

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**German 4**

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**Curriculum Writing Committee: Robert Wyckoff**

**Grade Level(s): 11-12**

**Date of Board Approval: \_\_\_\_\_2021\_\_\_\_\_**

## DELAWARE VALLEY SCHOOL DISTRICT

# Planned Instruction

### Grade Distribution:

|  |     |
|--|-----|
| Speaking Assessments (2-3 per MP)              | 30% |
| Writing Assessments (2-3 per MP)               | 25% |
| Listening and Reading Assessments (3-4 per MP) | 20% |
| Knowledge-Based Assessments (varies)           | 15% |
| Class Participation/Classwork (varies)         | 10% |

### 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

#### German free time activities, 20 days

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

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

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

### 2. Marking Period Two

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

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

#### Family, 20 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

#### Music, 25 days

- 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 days

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

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### 4. Marking Period Four

#### **Multicultural Society, 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 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

# DELAWARE VALLEY SCHOOL DISTRICT

## BIG IDEAS USED IN ALL UNITS

### 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.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Textbook and Supplemental Resources:**

Name of Textbook: Kaleidoskop Kultur, Literatur und Grammatik 2017

Textbook ISBN #: 978-1-305-62953-0

Textbook Publisher &Year of Publication: Heinle, Cengage Learning, 2017

### **PRINT AND NON-PRINT RESOURCES**

- Kaleidoskop 2017 Student Activities Manual Workbook
- [www.cengage.com/german/kaleidoskop](http://www.cengage.com/german/kaleidoskop)

### **SUGGESTED INTERNET SITES**

- [www.dw.com](http://www.dw.com)
- [www.n-tv.de](http://www.n-tv.de)
- [www.slowgerman.com](http://www.slowgerman.com)
- <https://apcentral.collegeboard.org/courses/ap-german-language-and-culture/exam>

## Curriculum Plan

**Unit:** 1

**Time Range in Days:** 20

**Standard(s):** PA Core Standards, American Council of the Teaching of Foreign Language (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; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will compare their free time activities to those of German teenagers, discuss their favorite American holidays, compare and contrast German and American national holidays, compare and contrast German and American travel habits, and discuss if and where they like to shop.

**Objectives:**

1. Students will list their free time activities. (DOK level 1)
2. Students will identify the free time activities of German teenagers. (DOK level 1)
3. Students will compare and contrast the free time activities of German and American teenagers. (DOK level 3)
4. Students will compare and contrast German and American holidays and vacation practices. (DOK level 3)
5. Students will compare and contrast German and American travel practices. (DOK level 3)
6. Students will successfully write and speak using common regular and irregular verbs. (DOK level 2)
7. 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)



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8. 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)
9. 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
2. If needed, recall stem changing verbs (Kaleidoskop 2017 Student Activities Manual, p. 63-67, Kaleidoskop 2017, p. 226-230).
3. If needed, recall separable and inseparable prefix verbs (Kaleidoskop 2017 Student Activities Manual, p. 69-75, Kaleidoskop 2017, p. 233).
4. If needed, recall present tense of modals (Kaleidoskop 2017 Student Activities Manual, p. 69-75, Kaleidoskop 2017, p. 234-236).
5. Analyze a graph (Kaleidoskop 2017, p. 3).
  - a. *Freizeitstudie*, Small group/independent reading, independent writing, collaborative learning
6. Analyze an interview (Kaleidoskop 2017, p. 7-8).
  - a. *Wie verbringst du deine Freizeit?*, Small group/ independent reading, writing, collaborative learning
7. Analyze a newspaper article (Kaleidoskop 2017, p. 14-15).
  - a. *Muenchen*, small group/independent reading, collaborative learning
8. Analyze a short story (Kaleidoskop 2017, p. 19).
  - a. *Kraeftig essen*, small group/independent reading, collaborative learning
9. Use context clues to respond to a real-life situation writing prompt.
10. Synthesize and use context clues to be able to respond to oral prompts (Kaleidoskop 2017 Student Activities Manual, p. 137-139).

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11. Compare and contrast German and American vacation trends and holidays.  
(Kaleidoskop 2017, p. 6).

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit:** 2

**Time Range in Days:** 25

**Standard(s):** PA 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; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will discuss how they use technology to stay informed, for entertainment, and for communication. Students will also discuss how older Americans and Germans use the same technology.

**Objectives:**

1. Students will list how they use technology to stay informed. (DOK level 1)
2. Students will list how they use technology for entertainment. (DOK level 1)
3. Students will list how they use technology for communication. (DOK level 1)
4. Students will compare and contrast their technology use with that of German teenagers. (DOK level 2 and 3)
5. Students will compare their technology use with that of older adults in Germany and the United States. (DOK level 2 and 3)
6. Students will create an essay successfully using the simple past and conversational past tenses. (DOK level 4)
7. 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)
8. 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)
9. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

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### 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. If needed, recall simple past and conversational past tenses (Kaleidoskop 2017 Student Activities Manual, p. 77-82, Kaleidoskop 2017, p. 243-251).
3. Analyze an online article (Kaleidoskop 2017, p. 26).
  - a. *Sind wir alle abhaengig?*, Small group/independent reading, collaborative learning
4. Analyze a newspaper article (Kaleidoskop 2017, p. 34).
  - a. *Hamburg*, small group/independent reading, collaborative learning
5. Analyze a short story (Kaleidoskop 2017, p. 41-42).
  - a. *EinePostkarte fuerHerrn 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 2017 Student Activities Manual, p. 141-143).

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit:** 3

**Time Range in Days:** 25

**Standard(s):** PA 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; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will be able to discuss important German historical events and how these events have shaped attitudes of modern Germans. Students will be able to discuss the division of Germany, the founding of the BRD and DDR republics, the Berlin Airlift, the rise and fall of the Berlin Wall, and German reunification.

**Objectives:**

1. Students will list the years of German division into East and West Germany. (DOK - 1)
2. Students will list the form of government of East and West Germany. (DOK level 1)
3. Students will compare and contrast the differences between the East German and West German governments. (DOK level 2 and 3)
4. Students will list the causes of the Berlin Airlift. (DOK level 1)
5. Students will list causes and effects of the Berlin Wall. (DOK level 1)
6. Students will compare and contrast the Berlin Airlift and Berlin Wall. (DOK -2 and 3)
7. Students will list causes, benefits, and consequences of German reunification.
8. Students create an essay successfully using time rules, dependent and independent clauses, and noun phrases. (DOK level 4)
9. 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)
10. 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)

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11. 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. If needed, recall verb positions in statements, questions, clauses (Kaleidoskop 2017 Student Activities Manual, p. 83-88, Kaleidoskop 2017, p. 259-260).
3. If needed, recall independent and dependent clauses in conjunctions (Kaleidoskop 2017 Student Activities Manual, p. 83-88, Kaleidoskop 2017, p. 261-269).
4. If needed, recall infinitives with zu (Kaleidoskop 2017 Student Activities Manual, p. 83-88, Kaleidoskop 2017, p. 270-273).
5. Analyze an interview (Kaleidoskop 2017, p. 51-52).
  - a. *Das Wort DDR*, Small group/independent reading, collaborative learning
6. Analyze a film excerpt (Kaleidoskop 2017, p. 64-70).
  - a. *Goodbye Lennin*, 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 2017 Student Activities Manual, p. 145-147).
9. Compare and contrast governments of East and West Germany (Kaleidoskop 2017, p. 51-52).

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit:** 4

**Time Range in Days:** 20

**Standard(s):** PA 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; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will discuss their family structure, their plan for a family after graduation, and career plans. Students will compare these answers to the future plans of German teenagers and will discuss government support for families with young children.

**Objectives:**

1. Students will list their family members. (DOK level 1)
2. Students will compare their family structure to a typical German family (DOK level 2 and 3)
3. Students will compare and contrast German and American support of families with young children.
4. Students will create an essay successfully using common grammar from the German nominative and accusative cases (DOK level 4)
5. 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)
6. 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)
7. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

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### 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. If needed, recall functions and uses of the nominative and accusative cases (Kaleidoskop 2017 Student Activities Manual, p. 83-90, Kaleidoskop 2017, p. 274-284).
3. If needed, recall time expressions (Kaleidoskop 2017 Student Activities Manual, p. 83-90, Kaleidoskop 2017, p. 287-288).
4. Analyze an interview (Kaleidoskop 2017, p. 76-77).
  - a. *Einstellung zur Familie*, Small group/independent reading, collaborative learning
5. Analyze a short story (Kaleidoskop 2017, p. 78-79).
  - a. *Ich muss fuer meinen Sohn nachsitzen*, small group/independent reading, collaborative learning
6. Analyze a fairy tale (Kaleidoskop 2017, p. 90-91).
  - 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 2017 Student Activities Manual, p. 149-153)
9. Compare and contrast German and American governmental support of families with children (Kaleidoskop 2017, p. 77)

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments



## Curriculum Plan

**Unit: 5**

**Time Range in Days: 25**

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

**Standards Addressed:**

PACS: 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:** 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 identify their favorite German and American musical artist or artists. (DOK level 1)
2. Students will compare and contrast their favorite German and American musicians. (DOK level 2 and 3)
3. Students will compare and contrast American and German support of the arts. (DOK level 2 and 3)
4. Students will create an essay and successfully use common grammatical elements from the German Dative case.
5. 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)
6. 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)
7. 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

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2. If needed, recall verb positions in statements, questions, clauses (Kaleidoskop 2017 Student Activities Manual, p. 77-82, Kaleidoskop 2017, p. 268-276).
3. If needed, recall two-way prepositions (Kaleidoskop 2017 Student Activities Manual, p. 97-100, Kaleidoskop 2017, p. 301-306).
4. If needed, recall time expressions with the dative case (Kaleidoskop 2017 Student Activities Manual, p. 97-100, Kaleidoskop 2017, p. 308).
5. If needed, recall da and wo compounds (Kaleidoskop 2017 Student Activities Manual, p. 97-100) Kaleidoskop 2017, p. 308-309).
6. If needed, recall the Genitive Case (Kaleidoskop 2017 Student Activities Manual, p. 97-100, Kaleidoskop 2017, p. 310-314).
7. Analyze a biography (Kaleidoskop 2017, p. 110-111).
  - a. *Clara Schumann*, Small group/independent reading, collaborative learning
8. Analyze an article (Kaleidoskop 2017, p. 102-103).
  - a. *Clueso, Casper und Cro: Neue Toene bei den Deutschrappern*, small group/independent reading, collaborative learning
9. Analyze a poem (Kaleidoskop 2017, p. 112-113).
  - 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 2017 Student Activities Manual, p. 151-153).

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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# Curriculum Plan

**Unit: 6**

**Time Range in Days: 20**

**Standard(s):** PA 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; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will discuss their career plans after graduation, what they think is important in a future career, what perspective employers look for in a job applicant, and what they look for from a perspective employer.

**Objectives:**

1. Students will list their career plans after graduation. (DOK level 1)
2. Students will list reasons for their future career choice. (DOK level 1)
3. Students will create a list of job interview questions. (DOK 4)
4. Students will participate in a job interview. (DOK 4)
5. Students will create a job resume. (DOK 4)
6. Students will successfully write an essay with two way prepositions, da and wo compounds, and the Genitive case. (DOK level 3)
7. 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)
8. 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)
9. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

## DELAWARE VALLEY SCHOOL DISTRICT

### 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. If needed, recall uses of the dative case (Kaleidoskop 2017 Student Activities Manual, p. 101-106, Kaleidoskop 2017, p. 292-301).
3. Analyze a graph (Kaleidoskop 2017, p. 118).
  - a. *Arbeitsplatzbeschreibung*, Small group/independent reading, collaborative learning
4. Analyze an article (Kaleidoskop 2017, p. 123-124).
  - a. *Das Deutsche Schulsystem*, small group/independent reading, collaborative learning
5. Analyze a poem (Kaleidoskop 2017, p. 130).
  - a. *Arbeits-los*, small group/independent reading, collaborative learning
6. Analyze a short story (Kaleidoskop 2017, p. 132-133).
  - a. *Dienstag, der 27. September 1960*, 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 2017 Student Activities Manual, p. 155-156).

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit: 7**

**Time Range in Days: 25**

**Standard(s):** PA 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; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will discuss the ethnic make-up of German society and compare and contrast it to that of the United States. Students will discuss the ethnic make-up of the US and German populations, discuss challenges faced by people from Turkey adapting to life in Germany, discuss when and how people from Turkey came to Germany, and discuss contributions made by foreigners to German society.

**Objectives:**

1. Students will compare and contrast the ethnic make-up of the US and German populations. (DOK level 2 and 3)
2. Students will compare reasons foreigners came and come to the United States and Germany. (DOK level 2 and 3)
3. Students will list difficulties people from Turkey have adapting to German society. (DOK level 1)
4. Students will list contributions made by people from Turkey to German society. (DOK level 1)
5. Students will compare and contrast difficulties faced by Turkish immigrants to Germany to difficulties immigrants face in America. (DOK level 2 and 3)
6. 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)

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7. 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)
8. 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. If needed, Recall uses of preceded and unpreceded adjectives (Kaleidoskop 2017 Student Activities Manual, p. 107-111, Kaleidoskop 2017., p. 324).
3. If needed, Recall comparison of adjective and adverbs (Kaleidoskop 2017 Student Activities Manual, p. 107-111, Kaleidoskop 2007, p. 329).
4. Analyze a letter (Kaleidoskop 2007, p. 154-155).
  - a. *Schliesslichist Deutschland meine Heimat*, Small group/independent reading, collaborative learning
5. Analyze interviews (Kaleidoskop 2017, p. 140-143).
  - a. *Pinar Erincin, Schauspielerin*, small group/independent reading, collaborative learning
  - b. *Integration itatt Assimilation*, small group/independent reading, collaborative learning
6. Analyze a poem (Kaleidoskop 2017, p. 150).
  - a. *Ich habe zwei Heimatlaneder*, small group/independent reading, collaborative learning
7. Analyze a short story excerpt (Kaleidoskop 2017, p. 152-153).
  - a. *Geschaefstarnungen*, 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 2017 Student Activities Manual, p. 157-158).

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### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

## Curriculum Plan

**Unit:** 8

**Time Range in Days:** 20

**Standard(s):** PA 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; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

**Overview:** Students will discuss American stereotypes of Germans, German stereotypes of Americans, and cultural differences between Germans and Americans.

**Objectives:**

1. Students will list American stereotypes of Germans. (DOK level 1)
2. Students will list German stereotypes of Americans. (DOK level 1)
3. Students will compare and contrast German and American stereotypes of one another. (DOK levels 2 and 3)
4. Students will compare and contrast cultural differences between Americans and Germans. (DOK level 2 and 3)
5. Students will create an essay and use correctly relative pronouns and reflexive verbs. (DOK level 4)
6. 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)
7. 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)
8. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)



## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

1. If needed, 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. If needed, Recall uses of the subjunctive II tense and würde constructions (Kaleidoskop 2017 Student Activities Manual, p. 113--117, Kaleidoskop 2017, p. 333-345).
3. Analyze a graph (Kaleidoskop 2017, p. 182).
  - a. *Die Deutschen über sich selbst*, Small group/independent reading, collaborative learning
4. Analyze articles (Kaleidoskop 2017, p. 183-186).
  - a. *Unser Ausland*, small group/independent reading, collaborative learning
  - b. *Unterschiede zwischen Deutschland und der USA*, small group/independent reading, collaborative learning
  - c. *Nie war ich so amerikanisch wie in Deutschland*, small group/independent reading, collaborative learning
5. Analyze a story (Kaleidoskop 2017, p. 196-197).
  - a. *Die grüne Krawatte*, 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 2017 Student Activities Manual, p. 161-162)

### Assessments:

**Diagnostic:** Oral questions and observations, guiding questions, graphic organizers

**Formative:** Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, Deutsche Welle article discussions

**Summative:** Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments