

# German I Curriculum Maps

Unit 1: Hallo

Unit 2: Zu Hause

Unit 3: Was Machst Du?

Unit 4: Schule

Unit 5: Stadt

Unit 6: Wie Schmeckt's?

Unit 7: Wie Gefä

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> German I	<b>Unit 1: Hallo</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will greet and say farewell to someone.</li> <li>• Students will ask and tell someone's name.</li> <li>• Students will introduce someone else</li> <li>• Students will ask and tell someone's age</li> <li>• Students will ask and tell where someone is from</li> <li>• Students will ask and tell how things are going.</li> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will learn the vocabulary for greetings and farewells appropriate to both differing geographic locations and relationships to others.</li> <li>• Students will learn the German numbers 0-20</li> <li>• Students will learn the difference between the <i>du</i>, <i>Sie</i>, and <i>ihr</i> forms of address.</li> <li>• Students will learn the singular forms of the verb <i>sein</i></li> <li>• Students will learn the German personal pronouns.</li> <li>• Students will learn how to pronounce German letters ß ä ö ü and ch</li> <li>• Students will learn how to identify cognates as well as other relationships between German and English written language.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>• True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>• Because English is a Germanic language, there are strong similarities between the two languages.</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• In what ways can learning German benefit me?</li> <li>• What should I know about Germany that can help me to</li> <li>• What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>• What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• How can I better understand what I hear and read when I have just begun</li> </ul>

	learning a new language?
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Vocabulary: greetings, farewells and introductions</li> <li>• Cultural connections: Popular names for German boys and girls</li> <li>• Listening activity: <i>Hallo</i></li> <li>• Listening activity: “<i>Wie geht’s</i>”</li> <li>• Communicative activity: class survey</li> <li>• Language exploration: what are the letters ä ö ü and ß, when to use them and how to pronounce them.</li> <li>• Cultural connections: How geography and relationships determine the way German-speaking people greet and say farewell to one another.</li> <li>• Vocabulary: numbers, question words and phrases.</li> <li>• Connection to self: Tagebuch (journal) about personal information</li> <li>• Writing activity: Students will complete a communication gap activity and compare their answers in small groups.</li> <li>• Curricular connection: math. Students will create simple addition and subtraction problems to ask and answer with other classmates.</li> <li>• Role playing activity: Students will create practice and present a role play in which they carry on a brief conversation during which they ask questions about one another’s name, age and hometown as well as asking each other about the names of other students in the classroom.</li> <li>• Language: the verb <i>sein</i> (to be) in the singular form</li> <li>• Vocabulary: feelings</li> <li>• Communicative activity: students will use the new vocabulary as well as the verb <i>sein</i> to ask and say how things are going for themselves and others in the classroom.</li> <li>• Language exploration: Cognates. Students will learn to identify cognates between English and German</li> <li>• Language exploration: Students will learn to identify some false cognates that exist between English and German (ex: <i>Gift</i> = poison).</li> <li>• Cultural connections: what is the difference between formal and informal form of address</li> <li>• Language exploration: When to use <i>du</i>, <i>ihr</i>, or <i>Sie</i>.</li> <li>• Cultural connection: students will share their prior knowledge about Germany and the German people.</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends,</li> </ul>

family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

- **FL.PK-12.7.1.NM.A.G** - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
- **FL.PK-12.7.1.NM.A.H** - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
- **FL.PK-12.7.1.NM.A.1** - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- **FL.PK-12.7.1.NM.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- **FL.PK-12.7.1.NM.A.3** - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).
- **FL.PK-12.7.1.NM.A.4** - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions
- **FL.PK-12.7.1.NM.A.5** - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions
- **FL.PK-12.7.1.NM.B.A.2** - Ask memorized questions.
- **FL.PK-12.7.1.NM.B.2** - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- **FL.PK-12.7.1.NM.B.3** - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- **FL.PK-12.7.1.NM.B.5** - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- **FL.PK-12.7.1.NM.C.2** - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **FL.PK-12.7.1.NM.C.3** - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics
- **FL.PK-12.7.1.NM.C.4** - [Cumulative Progress Indicator] - Present

	<p>information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>Deutsch Aktuell 1</i>: EMC Publishing, 2008</li> <li>• <i>Deutsch Aktuell Workbook 1</i>: EMC Publishing, 2008</li> <li>• <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2008</li> <li>• <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2008</li> <li>• <a href="http://www.emcp.com">www.emcp.com</a> Supplemental online activities</li> <li>• <a href="http://www.fraua.wikispaces.com">www.fraua.wikispaces.com</a> Teacher-created online activities</li> <li>• <a href="http://www.youtube.com/watch?v=3DGcWhpATzk&amp;feature=fvsr">http://www.youtube.com/watch?v=3DGcWhpATzk&amp;feature=fvsr</a> “Deutschland” by Die Prinzen</li> <li>• <a href="http://www.youtube.com/user/AlexandJim">http://www.youtube.com/user/AlexandJim</a> Germany vs the US podcast – various episodes</li> <li>• <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.</li> </ul>
<p><b>Notes</b></p>	

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> German I	<b>Unit 2: Zu Hause</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will identify and talk about family members.</li> <li>• Students will learn about and practice proper German telephone etiquette.</li> <li>• Students will learn German numbers from 100-1000</li> <li>• Students will talk about time and days of the week.</li> <li>• Students will ask for and give information about family members</li> <li>• Students will ask about and say what they are doing and when they are doing it.</li> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will learn the vocabulary for family members, relations and pets.</li> <li>• Students will learn the German numbers 100-1000</li> <li>• Students will learn how to form questions in the Target Language.</li> <li>• Students will learn how to express time in both standard and military format.</li> <li>• Students will learn the German definite articles in the singular nominative case.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>• True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>• Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. These include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.</li> <li>• Because English is a Germanic language, there are strong similarities between the two languages.</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• In what ways can learning German benefit me?</li> <li>• What should I know about Germany that can help me to more easily learn the German language?</li> <li>• What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>• What techniques are involved in pronouncing unfamiliar German letters,</li> </ul>

	<p>diphthongs and blends?</p> <ul style="list-style-type: none"> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: Family members and pets</li> <li>• Cultural connections: The size of the typical German family compared to an American family.</li> <li>• Listening activity: <i>Ist Sie zu Hause?</i></li> <li>• Communicative activity: Wer ist das in der Familie game.</li> <li>• Language exploration: Practice using proper intonation when forming questions.</li> <li>• Cultural connections: determine similarities and differences between the U.S. and German telephone system as well as similarities and differences between the telephone etiquette of both countries.</li> <li>• Communicative activity: Ich telefoniere activity.</li> <li>• Connection to self: Tagebuch (journal) about personal information</li> <li>• Writing activity: Students will complete a communication gap activity and compare their answers in small groups.</li> <li>• Vocabulary: Time expressions</li> <li>• Curricular connection: math. Students will use train, bus and television schedules to practice giving times using the 24 hour (military) system.</li> <li>• Role playing activity: Students will create practice and present a role play in which they carry on a brief telephone exchange using the expressions and practices that they have learned about thus far.</li> <li>• Language exploration: Definite article (nominative singular) <i>der, die, das</i> (the).</li> <li>• Vocabulary: new vocabulary related to an authentic reading selection.</li> <li>• Communicative activity: students will use new vocabulary to talk about a planned trip, who is coming and what time they will be arriving.</li> <li>• Connection to self: Students will use new vocabulary to create a family tree and share some information about the family members listed.</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range</li> </ul>

of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

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- **FL.PK-12.7.1.NM.C.3** - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics
- **FL.PK-12.7.1.NM.C.4** - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **FL.PK-12.7.1.NM.C.5** - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target



	culture(s)
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• <i>Deutsch Aktuell 1</i>: EMC Publishing, 2008 Pages 33-58</li> <li>• <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2008 Pages 13-30</li> <li>• <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2008 Pages 14-31</li> <li>• <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2008 Pages 10-14</li> <li>• <a href="http://www.emcp.com">www.emcp.com</a> Supplemental online activities</li> <li>• <a href="http://www.fraua.wikispaces.com">www.fraua.wikispaces.com</a> Teacher-created online activities</li> <li>• <a href="http://www.stepintogerman.org">www.stepintogerman.org</a> Music videos with artist and regional background.</li> <li>• <a href="http://www.youtube.com/user/AlexandJim">http://www.youtube.com/user/AlexandJim</a> Germany vs the US podcast – various episodes</li> <li>• <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.</li> </ul>
<b>Notes</b>	

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> German I	<b>Unit 3: Was Machst Du?</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Ask and tell about what someone is doing</li> <li>• Talk about what interests them</li> <li>• Express likes and dislikes</li> <li>• Inquire and give answers about different events</li> <li>• Learn about activities popular with German teenagers</li> <li>• Learn how to read movie, TV, and theatre schedules in the target language</li> <li>• Learn about German holidays: Martinstag, Nikolaustag, Weihnacht and Silvester</li> <li>• Learn vocabulary related to sports, hobbies and other interests</li> <li>• Learn vocabulary related to upcoming German holidays</li> <li>• Learn the various forms of the verb <i>haben</i>.</li> <li>• Learn to properly use German word order beyond a simple sentence structure.</li> <li>• Proper use of the German phrases <i>zu Hause</i> and <i>nach Hause</i></li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>• True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>• Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. These include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.</li> <li>• Because English is a Germanic language, there are strong similarities between the two languages.</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• In what ways can learning German benefit me?</li> <li>• What should I know about Germany that can help me to more easily learn the German language?</li> <li>• What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>• What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends?</li> <li>• What choices can a language-learner make to communicate clearly?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: Sports, hobbies and popular activities</li> <li>• Cultural connections: Germany vs US podcast: afterschool activities and clubs.</li> <li>• Listening activity: <i>Holen wir ein Video</i></li> <li>• Communicative activity: er/sie macht es gern.</li> <li>• Language exploration: How to use the adverbial phrase gern machen.</li> <li>• Cultural connections: Popular German-made movies (past and current)</li> <li>• Communicative activity: Ich auch (me too)</li> <li>• Connection to self: Webquest/tagebuch: Students will use EMCP website to read and write about popular youth activities.</li> <li>• Language exploration: the verb <i>haben</i></li> <li>• Writing activity: Students will read the Aktuelles selection and rate each leisure activity according to their preferences.</li> <li>• Language exploration: German word order.</li> <li>• Vocabulary: Military time (24 hour clock)</li> <li>• Curricular connection: TV in Germany – students will use the internet to explore and complete a webquest about the State-run stations: ARD and ZDF. They will share information about what types of programs they found , will watch one for HW and talk about it in small groups.</li> <li>• Presentational activity: Brown bag show and tell (students will talk about their favorite activities – they may draw pictures on the outside of a brown lunch bag as clues or they may put small objects inside the brown bag as clues.</li> <li>• Language exploration: zu Hause versus nach Hause</li> <li>• Vocabulary: Vocabulary related to Martinstag, Nikolaustag, Weihnacht and Silvester.</li> <li>• Connection to self: Students will use new vocabulary to sing songs in the target language, create greeting cards and decorations.</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex</li> </ul>

concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

- **FL.PK-12.7.1.NM.A.H** - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
- **FL.PK-12.7.1.NM.A.1** - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- **FL.PK-12.7.1.NM.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- **FL.PK-12.7.1.NM.A.3** - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).
- **FL.PK-12.7.1.NM.A.4** - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions
- **FL.PK-12.7.1.NM.A.5** - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
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<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• <i>Deutsch Aktuell 1</i>: EMC Publishing, 2008 Pages 60-89</li> <li>• <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2008 Pages 31-47</li> <li>• <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2008 Pages 32-47</li> <li>• <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2008 Pages 18-25</li> <li>• <a href="http://www.emcp.com">www.emcp.com</a> Supplemental online activities</li> <li>• <a href="http://www.fraua.wikispaces.com">www.fraua.wikispaces.com</a> Teacher-created online activities</li> <li>• <a href="http://www.stepintogerman.org">www.stepintogerman.org</a> Music videos with artist and regional background.</li> <li>• <a href="http://www.youtube.com/user/AlexandJim">http://www.youtube.com/user/AlexandJim</a> Germany vs the US podcast – various episodes</li> <li>• <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.</li> </ul>
<b>Notes</b>	

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> German I	<b>Unit 4: Schule</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Talk about school.</li> <li>• Inquire about details.</li> <li>• Identify school-related objects</li> <li>• Describe daily routines</li> <li>• Sequence events</li> <li>• Express likes and dislikes</li> <li>• Learn vocabulary related to school, subjects and extracurricular activities</li> <li>• Use how to use the definite object in the accusative case.</li> <li>• Learn the correct use of question words <i>wer</i>, <i>was</i> and <i>wen</i>.</li> <li>• Learn about the German school system</li> <li>• Learn about a day in the life of a typical German High School student.</li> <li>• Learn about and read authentic German report cards</li> <li>• Learn about the Abitur exam taken at the end of a High School Career.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>• True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>• Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. These include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.</li> <li>• Because English is a Germanic language, there are strong similarities between the two languages.</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• In what ways can learning German benefit me?</li> <li>• What should I know about Germany that can help me to more easily learn the German language?</li> <li>• What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>• What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• How can I better understand what I hear and read when I have just begun</li> </ul>

	learning a new language?
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Vocabulary: classroom objects, school subjects, grades and extra-curricular activities</li> <li>• Cultural connections: Germany vs US podcast: afterschool activities and clubs.</li> <li>• Listening activity: <i>Wie klug du bist!</i></li> <li>• Communicative activity: <i>Fragen und Antworten</i> game</li> <li>• Language exploration: The definite article in the accusative case.</li> <li>• Cultural connections: The German school system and how it differs from ours.</li> <li>• Communicative activity: <i>Wie heißt das Wort?</i></li> <li>• Connection to self: Webquest/tagebuch: Students will use EMCP and the internet to take a virtual tour of the Hohenzollen Gymnasium (High School) in Sigmarigen, Germany.</li> <li>• Language exploration: Word order revisited – when do you have that class?</li> <li>• Writing activity: Mein Lieblingsklasse/Mein Hassklasse</li> <li>• Language exploration: <i>Wer, was or wen?</i></li> <li>• Vocabulary: Adjectives describing classes and performance (report cards).</li> <li>• Curricular connection: Zeugnis (the report card) in Germany</li> <li>• Presentational activity: Die Klassen in Spotswood Oberschule – students will create advertisements for the school</li> <li>• Language exploration: the present tense of the verb <i>sein</i>.</li> <li>• Reading and listening selection: <i>Schon fruh in der Schule – a school day in the life of a typical German student</i>.</li> <li>• Connection to self: Students will write an email to a fictional (or real) pen pal (<a href="http://www.epals.com">www.epals.com</a>) describing how their school culture differs from that of a German student's.</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics,</li> </ul>

	<p>science, and geography.)</p> <ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.H</b> - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</li> <li>• <b>FL.PK-12.7.1.NM.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NM.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NM.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NM.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NM.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.PK-12.7.1.NM.B.A.1</b> - Respond to learned questions</li> <li>• <b>FL.PK-12.7.1.NM.B.A.2</b> - Ask memorized questions.</li> <li>• <b>FL.PK-12.7.1.NM.B.2</b> - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>• <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>• <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>• <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>• <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>Deutsch Aktuell 1</i>: EMC Publishing, 2010 Pages 89-122</li> <li>• <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2010 Pages 48-63</li> </ul>



	<ul style="list-style-type: none"><li>• <i>Deutsch Aktuell</i> Grammar and Vocabulary 1: EMC Publishing, 2010 Pages 48-65</li><li>• <i>Deutsch Aktuell</i> Communicative Activities 1: EMC Publishing, 2010 Pages 26-33</li><li>• <a href="http://www.emcp.com">www.emcp.com</a> Supplemental online activities</li><li>• <a href="http://www.fraua.wikispaces.com">www.fraua.wikispaces.com</a> Teacher-created online activities</li><li>• <a href="http://www.stepintogerman.org">www.stepintogerman.org</a> Music videos with artist and regional background.</li><li>• <a href="http://www.youtube.com/user/AlexandJim">http://www.youtube.com/user/AlexandJim</a> Germany vs the US podcast – various episodes</li><li>• <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.</li></ul>
<b>Notes</b>	

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> German I	<b>Unit 5: Stadt</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Talk about the weather</li> <li>• Discuss a purchase</li> <li>• Identify different countries and languages spoken there</li> <li>• Identify German-speaking countries</li> <li>• Explore differences in German, Austrian and Swiss dialects.</li> <li>• Ask where someone is from</li> <li>• Learn vocabulary related to weather and geography</li> <li>• Learn about the differences between Fahrenheit and Centigrade.</li> <li>• Learn the correct use of the indefinite article in the nominative and accusative cases.</li> <li>• Learn about the city of Berlin.</li> <li>• Learn how to form the plural form of nouns</li> <li>• Learn the correct use of quantitative questions.</li> <li>• Learn about the differences between American and German shops and shopping etiquette.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>• True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>• Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. These include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.</li> <li>• Because English is a Germanic language, there are strong similarities between the two languages.</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• In what ways can learning German benefit me?</li> <li>• What should I know about Germany that can help me to more easily learn the German language?</li> <li>• What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>• What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends?</li> </ul>

	<ul style="list-style-type: none"> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• How can I better understand what I hear and read when I have just begun learning a new language?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: Months, seasons, and weather</li> <li>• Cultural connections: Germany vs US podcast: weather.</li> <li>• Listening activity: <i>Kommt der Bus bald?</i></li> <li>• Communicative activity: <i>Wann ist??</i> have students prepare a list of important days (personal, local, national or international) Practice telling what month these occur in.</li> <li>• Language exploration: The indefinite article in the nominative and accusative case.</li> <li>• Cultural connections: Fahrenheit vs Centigrade</li> <li>• Communicative activity: <i>Wo ist...?</i> Students will tell where different items and people can be found = using the indefinite articles.</li> <li>• Connection to geography: Give students a copy of a map of Berlin while they are listening to the Aktuelles selection about the city landmarks. Have them circle each place as it is mentioned and draw arrows to indicate their tour of Berlin.</li> <li>• Connection to History: Students can work in pairs to research events/places related to the history of Berlin ( air lift, Checkpoint Charlie, JFK speech, Brandenburg gate, Four-power agreement, The Wall, The fall of the Wall, etc...) – compare JFK speech with Regan speech??? – Footage online??</li> <li>• Vocabulary: country and language names</li> <li>• Listening activity: <i>Ist das Fahrrad teuer?</i></li> <li>• Vocabulary: Adjectives describing classes and performance (report cards).</li> <li>• Cultural connection: School vacations in Germany vs U.S.</li> <li>• Language exploration: Plural forms of nouns</li> <li>• Language exploration: how much versus how many</li> <li>• Reading and listening selection: <i>Im Kaufhaus.</i></li> <li>• Connection to math: The euro vs the dollar.</li> <li>• Writing activity: an unexpected/unwanted visit.</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range</li> </ul>

of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

- **FL.PK-12.7.1.NM.A.H** - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
- **FL.PK-12.7.1.NM.A.1** - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- **FL.PK-12.7.1.NM.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- **FL.PK-12.7.1.NM.A.3** - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).
- **FL.PK-12.7.1.NM.A.4** - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions
- **FL.PK-12.7.1.NM.A.5** - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions
- **FL.PK-12.7.1.NM.B.A.2** - Ask memorized questions.
- **FL.PK-12.7.1.NM.B.2** - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- **FL.PK-12.7.1.NM.B.3** - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- **FL.PK-12.7.1.NM.B.5** - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- **FL.PK-12.7.1.NM.C.2** - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **FL.PK-12.7.1.NM.C.3** - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics
- **FL.PK-12.7.1.NM.C.4** - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **FL.PK-12.7.1.NM.C.5** - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target

	culture(s)
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• <i>Deutsch Aktuell 1</i>: EMC Publishing, 2010 Pages 123-154</li> <li>• <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2010 Pages 64-77</li> <li>• <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2010 Pages 66-82</li> <li>• <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2010 Pages 38-42</li> <li>• <a href="http://www.emcp.com">www.emcp.com</a> Supplemental online activities</li> <li>• <a href="http://www.fraua.wikispaces.com">www.fraua.wikispaces.com</a> Teacher-created online activities</li> <li>• <a href="http://www.stepintogerman.org">www.stepintogerman.org</a> Music videos with artist and regional background.</li> <li>• <a href="http://www.youtube.com/user/AlexandJim">http://www.youtube.com/user/AlexandJim</a> Germany vs the US podcast – various episodes</li> <li>• <a href="http://www.youtube.com/watch?v=A5YVVwsxNrs&amp;feature=related">http://www.youtube.com/watch?v=A5YVVwsxNrs&amp;feature=related</a> Tokio Hotel “Durch den Monsun”</li> <li>• <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.</li> </ul>
<b>Notes</b>	

<b>Grade:</b> 9 <sup>th</sup> -12 <sup>th</sup> <b>Subject:</b> German I	<b>Unit 6: Wie Schmeckt's?</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Choose from a menu and order from a Café</li> <li>• Offer something to eat and drink</li> <li>• Express likes and dislikes</li> <li>• Make requests.</li> <li>• Give advice</li> <li>• Talk about what to do today</li> <li>• Learn vocabulary related to food and restaurants</li> <li>• Learn about cultural differences related to foods and mealtimes</li> <li>• Learn the correct use of the stem-changing verb <i>essen</i></li> <li>• Learn about German dietary habits (fast-food, etc) versus American habits.</li> <li>• Learn and practice with the modal auxiliary verbs</li> <li>• Learn the correct use of the future tense verb <i>werden</i></li> <li>• Learn how to negate statements.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>• True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>• Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. These include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.</li> <li>• Because English is a Germanic language, there are strong similarities between the two languages.</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• In what ways can learning German benefit me?</li> <li>• What should I know about Germany that can help me to more easily learn the German language?</li> <li>• What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>• What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends?</li> <li>• What choices can a language-learner make to communicate clearly?</li> <li>• How can I better understand what I hear and read when I have just begun</li> </ul>

	learning a new language?
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Vocabulary: foods, mealtimes and restaurant –related.</li> <li>• Cultural connections: Germany vs US podcast: fast food</li> <li>• Listening activity: <i>Wir wollen etwas essen</i></li> <li>• TPR activity with plastic food...</li> <li>• Language exploration: the modal auxiliary verbs <i>mögen, möchten, müssen, wollen</i></li> <li>• Music connection: Rammstein: <i>Ich will</i> (the verb <i>wollen</i>)</li> <li>• Communicative activity: <i>wie lang ist der Satz?</i> (living sentences activity)</li> <li>• Language exploration: The modal auxiliary verbs <i>dürfen, können, sollen</i></li> <li>• Writing activity: what I can, should and am not allowed to do. (using visual prompts)</li> <li>• Reading activity: Eating out in Germany</li> <li>• Writing activity: Student use the information from the Aktuelles reading selection and their modal verbs to create a list (poster) of German restaurant etiquette rules.</li> <li>• Role play: restaurant skits.</li> <li>• Vocabulary: beverages and desserts</li> <li>• Cultural connection: Germany vs. U.S. – Ice cream</li> <li>• Listening selection: <i>Es Schmeckt gut</i></li> <li>• Cultural connection: the café or bistro in Germany.</li> <li>• Hands on: create a bistro or café menu</li> <li>• Language exploration: the future tense verb <i>werden</i></li> <li>• Communicative activity: <i>wann wird das sein?</i></li> <li>• Language exploration: Negation</li> <li>• Reading selection: <i>Im Eiscafé.</i></li> <li>• Comparisons: create a venn diagram showing similarities and differences between German and American eating establishments and customs.</li> <li>• Germany vs U.S. – “Wiener Schnitzel – It’s NOT a hot dog”</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• <b>FL.PK-12.7.1.NM.A.A</b> - [Content Statement] - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</li> <li>• <b>FL.PK-12.7.1.NM.A.B</b> - [Content Statement] - Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</li> <li>• <b>FL.PK-12.7.1.NM.A.G</b> - [Content Statement] - Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex</li> </ul>

concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

- **FL.PK-12.7.1.NM.A.H** - [Content Statement] - Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
- **FL.PK-12.7.1.NM.A.1** - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- **FL.PK-12.7.1.NM.A.2** - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- **FL.PK-12.7.1.NM.A.3** - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).
- **FL.PK-12.7.1.NM.A.4** - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions
- **FL.PK-12.7.1.NM.A.5** - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions
- **FL.PK-12.7.1.NM.B.A.2** - Ask memorized questions.
- **FL.PK-12.7.1.NM.B.2** - [Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- **FL.PK-12.7.1.NM.B.3** - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- **FL.PK-12.7.1.NM.B.5** - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- **FL.PK-12.7.1.NM.C.2** - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **FL.PK-12.7.1.NM.C.3** - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics
- **FL.PK-12.7.1.NM.C.4** - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **FL.PK-12.7.1.NM.C.5** - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)



<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• <i>Deutsch Aktuell 1</i>: EMC Publishing, 2010 Pages 155-190</li> <li>• <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2010 Pages 83-97</li> <li>• <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2010 Pages 78-95</li> <li>• <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2010 Pages 43-49</li> <li>• <a href="http://www.emcp.com">www.emcp.com</a> Supplemental online activities</li> <li>• <a href="http://www.fraua.wikispaces.com">www.fraua.wikispaces.com</a> Teacher-created online activities</li> <li>• <a href="http://www.stepintogerman.org">www.stepintogerman.org</a> Music videos with artist and regional background.</li> <li>• <a href="http://www.youtube.com/user/AlexandJim">http://www.youtube.com/user/AlexandJim</a> Germany vs the US podcast – various episodes</li> <li>• <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.</li> </ul>
<b>Notes</b>	

<p><b>Grade:</b> 9<sup>th</sup>-12<sup>th</sup>  <b>Subject:</b> German I</p>	<p style="text-align: center;"><b>Unit 7: Wie Gefällt dir das?</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>• Students will learn the vocabulary for various clothing items</li> <li>• Students will learn the vocabulary for various shopping related items and activities.</li> <li>• Students will make suggestions about purchasing or returning items.</li> <li>• Students will ask and answer questions about prices.</li> <li>• Students will make comparisons between prices at German and U.S. stores.</li> <li>• Students will describe and choose various clothing items.</li> <li>• Students will read and write a letter in the target language</li> <li>• Students will practice using stem-changing verbs</li> <li>• Students will learn about and practice using the two different German words <i>wissen</i> (to know facts) and <i>kennen</i> (to be familiar with people, places, products, or events).</li> <li>• Students will learn about the linguistic pragmatics of emphasis words used in German.</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>• True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>• If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</li> <li>• The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</li> <li>• Because English is a Germanic language, there are strong similarities between the two languages.</li> <li>• Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>• Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>• Language acquisition is a process, not a result.</li> <li>• Current trends and issues influence popular culture. These include, but are not limited to: fashion, style, popular music, art, and pastimes.</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>• What strategies can a language learner use to decode unfamiliar words?</li> <li>• What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends?</li> <li>• What language choices can a speaker or writer make in order to produce</li> </ul>

	<p>authentic language and be culturally appropriate?</p> <ul style="list-style-type: none"> <li>• What can I do to keep the conversation going?</li> <li>• How do I make my message understandable and interesting to my audience?</li> <li>• What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information.</li> <li>• In what ways does learning the language of another country and exploring another culture benefit a global society?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary: Clothing and descriptive adjectives.</li> <li>• Language exploration: giving reasons why something is or is not a good purchase.</li> <li>• Listening activity: <i>So Preiswert</i>.</li> <li>• Cultural Connections: Stores, malls and sales in Germany versus in the U.S.</li> <li>• Language exploration: verbs with stem vowel changes.</li> <li>• Reading selection: <i>Das Kaufhaus</i>.</li> <li>• Cultural connections: Architecture – names for different floors and structural items.</li> <li>• Connection to self: Tagebuch (journal entry) about clothes that students need to purchase for the changing seasons.</li> <li>• Vocabulary: Colors and degrees of color.</li> <li>• Listening activity: <i>Das steht dir sehr gut!</i></li> <li>• Language exploration: Use of the verbs <i>wissen</i> and <i>kennen</i></li> <li>• Cultural comparisons: Investigate and discuss the differences between a German and American shopping experience.</li> <li>• Language exploration: words used for emphasis.</li> <li>• Curricular connection: Finance and money management – create a graph so that the students can track the Euro against the Dollar and figure out how much spending money they might need to bring on a trip to Germany.</li> <li>• Listening activity: (recurrent) watch and listen to the Tagesschau newscast and discuss the five bullet points of German news.</li> <li>• Curricular connection: World economies/Civics – the European Union and how it impacts the finances of Germany.</li> <li>• Role playing activity: Students can present a skit during which a customer and a salesperson discuss different articles of clothing and complete a transaction.</li> <li>• Presentational activity: either a fashion show or fashion designer activity.</li> </ul>
<p><b>Skills/ Benchmarks (CCSS Standards)</b></p>	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A</b> - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</li> <li>• <b>FL.3-12.7.1.NH.A.A.1</b> - Identify the main idea and some supporting details when reading.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>FL.3-12.7.1.NH.A.A.2</b> - Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>• <b>FL.3-12.7.1.NH.A.A.3</b> - Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• <b>FL.PK-12.7.1.NH.A.1</b> - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>• <b>FL.PK-12.7.1.NH.A.2</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>• <b>FL.PK-12.7.1.NH.A.3</b> - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>• <b>FL.PK-12.7.1.NH.A.4</b> - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</li> <li>• <b>FL.PK-12.7.1.NH.A.5</b> - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• <b>FL.3-12.7.1.NH.A.6</b> - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</li> <li>• <b>FL.3-12.7.1.NH.B.A.1</b> - Ask and answer questions related to everyday life.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2</b> - Handle simple transactions related to everyday life</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.1</b> - Initiate, maintain, and end a conversation</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.2</b> - Ask for and give permission.</li> <li>• <b>FL.3-12.7.1.NH.B.A.2.3</b> - Express needs.</li> <li>• <b>FL.3-12.7.1.NH.C.2</b> - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>• <b>FL.3-12.7.1.NH.C.3</b> - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment</li> <li>• <b>FL.3-12.7.1.NH.C.5</b> - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>Deutsch Aktuell 1</i>: EMC Publishing, 2008 Pages 191-220</li> <li>• <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2008</li> <li>• <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2008</li> <li>• <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2008</li> <li>• <a href="http://www.emcp.com">www.emcp.com</a> Supplemental online activities</li> <li>• <a href="http://www.fraua.wikispaces.com">www.fraua.wikispaces.com</a> Teacher-created online activities</li> <li>• <a href="http://www.tagesschau.de">www.tagesschau.de</a> Tagesschau in 100 sekunden – daily broadcast</li> <li>• <a href="http://www.youtube.com/user/AlexandJim">http://www.youtube.com/user/AlexandJim</a> Germany vs the US podcast –</li> </ul>

	various episodes <ul style="list-style-type: none"><li>• <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.</li></ul>
<b>Notes</b>	