS: Kaleidoskop DVD

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

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UNIT: 4

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
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Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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Unit: 4

Time Range in Days: 20-25

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

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Family

Focus Question(s): What are the family structures of modern Germans? What types of families do German teenagers want for themselves later in life?

Goals: Students will be able to describe their family structures and that of most Germans. Students will also compare their goals for a family later in life to that of German teenagers.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: the nominative case, the accusative case, time expressions, thematic vocabulary, graphic organizers, visualizations using SmartBoard, speaking, listening, reading, and writing activities
2. Recall functions and uses of the nominative and accusative cases (Kaleidoskop 2007 Student Activities Manual, p. 83-90, Kaleidoskop 2007, p. 283-294)

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3. Recall time expressions (Kaleidoskop 2007 Student Activities Manual, p. 83-90, Kaleidoskop 2007, p. 295-298)
4. Analyze an interview (Kaleidoskop 2007, p. 87-88)
 - a. *Einstellung zur Familie*, Small group/independent reading, collaborative learning
5. Analyze a short story (Kaleidoskop 2007, p. 92-93)
 - a. *Ich muss fuer meinen Sohn nachsitzen*, small group/independent reading, collaborative learning
6. Analyze a fairy tale (Kaleidoskop 2007, p. 100-103)
 - a. *Die sieben Raben*, small group/independent reading, collaborative learning
7. Use context clues to respond to a real-life situation writing prompt.
8. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2007 Student Activities Manual, p. 143-144)
9. Compare and contrast German and American governmental support of families with children (Kaleidoskop 2007, p. 90-91)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary, Deutsche Welle article discussions

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment

Extensions:

1. Students will write an essay comparing and contrasting how the German and American governments support families with new children.
2. Supplemental vocabulary and grammar activities from german.about.com or www.dw.de.

Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

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Materials and Resources:

PRINT TEXTS: Kaleidoskop 2007, Kaleidoskop Student Activities Manual Workbook

NON-PRINT TEXTS: Kaleidoskop DVD

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

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UNIT: 5

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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Unit: 5

Time Range in Days: 20-25

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

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Music

Focus Question(s): What types of music is enjoyed by German teenagers?

Goals: Students will become familiar with popular German music groups and compare and contrast the musical tastes of German and American teenagers.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: two-way prepositions, time expressions with the dative case, da and wo compounds, the genitive case, thematic vocabulary, graphic organizers, visualizations using SmartBoard, speaking, listening, reading, and writing activities
2. Recall verb positions in statements, questions, clauses (Kaleidoskop 2007 Student Activities Manual, p. 77-82, Kaleidoskop 2007, p. 268-276)
3. Recall two-way prepositions (Kaleidoskop 2007 Student Activities Manual, p. 95-100, Kaleidoskop 2007, p. 310-316)

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4. Recall time expressions with the dative case (Kaleidoskop 2007 Student Activities Manual, p. 95-100, Kaleidoskop 2007, p. 316)
5. Recall da and wo compounds (Kaleidoskop 2007 Student Activities Manual, p. 95—100, Kaleidoskop 2007, p. 316-318)
6. Recall the Genitive Case (Kaleidoskop 2007 Student Activities Manual, p. 95-100, Kaleidoskop 2007, p. 318-323)
7. Analyze a biography (Kaleidoskop 2007, p. 110-111)
 - a. *Clara Schumann*, Small group/independent reading, collaborative learning
8. Analyze song lyrics (Kaleidoskop 2007, p. 70-71, 121-122)
 - a. *Die da!*, small group/independent reading, collaborative learning
 - b. *Sag es laut*, small group, collaborative learning, presentational speaking
9. Analyze poetry (Kaleidoskop 2007, p. 124-125)
 - a. *Der Erlkoenig*, small group/independent reading, collaborative learning
10. Use context clues to respond to a real-life situation writing prompt.
11. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2007 Student Activities Manual, p. 145-147)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary, Deutsche Welle article discussions

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment

Extensions:

1. Students will write an essay comparing and contrasting the musical tastes of German and American teenagers.
2. Supplemental vocabulary and grammar activities from german.about.com or www.dw.de.

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Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Kaleidoskop 2007, Kaleidoskop Student Activities Manual Workbook

NON-PRINT TEXTS: Kaleidoskop DVD

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

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 6

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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Unit: 6

Time Range in Days: 20-25

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

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: The world of work

Focus Question(s): What careers are you most interested in? What is most important to you when choosing a career? What do German teenagers think about when planning their future careers?

Goals: Students will discuss their future careers and compare and contrast their ideas to German teenagers.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning: the dative case, speaking, listening, reading, and writing activities
2. Recall uses of the dative case (Kaleidoskop 2007 Student Activities Manual, p. 91-94, Kaleidoskop 2007, p. 299-309)

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3. Analyze a graph (Kaleidoskop 2007, p. 130)
 - a. *Produkt gut – alles gut*, Small group/independent reading, collaborative learning
4. Analyze a biography (Kaleidoskop 2007, p. 135-137)
 - a. *Carolin*, small group/independent reading, collaborative learning
5. Analyze an article (Kaleidoskop 2007, p. 138-139)
 - a. *Das Deutsche Schulsystem*, small group/independent reading, collaborative learning
6. Analyze poetry (Kaleidoskop 2007, p. 143)
 - a. *Arbeits-los*, small group/independent reading, collaborative learning
7. Analyze short story (Kaleidoskop 2007, p. 145-148)
 - a. *Dienstag, der 27. September 1960*, small group/independent reading, collaborative learning
8. Use context clues to respond to a real-life situation writing prompt.
9. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2007 Student Activities Manual, p. 149-151)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary, Deutsche Welle article discussions

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment

Extensions:

1. Students will write a letter to themselves in ten years. They will discuss where they think they will live, future job, future spouse, and plans for a family.
2. Supplemental vocabulary and grammar activities from german.about.com or www.dw.de.

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Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Kaleidoskop 2007, Kaleidoskop Student Activities Manual Workbook

NON-PRINT TEXTS: Kaleidoskop DVD

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

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 7

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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Unit: 7

Time Range in Days: 20-25

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

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Multicultural Society

Focus Question(s): What is the ethnic make-up of German society? How is that the same or different than the United States? How has this shaped the development of German society?

Goals: Students will discuss the ethnic make-up of German society and compare and contrast it to that of the United States.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Preceded and unpreceded adjectives, comparison of adjectives and adverbs, Direct instruction and practice, small group/collaborative learning: the dative case, speaking, listening, reading, and writing activities
2. Recall uses of preceded and unpreceded adjectives (Kaleidoskop 2007 Student Activities Manual, p. 101-106, Kaleidoskop 2007, p. 327-331)
3. Recall comparison of adjective and adverbs (Kaleidoskop 2007 Student Activities Manual, p. 101-106, Kaleidoskop 2007, p. 336-339)

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4. Analyze a letter (Kaleidoskop 2007, p. 154-155)
 - a. *Schliesslich ist Deutschland meine Heimat*, Small group/independent reading, collaborative learning
5. Analyze an interview (Kaleidoskop 2007, p. 135-137)
 - a. *Carolin-Francesca Banciu im Gesprach*, small group/independent reading, collaborative learning
6. Analyze poetry (Kaleidoskop 2007, p. 164-165)
 - a. *Ich habe zwei Heimatlander*, small group/independent reading, collaborative learning
7. Analyze short story excerpt (Kaleidoskop 2007, p. 167)
 - a. *Geschaeftsarnungen*, small group/independent reading, collaborative learning
8. Use context clues to respond to a real-life situation writing prompt.
9. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2007 Student Activities Manual, p. 151-152)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary, Deutsche Welle article discussions

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment

Extensions:

1. Students will pretend they are an exchange student in the city of Berlin. They are to write to their family back home a description of what they see and hear and compare it to their home town in the Poconos.
2. Supplemental vocabulary and grammar activities from german.about.com or www.dw.de.

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Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Kaleidoskop 2007, Kaleidoskop Student Activities Manual Workbook

NON-PRINT TEXTS: Kaleidoskop DVD

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

DELAWARE VALLEY SCHOOL DISTRICT

UNIT: 8

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

DELAWARE VALLEY SCHOOL DISTRICT

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 8

Time Range in Days: 20-25

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

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F
ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Stereotypes

Focus Question(s): How do young Germans see Americans?

Goals: Students will compare and contrast German stereotypes of Americans and American stereotypes of Germans.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. The subjunctive II tense, würde constructions, conditional sentences, Direct instruction and practice, small group/collaborative learning: the dative case, speaking, listening, reading, and writing activities
2. Recall uses of the subjunctive II tense and würde constructions (Kaleidoskop 2007 Student Activities Manual, p. 107-111, Kaleidoskop 2007, p. 340-349)
3. Recall comparison of adjective and adverbs (Kaleidoskop 2007 Student Activities Manual, p. 101-106, Kaleidoskop 2007, p. 155-158)

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4. Analyze a graph (Kaleidoskop 2007, p. 196)
 - a. *Die Deutschen über sich selbst*, Small group/independent reading, collaborative learning
5. Analyze an interview (Kaleidoskop 2007, p. 198-199)
 - a. *Unser Ausland*, small group/independent reading, collaborative learning
6. Analyze a report (Kaleidoskop 2007, p. 164-165)
 - a. *Tübinger Austauschstudent berichtet*, small group/independent reading, collaborative learning
7. Use context clues to respond to a real-life situation writing prompt.
8. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2007 Student Activities Manual, p. 155-156)

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary, Deutsche Welle article discussions

Summative: Grammar tests, short answer essay test, formal writing assignment, performance based assessment

Extensions:

1. Students pretend they are a German exchange student in the United States and write a letter to their imaginary family back home in Germany. They are to discuss how they feel being away from home, how they like America, and discuss any cultural differences between Germans and Americans.
2. Supplemental vocabulary and grammar activities from german.about.com or www.dw.de.

Correctives:

1. More extensive reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

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Materials and Resources:

PRINT TEXTS: Kaleidoskop 2007, Kaleidoskop Student Activities Manual Workbook

NON-PRINT TEXTS: Kaleidoskop DVD

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

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Kaleidoskop 2007

Textbook ISBN #: 978-0-618-66882-3

Textbook Publisher &Year of Publication: Heinle Cengage Learning, 2007

Curriculum Textbook is utilized in (title of course): German V

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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.

Connections: Reinforce Other Disciplines (Standard 3.1)

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

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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.

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.

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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

15.4.12.A – Apply the creative and productive use of emerging technologies for educational and personal success.

15.4.12.G – Create an advanced digital project using sophisticated design and appropriate software/applications

15.4.12.K – Evaluate advanced multimedia work products and make recommendations based on the evaluation

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website
- _____ Hard copies of all supplemental resources not available electronically
- _____ The primary textbook form(s)
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____