

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

German 1

Grade Level:

Middle School grade 8

High School grades 9-12

Date of Board Approval: _____2023_____

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Planned Instruction

Title of Planned Instruction: German 1

Subject Area: World Language: German Grade(s): 8-12

Grade Distribution (MS):

Speaking Assessments (3- 5 per MP)	25%
Listening & Reading Assessments (5- 6 per MP)	30%
Writing Assessments (3- 4 per MP)	30%
Class Participation/ Classwork Practice (varies per MP)	15%

Grade Distribution (HS):

Speaking Assessments (3-5 per MP)	30%
Writing Assessments (3-4 per MP)	25%
Listening and Reading Assessments (5-6 per MP)	20%
Knowledge-Based Assessments (varies per MP)	15%
Class Participation/Classwork (varies per MP)	10%

Course Description:

German 1 is a beginning level course intended for those students who have expressed an interest in learning German or who are already studying a foreign language and wish to pursue German. The instruction and the content of the course will be taught in both English and in German. The emphasis is placed on several areas:

1. Building vocabulary through thematic study and practice.
2. Developing elementary conversational skills.
3. Demonstrating basic understanding of various grammatical constructions
4. Obtaining a brief overview of the German-speaking countries and Europe along with their customs and traditions.

With the combined conversational, grammatical and cultural study of German, the students embark on a new educational experience that helps to foster an interest in the German language and the people who speak it throughout the world. German 1 is also the basis for preparation into the subsequent levels of German 2, 3, 4, and Advanced Placement German.

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

Curriculum Writing Committee: Elke Miller (in collaboration with Robert Wyckoff)

Curriculum Map

Marking Period One

- **Overview:**

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

- **Goals:**

Understanding of:

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

- **Culture**

1. Culture specific greetings and farewells
2. Important holidays (overview) and dates of German-speaking countries
3. Geographical exploration of German-speaking countries
4. Famous persons from German-speaking countries

- **Vocabulary**

1. German alphabet and letter sounds
2. Feelings
3. Greetings & Farewells
4. Numbers 0- 31 and basic understanding of ordinal numbers
5. Days, Months & Birthday
6. Telling name, age, place where someone comes from and lives
7. Basic geographical vocabulary

- **Grammar**

1. Verbs 'heißen' to tell your name and 'sein' to tell age and birthday
2. Verb 'gehen' in fixed expressions about feelings
3. Verbs 'kommen (aus)' and 'wohnen (in)'
4. Subject pronouns singular and plural
5. Definite articles
6. Conjugation of regular verbs (basic introduction with 'wohnen' and 'heißen')
7. Negation "nicht"
8. Utilize an online dictionary

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

1. Say "hellos" and "good-byes"
2. Ask for and tell someone's name
3. Ask for spelling and spell someone's name
4. Ask and tell how someone feels
5. Ask and tell the date
6. Ask and tell someone's age and birthday
7. Ask and tell where someone comes from and lives

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B. Thema 2: Familie – Family

- **Culture**
 1. Compare family structures in German- speaking countries and the USA
 2. Comparison of population pyramids from USA and German- speaking countries
 3. Geographical and cultural exploration of Germany
- **Vocabulary**
 1. Family terminology to identify family members
 2. Pets
 3. Descriptive adjectives pertaining to appearance and character
 4. Question Words
- **Grammar**
 1. Possessive adjectives
 2. Verb 'haben' (to have)
 3. Indefinite articles
 4. Negative article 'kein, keine, keinen'
 5. Formation of basic questions
- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Ask for and describe someone's family and family relationships
 2. Ask for and describe appearance and character of family members

Marking Period Two

● Overview

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

● Goals:

Understanding of:

A. Thema 3: Freizeit – Leisure Time Activities

- **Culture**
 1. Compare leisure activity habits in German- speaking countries with the USA
 2. The 'Verein' system in German- speaking countries as contrast to school teams
 3. Geographical and cultural exploration of Switzerland
- **Vocabulary**
 1. Verbs to describe leisure activities
 2. Sports, instruments and games
 3. Indications of time and place
 4. Sequencing words 'zuerst, dann, danach, zuletzt'
 5. Adverbs of time to express frequency
 6. Expressing likes and dislikes using 'gern' and 'nicht gern' and preferences with 'lieber' and 'am liebsten'
- **Grammar**
 1. Conjugation of regular verbs
 2. Conjugation of verbs with verb stem ending in 's', 'd/t'

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3. Conjugation of verbs with simple stem change like 'backen', 'schlafen', 'fahren', 'laufen'
 4. Negation 'nicht'
 5. Syntax in statements and questions (verb in second position)
 6. Questions with and without question words
- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Create a written narration about one's leisure activities
 2. Create and conduct an interview about leisure activities
 3. Interpret graphs and charts to analyze leisure activity behavior in Germany and the USA

B. Thema 4: Schule – School

- **Culture**
 1. The school systems of Germany, including school types, school schedule, report card and grading system, school breaks in contrast to the USA school system
 2. Educational choices after high school including the dual education system and apprenticeships
 3. Conversion of currency
 4. Geographical and cultural exploration of Austria
- **Vocabulary**
 1. School types
 2. School subjects and grades
 3. Time and duration
 4. Asking and telling an opinion using 'finden'
 5. Expressions of sympathy, encouragement, and praise
 6. School supplies and currency
- **Grammar**
 1. Verb 'finden' to express an opinion
 2. Verb 'mögen' to express a like/dislike
 3. Verb 'möchten' to express what you would like to do after school
 4. Verbs 'kaufen' and 'kosten' to express shopping and a price
 5. Accusative case for direct objects
- **Communication (Interpretational, Interpersonal, Presentational)**
 1. Describe and compare school schedules
 2. Ask for and express opinions about school subjects
 3. Ask and tell what school supplies someone is buying and how much something costs
 4. Ask for and express plans for educational future

Marking Period Three

● **Overview**

Students explore how food and housing reflect habits and values of German-speaking cultures .

Students explore, compare and contrast the structure and store variety of cities in German speaking countries, including housing options and house structure.

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- **Goals:**

- Understanding of:**

- A. Thema 5: Essen – Food**

- **Culture**
 1. Traditional dishes from various regions of German- speaking countries
 2. Meal habits in Germany- speaking countries
 3. Restaurant etiquette and eating out in a German restaurant
 4. German menus
 5. Geographical and cultural exploration of Liechtenstein
 - **Vocabulary**
 1. Expressing hunger and thirst
 2. Table settings
 3. Food related content
 4. Expressions of how something tastes
 - **Grammar**
 1. Verbs 'essen' and 'trinken' to tell what someone eats and drinks
 2. Verb 'wollen' to tell what someone wants
 3. Verb 'möchten' to tell what someone would like
 4. Verb 'bestellen', 'schmecken', 'bezahlen', 'kosten'
 5. Accusative case for direct objects
 - **Communication (Interpretational, Interpersonal, Presentational)**
 1. Communicate in a restaurant
 2. Read a German menu
 3. Ask and tell about eating and food habits
 4. Ask and tell how something tastes

- B. Thema 6: Die Stadt**

- **Culture**
 1. Structure, stores and facilities in a German- speaking city
 2. Geographical and cultural exploration of cities in German- speaking countries
 3. Compare and contrast German and US housing types
 4. Structure of a German house
 - **Vocabulary**
 1. Names of stores and facilities
 2. Vocabulary to give directions
 3. Types of houses
 4. Rooms, floor levels, and house surroundings
 5. Items in a room
 6. Prepositions
 - **Grammar**
 1. 'du', 'ihr', and 'Sie' command
 2. Dative case with prepositions that indicate locations
 3. Addressing people formally
 - **Communication (Interpretational, Interpersonal, Presentational)**

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1. Ask and tell about the lay-out of a house
2. Ask and tell about a room and location of items in a room
3. Reading a German city map
4. Asking for and giving directions
5. Asking and telling where something is located

Marking Period 4

● Overview

Students discuss clothing preferences in the USA and Germany.

Students create an electronic book about themselves as a cumulative product of their first-year language learning experience.

● Goals:

Understanding of:

A. Thema 7: Kleidung – Clothing

○ Culture

1. Fashion trends and pricing of clothes in German- speaking countries
2. Sizing chart comparison between USA and Germany
3. Cultural exploration of regional traditional clothing in Germany

○ Vocabulary

1. Clothing items
2. Colors
3. Prices and the verb 'kosten'

○ Grammar

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

○ Communication (Interpretational, Interpersonal, Presentational)

1. Ask and describe what someone is wearing
2. Create and conduct an interview about clothing and shopping preferences
3. Communicate in a shopping situation

B. Thema 8: Cumulative Course Project – Electronic book

○ Culture

Cultural comparison elements based on content discussed in Thema 1- 7

○ Vocabulary

Vocabulary from Thema 1- 7

○ Grammar

Major grammar topics from Thema 1- 7

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

Oral narration in German through recorded narration of personal information based on Thema 1- 7 featured in the e-book.

Written narration in German through text segments in the e-book.

BIG IDEAS USED IN ALL UNITS

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

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

Essential Questions:

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

Concepts:

- Understand the interconnectivity of different disciplines.

Competencies:

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

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

Essential Questions:

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

Concepts:

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

Competencies:

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

Textbook and Supplemental Resources:

Deutsch Aktuell Level 1

Textbook ISBN #: 978-0-82198-076-7

Textbook Publisher & Year of Publication: EMC Publishing LLC, 2017

PRINT AND NON-PRINT RESOURCES

- Nicos Weg video program of the Goethe Institut
- Das Radl magazine
- Teacher-made hand-outs and lesson presentations

SUGGESTED INTERNET SITES:

- a. www.quizlet.com
- b. www.wordreference.com
- c. www.conjuguemos.com
- d. www.online-voice-recorder.com
- e. www.zdf.de (LOGO News)
- f. <https://web.seesaw.me/>
- g. <https://www.audio-lingua.eu/?lang=en>
- h. www.c-and-a.com/de/de/shop
- i. <https://www.goethe.de/ins/us/en/sta/ney.html>
- j. www.welterbetour.de/
- k. www.welterbetour.de/weltkulturerbe-in-deutschland
- l. www.welterbetour.de/welterbe-in-oesterreich-liste
- m. www.welterbetour.de/welterbe-in-der-schweiz
- n. www.geoguessr.com/seterra/de/vgp/3358
- o. www.make-it-in-germany.com/de/leben-in-deutschland/deutschland-kennenlernen/bundeslaender

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Curriculum Plan

Unit 1: Thema 1 – Sich Kennenlernen (Getting to know each other)

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

Goals: Students obtain and share personal information with others.

Students create a knowledge base of geographical aspects of German-speaking countries in Europe.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

● **Vocabulary:**

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

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● Grammar:

- Deutsch Aktuell 1, Kapitel 1: p.3/ 25/ 448 (verb conjugation of 'heißen', 'kommen', 'wohnen')
- Deutsch Aktuell 1, Kapitel 1: p.17 (verb conjugation of 'sein')
- Deutsch Aktuell 1, Kapitel 1: p.25/ 448 (subject pronouns)
- Deutsch Aktuell 1, Kapitel 2: p.59, 148, 166, 342, 448 (definite and indefinite articles)
- Deutsch Aktuell 1, Grammar Summary: p.449 (negation using 'nicht')

● Suggested activities that incorporate vocabulary and grammar:

- Listening Activities
 - a. Deutsch Aktuell 1, Kapitel 1: pages 2,7, & 9
 - b. Deutsch Aktuell 1, Workbook listening activities Kapitel 1
 - c. Audio Lingua listening activities
- Reading Activities
 - a. Deutsch Aktuell 1, Kapitel 1: pages 1-37
 - b. Correspondence from German teenager about their family
 - c. Maps and infographics in German language
- Speaking Activities
 - a. Deutsch Aktuell 1, Kapitel 1: pages 4, 17- 19, 22, 26/27, 31
- Writing Activities
 - a. Deutsch Aktuell 1, Kapitel 1: pages 14,16,19,33
 - b. Deutsch Aktuell 1, writing activities
 - c. Commemorative Plaque or social media page for a famous German-speaking person

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quizzes
- Grammar
 - Verb conjugation exercises
 - Verb conjugation quizzes
 - Deutsch Aktuell 1 Testing Kit, grammar quizzes
- Listening
 - Deutsch Aktuell 1, Workbook, listening activities.
 - Deutsch Aktuell 1 Testing Kit, listening quizzes
 - Vocabulary listening quiz
- Writing
 - Warm-up sentences
 - Question ladder questionnaire
 - Interview summary
- Reading
 - Correspondence from a German teenager

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- Speaking
 - Question ladder oral presentation
 - Question ladder interview

Summative:

- Students create an audio- visual introduction of themselves.
- Students interpret the oral and written correspondence from a German teenager.
- Students create a response postcard.
- Students create a commemorative plaque or social media profile for a famous German- speaking person.

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Curriculum Plan

Unit 2: Thema 2 – Die Familie (The Family)

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

Goals: Students obtain, share and discuss information about family and family relationships. Students create a knowledge base of basic geographical and cultural aspects of Germany.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

● **Vocabulary:**

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

● **Grammar:**

- Deutsch Aktuell 1, Kapitel 3: p.77/ 449 (verb conjugation of ‘haben’)
- Deutsch Aktuell 1, Kapitel 1/7/8: p.259, 451 (possessive adjectives)
- Deutsch Aktuell 1, Kapitel 3: p.203/ 449 (negative article ‘kein’, ‘keine’, ‘keinen’)
- Deutsch Aktuell 1, Kapitel 2: p.45/ 449 (formation of questions)

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● Suggested activities that incorporate vocabulary and grammar:

- Listening Activities
 - a. Deutsch Aktuell 1, Kapitel 2: pages 40, 43/ 44, 58
 - b. Deutsch Aktuell 1, Workbook listening activities.
 - c. Audio Lingua listening activities.
- Reading Activities
 - a. Deutsch Aktuell 1, Kapitel 2: pages 38- 69
 - b. Promotional texts on World Culture Heritage sites in Germany
 - c. Maps, infographics, and other authentic and modified materials pertaining to German geography and culture
- Speaking Activities
 - a. Deutsch Aktuell 1, Kapitel 2: pages 52, 62, 66
 - b. Voice recordings
- Writing Activities
 - a. Deutsch Aktuell 1, Kapitel 2: pages 51/ 52, 62/ 63
 - b. Deutsch Aktuell 1, Workbook writing activities
 - c. Family tree with written summary

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quizzes
 - Deutsch Aktuell 1 Testing Kit, vocabulary quizzes
- Grammar
 - Verb conjugation exercises
 - Verb conjugation quizzes
 - Possessive adjective quiz
 - Deutsch Aktuell 1 Testing Kit, grammar quizzes
- Listening
 - Deutsch Aktuell 1, Workbook listening activities
 - Vocabulary listening quiz
 - Deutsch Aktuell 1 Testing Kit, listening quizzes
- Writing
 - Warm-up sentences
 - Question ladder questionnaire
 - Interview summary
- Reading
 - Correspondence from a German teenager
- Speaking
 - Question ladder oral presentation
 - Question ladder interview

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Summative:

- Students extract information about someone's family from an audio source
- Students interpret correspondence from a German teenager.
- Students create a response to the postcard/ email.
- Students create an audio- visual introduction of their family.

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Curriculum Plan

Unit 3: Thema 3- Freizeitaktivitäten (Leisure activities)

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

Goals: Students discuss and inquire about leisure time activities.
Students compare and contrast how German and US teenagers spend their leisure time.
Students create a knowledge base of geographical and cultural aspects of Switzerland.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

● **Vocabulary:**

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

● **Grammar:**

- Deutsch Aktuell 1, Grammar Summary: p.448 (verb conjugation of regular verbs)
- Deutsch Aktuell 1, Grammar Summary: p.225, 449 (verbs with vowel change)
- Deutsch Aktuell 1, Kapitel 3: p.83 (syntax)
- Deutsch Aktuell 1, Grammar Summary: p.449 (questions with and without question word)

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● Suggested activities that incorporate vocabulary and grammar:

- Listening Activities
 - a. Deutsch Aktuell 1, Kapitel 3: pages 72, 75/ 76, 90, 95
 - b. Deutsch Aktuell 1, Workbook listening activities
 - c. Audio Lingua listening activities
- Reading Activities
 - a. Deutsch Aktuell 1, Kapitel 3: pages 82, 90, 93/ 94
 - b. Postcard/ email from German teenager about leisure activities
 - c. Maps, infographics, and other authentic and modified materials pertaining to Swiss geography and culture
- Speaking Activities
 - a. Deutsch Aktuell 1, Kapitel 3: pages 74- 78, 84/85, 96
 - b. Voice recordings
- Writing Activities
 - a. Deutsch Aktuell 1, Kapitel 1: pages 85/86, 89, 96
 - b. Deutsch Aktuell 1, Workbook writing activities
 - c. SMS to friend to make plans

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
 - Deutsch Aktuell 1 Testing Kit, vocabulary quizzes
- Grammar
 - Verb conjugation exercises
 - Verb conjugation quizzes
 - Deutsch Aktuell 1 Testing Kit, grammar quizzes
- Listening
 - Deutsch Aktuell 1, Workbook listening activities
 - Vocabulary listening quizzes
 - Deutsch Aktuell 1 Testing Kit, listening quizzes
- Writing
 - Warm-up sentences
 - Question ladder Questionnaire
 - SMS
- Reading
 - Correspondence from a German teenager about leisure activities and hobbies
- Speaking
 - Question ladder oral presentation
 - Question ladder interview

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Summative:

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

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Curriculum Plan

Unit 4: Thema 4 – Die Schule (The School)

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

Goals: Students discuss and inquire about someone's schooling and school day.

Students compare and contrast the German and US education systems.

Students create a knowledge base of geographical and cultural aspects of Austria.

Objectives:

1. Students discuss school subjects and schedules. (DOK Level 1, 2)
2. Students ask for and express likes and dislikes for specific school subjects. (DOK Level 1)
3. Students ask for and express an opinion. (DOK Level 2)
4. Students identify common school supplies. (DOK Level 1)
5. Students create a school store flier with culturally appropriate pricing. (DOK Level 4)
6. Students research numerous aspects of German school life (school system, classes, grading system, extra-curricular activities, school holidays). (DOK Level 2, 3)
7. Students create a graphic organizer to compare the German and the US school system. (DOK Level 4)
8. Students research choices after high school in Germany. (DOK Level 3, 4)

Core Activities and Corresponding Instructional Methods:

● **Vocabulary:**

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

● **Grammar:**

- Deutsch Aktuell 1, Kapitel 4: p.121 (verb conjugation of 'finden', to express an opinion)
- Deutsch Aktuell 1, Kapitel 6: p.186 (verb "mögen" incl. contrast with "möchten")
- Deutsch Aktuell 1, Kapitel 6: p.196/197 (verb conjugation of 'kosten')
- Deutsch Aktuell 1, Kapitel 4: p.112 (accusative case for direct objects)

● **Suggested activities that incorporate vocabulary and grammar:**

- Listening Activities

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- a. Deutsch Aktuell 1, Kapitel 4: pages 110, 122
- b. Audio Lingua listening activities
- c. Recordings
- Reading Activities
 - a. Deutsch Aktuell 1, Kapitel 4: pages 110, 126, 132
 - b. Maps, infographics, and other authentic and modified materials pertaining to Austrian geography and culture
- Speaking Activities
 - a. Deutsch Aktuell 1, Kapitel 4: pages 111, 113/114, 118, 123- 125, 128-130
 - b. Voice recordings
- Writing Activities
 - a. Deutsch Aktuell 1, Kapitel 4: pages 118, 127, 130/131

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quiz
 - Deutsch Aktuell 1 Testing Kit, vocabulary quizzes
- Grammar
 - Verb conjugation exercises
 - Verb conjugation quizzes
 - Accusative quiz
 - Deutsch Aktuell 1 Testing Kit, grammar quizzes
- Listening
 - Workbook, Kapitel 4, listening activities
 - Vocabulary listening quiz
 - Deutsch Aktuell 1 Testing Kit, listening quizzes
- Writing
 - Warm-up sentences
 - Question ladder questionnaire
- Reading
 - Correspondence from a German teenager about school life
- Speaking
 - Question ladder oral presentation
 - Question ladder interview

Summative:

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

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Curriculum Plan

Unit 5: Thema 5 - Essen (Food)

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

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

Students create a knowledge base of geographical and cultural aspects of Liechtenstein.

Objectives:

1. Students identify traditional dishes from German-speaking countries. (DOK Level 1)
2. Students ask and tell what someone would like to eat and drink. (DOK Level 1)
3. Students ask and tell how something tastes. (DOK Level 1)
4. Students apply strategies on how to read a German menu. (DOK Level 2, 3)
5. Students use appropriate cultural etiquette when eating out. (DOK Level 2, 3)
6. Students apply language concepts in a restaurant situation. (DOK Level 4)
7. Students identify similarities and differences of daily meal habits. (DOK Level 1)
8. Students conduct a food price comparison between the USA and Germany. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

● **Vocabulary:**

- Deutsch Aktuell 1, Kapitel 6: p. 178- 217
- Vocabulary list
- Quizlet

● **Grammar:**

- Deutsch Aktuell 1, Kapitel 6: p.186 (verb contrast 'wollen' and 'möchten')
- Deutsch Aktuell 1, Kapitel 6: p.178- 217 (essen, trinken, schmecken, bestellen, kosten, bezahlen)
- Deutsch Aktuell 1, Kapitel 4: p.112 (Accusative case for direct objects)

● **Suggested activities that incorporate vocabulary and grammar:**

- Listening Activities
 - a. Deutsch Aktuell 1, Kapitel 6: pages 180
 - b. Deutsch Aktuell 1, Workbook listening activities

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- c. Audio Lingua listening activities
- d. Recordings
- Reading Activities
 - a. Deutsch Aktuell 1, Kapitel 6: pages 183, 193, 195, 199, 206
 - b. Authentic German menus
 - c. Supermarket flyers and online advertisements from Germany
 - d. Maps, infographics, and other authentic and modified materials pertaining to geography and culture of Liechtenstein
- Speaking Activities
 - a. Deutsch Aktuell 1, Kapitel 6: pages 182, 187, 209/ 210
 - b. Voice recordings
- Writing Activities
 - a. Deutsch Aktuell 1, Kapitel 6: pages 194, 209/ 210
 - b. Deutsch Aktuell 1, Workbook writing activities.
 - c. Correspondence to a German teenager

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quizzes
 - Deutsch Aktuell 1 Testing Kit, vocabulary quizzes
- Grammar
 - Verb conjugation exercises
 - Verb conjugation quizzes
 - Accusative case quiz
 - Deutsch Aktuell 1 Testing Kit, grammar quizzes
- Listening
 - Deutsch Aktuell 1, Workbook listening activities
 - Vocabulary listening quizzes
 - Deutsch Aktuell 1 Testing Kit, listening quizzes
- Writing
 - Warm-up sentences
 - Question ladder questionnaire
- Reading
 - Correspondence from a German teenager
- Speaking
 - Question ladder oral presentation
 - Question ladder interview

Summative:

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

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Curriculum Plan

Unit 6: Thema 6 – Wohnen und die Stadt (Living and the city)

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

Goals: Students explain how cultural conditions influence housing in Germany and make comparisons to the housing situation in the USA. Students understand and contrast the connections between the structure of a city and the shopping behavior in German-speaking countries. Students create a knowledge base of geographical and cultural aspects of Luxembourg.

Objectives:

1. Students identify, compare and contrast German and US housing types. (DOK Level 1,3)
2. Students describe their accommodation by lay-out and location. (DOK Level 1)
3. Students ask for and describe items in a room and their physical location. (DOK Level 1)
4. Students identify different store and shopping options in Germany. (DOK Level 1)
5. Students identify and discuss means of transportation options in a German city; (DOK Level 1, 2)
6. Students give and respond to directions in a city. (DOK Level 1, 2)
7. Students ask and tell how often they go to various places in a city. (DOK Level 1)
8. Students create a shopping list and shopping route outline. (DOK Level 3, 4)

Core Activities and Corresponding Instructional Methods:

● Vocabulary:

- Deutsch Aktuell 1, Kapitel 8: p. 271- 286 (limited selection, extended in vocabulary list)
- Deutsch Aktuell 1, Kapitel 5: p. 140- 177
- Deutsch Aktuell 1, Kapitel 11 (selection): p. 378/ 379, 3886/387, 395- 397
- Vocabulary list
- Quizlet

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● Grammar:

- Deutsch Aktuell 1, Kapitel 10: p.350, 450 (preposition w/dative case to express location)
- Deutsch Aktuell 1, Kapitel 1: p.24 (addressing a person formally)
- Deutsch Aktuell 1, Kapitel 9: p.317, 449 (command forms)
- Deutsch Aktuell 1, Kapitel 11: p.400/ 401 (present perfect tense)

● Suggested activities that incorporate vocabulary and grammar:

- Listening Activities
 - a. Deutsch Aktuell 1, Kapitel 8: pages 275/ 276
 - b. Deutsch Aktuell 1, Workbook listening activities
 - c. Deutsch Aktuell 1, Kapitel 5: pages 146, 156
 - d. Deutsch Aktuell 1, Workbook listening activities
 - e. Audio Lingua listening activities
 - f. Recordings
- Reading Activities
 - a. Deutsch Aktuell 1, Kapitel 8: pages 275/ 276, 284
 - b. Deutsch Aktuell 1, Kapitel 5: pages 146/ 147, 156/157
 - c. Deutsch Aktuell 1, Kapitel 7: pages 227/228
 - d. Deutsch Aktuell 1, Kapitel 11: pages 398/399
 - e. Authentic city maps
 - f. Correspondence from German teenager
 - g. Maps, infographics, and other authentic and modified materials pertaining to geography and culture of Luxemburg
- Speaking Activities
 - a. Deutsch Aktuell 1, Kapitel 8: pages 276, 286
 - b. Deutsch Aktuell 1, Kapitel 5: pages 147, 157
 - c. House and room description w/ item location
 - d. Information gap activity about location of stores in a town
 - e. Voice Recordings
- Writing Activities
 - a. Deutsch Aktuell 1, Kapitel 8: pages 286
 - b. Deutsch Aktuell 1, Workbook writing activities
 - c. Dream house picture with room and item labeling
 - d. Written directions from school to student's home
 - e. Written account of shopping route

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

● Vocabulary

- Spelling & matching quiz
- Deutsch Aktuell 1 Testing Kit, vocabulary quizzes

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- Grammar
 - Open- notebook quiz on prepositions w/dative case
 - Quiz with sentences transformation from informal to formal style
 - Present perfect tense forms quiz
 - Command form quiz
 - Deutsch Aktuell 1 Testing Kit, grammar quizzes
- Listening
 - Arbeitsbuch, Kapitel 8, listening activities
 - Arbeitsbuch Listening Activities (Kapitel 5 & 11)
 - Vocabulary listening quizzes
 - Deutsch Aktuell 1 Testing Kit, listening quizzes
- Writing
 - Warm-up sentences
 - Question ladder questionnaire
 - Real estate advertisement
 - House and room description
- Reading
 - Correspondence from a German teenager
 - SMS/ Email from a German teenager to give directions to a party
- Speaking
 - Question ladder oral presentation
 - Question ladder interview

Summative:

- Students interpret the house description of a German teenager.
- Students describe their (dream) house.
- Students follow oral and written directions to a location.
- Students give spoken directions to a location and talk about their shopping preferences.
- Students create written directions between two places.

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Curriculum Plan

Unit 7: Thema 7 – Die Kleidung (Clothing)

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

Goals: Students compare and contrast their personal clothing and shopping habits with German teenagers. Students create a knowledge base of geographical and cultural aspects of Belgium.

Objectives:

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

Core Activities and Corresponding Instructional Methods:

● **Vocabulary:**

- Deutsch Aktuell 1, Kapitel 7: p. 218- 251
- Vocabulary list
- Quizlet

● **Grammar:**

- Deutsch Aktuell 1, Kapitel 7: p.224, 251 (verb 'tragen', 'passen', 'gefallen')
- Deutsch Aktuell 1, Kapitel 9: p.301 (separable prefix verbs 'anziehen' and 'anhaben')
- Deutsch Aktuell 1, Kapitel 8: p.262 (direct object pronouns)
- Deutsch Aktuell 1, Kapitel 7: p.251 (expression 'zu')

● **Suggested activities that incorporate vocabulary and grammar:**

- Listening Activities
 - a. Deutsch Aktuell 1, Kapitel 7: pages 223, 237, 241
 - b. Deutsch Aktuell 1, Workbook listening activities
 - c. Audio Lingua listening activities
 - d. Recordings
- Reading Activities
 - a. Deutsch Aktuell 1, Kapitel 7: pages 223, 233, 237, 241/ 242
 - b. Authentic clothing flyers from German-speaking countries
 - c. Correspondence from a German teenager

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- d. Maps, infographics, and other authentic and modified materials pertaining to geography and culture in Belgium
- Speaking Activities
 - a. Deutsch Aktuell 1, Kapitel 7: pages 222, 232, 236, 244/ 245
 - b. Voice Recordings
- Writing Activities
 - a. Deutsch Aktuell 1, Kapitel 7: pages 230, 232/ 233, 244
 - b. Deutsch Aktuell 1, Workbook writing activities
 - c. Dress code flier
 - d. Correspondence to a German teenager to give packing advice for visit

Assessments:

Diagnostic:

- Class discussions, question & answer sessions, graphic organizers

Formative:

- Vocabulary
 - Spelling & matching quizzes
 - Deutsch Aktuell 1 Testing Kit, vocabulary quizzes
- Grammar
 - Verb conjugation exercises
 - Verb conjugation quizzes
 - Direct object pronoun quiz
 - Deutsch Aktuell 1 Testing Kit, grammar quizzes
- Listening
 - Deutsch Aktuell 1, Workbook listening activities
 - Vocabulary listening quizzes
 - “Was ist in meinem Schrank” listening memory game
 - Deutsch Aktuell 1 Testing Kit, Listening Quizzes
- Writing
 - Warm-up sentences
 - Question ladder questionnaire
 - Interview summary from questionnaire
- Reading
 - Correspondence from a German teenager
- Speaking
 - Question ladder oral presentation
 - Question ladder interview

Summative:

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

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Curriculum Plan

Unit 8: Thema 8 – Mein E-Buch (My e-book)

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

Goals: Students create a German language audio-visual electronic book about themselves.

Objectives:

1. Students create an audio-visual presentation of themselves, their family, their hobbies and leisure activities, their school life, their food and clothing preferences, and their room (DOK Level 4).

Core Activities and Corresponding Instructional Methods:

● **Vocabulary:**

- Review of core vocabulary from Thema 1- 7.

● **Grammar:**

- Review of regular verb conjugation and separable prefix verbs.
- Review of the verbs 'haben' and 'sein'.
- Review of regular verb negation.
- Review of phrasing open and closed questions.
- Review of basic German syntax rules.
- Review of other selected grammar concepts.

● **Suggested activities that incorporate vocabulary and grammar:**

- Selected review exercises modeled after tasks from previous lessons to prepare for respective e-book chapter

Assessments:

Summative:

- Students create an audio-visual presentation about themselves consisting of original German text and personal voice recordings about the topics that have been studied throughout German Level 1.