

German II Curriculum Maps

Unit 1: Review of Deutsch Aktuell

Unit 2: Wie Gefällt dir das?

Unit 3: Geburtstag

Unit 4: Vergnügen und Arbeit

Unit 5: Sport

Unit 6: Reisen

Unit 7: Spaß

Grade: 10 th -12 th Subject: German II	Unit 1: Review of Deutsch Aktuell
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Students will review the vocabulary for a variety of topics covered during the previous academic year. These include: greetings, farewells, numbers, family and pets, sports and hobbies, school-related objects and classes, seasons and weather conditions, countries and languages, foods and beverages. • Students will review a variety of functions covered during the previous academic year. These include but are not limited to: <ul style="list-style-type: none"> • Singular and plural forms of the verb <i>sein</i> • What each personal pronoun is and when to use each one. • What role the gender of a noun plays in correctly using the German language. • How to identify the noun, direct object and indirect object in a sentence and how to apply the correct articles and word order for each • Use of the German word <i>wen</i>. • Using emphasis words to help convey meaning • Using modal auxiliary verbs to state that one is capable of, permitted to, likes to, would like to, should, or wants to do something. • Use of the words <i>nicht</i> and <i>kein</i> in negation • Use of the future tense verb <i>werden</i>.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The history, geography and culture of a country help to determine the specific language used in various situations. • True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge. • Because English is a Germanic language, there are strong similarities between the two languages. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the most effective strategies in learning new vocabulary and cultural practices? • What strategies can a language learner use to decode unfamiliar words? • What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends? • What language choices can a speaker or writer make in order to produce authentic language and be culturally appropriate?

	<ul style="list-style-type: none"> • What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information. • In what ways does learning the language of another country and exploring another culture benefit a global society?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: greetings, farewells and introductions, numbers, family and pets, sports and hobbies, school-related objects and classes, seasons and weather conditions, countries and languages, foods and beverages. • Language exploration: the verb <i>haben</i> • Listening activity: <i>Haben wir ein Video?</i> • Video: <i>Du Hast</i> with cloze exercise. • Language exploration: gender of nouns • Reading selection: <i>Schön Früh in der Schule</i> • Cultural connections: German “celebrities” : Schnappi, Knut und das Sandmännchen • Language exploration: Use of the nominative case versus use of the accusative case. • Cultural comparisons: Discussion of the similarities and differences between the American and German school systems. • Language exploration: review time expressions. • Connection to self: Tagebuch (journal) about the class schedule for this academic year. • Curricular connection: science. Use review of weather words to have a discussion about the recent earthquake and hurricane. • Listening activity: (recurrent) watch and listen to the Tagesschau newscast and discuss the five bullet points of German news. • Role playing activity: Students will create practice and present a role play in which they are trying to promote a summer study program in another country. They will talk about the positive aspects of the program such as the name of the country, the language spoken there, the weather conditions, the types of foods and sports available and the classes offered in the program.
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [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: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts • FL.PK-12.7.1.NH.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

	<p>themes.</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NH.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.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions • FL.PK-12.7.1.NH.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.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 1</i>: EMC Publishing, 2008 • <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2008 • <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2008 • <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2008 • www.emcp.com Supplemental online activities • www.fraua.wikispaces.com Teacher-created online activities • www.tagesschau.de Tagesschau in 100 Sekunden – daily broadcast • http://www.youtube.com/user/AlexandJim Germany vs the US podcast – various episodes • <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.
<p>Notes</p>	

Grade: 10 th -12 th Subject: German II	Unit 2: Wie Gefällt dir das?
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Students will learn the vocabulary for various clothing items • Students will learn the vocabulary for various shopping related items and activities. • Students will make suggestions about purchasing or returning items. • Students will ask and answer questions about prices. • Students will make comparisons between prices at German and U.S. stores. • Students will describe and choose various clothing items. • Students will read and write a letter in the target language • Students will practice using stem-changing verbs • 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). • Students will learn about the linguistic pragmatics of emphasis words used in German.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The history, geography and culture of a country help to determine the specific language used in various situations. • True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received. • Because English is a Germanic language, there are strong similarities between the two languages. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • <i>Current trends and issues influence popular culture. These include, but are not limited to: fashion, style, popular music, art, and pastimes.</i>
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the most effective strategies in learning new vocabulary and cultural practices? • What strategies can a language learner use to decode unfamiliar words? • What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends? • What language choices can a speaker or writer make in order to produce

	<p>authentic language and be culturally appropriate?</p> <ul style="list-style-type: none"> • What can I do to keep the conversation going? • How do I make my message understandable and interesting to my audience? • What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information. • In what ways does learning the language of another country and exploring another culture benefit a global society?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: Clothing and descriptive adjectives. • Language exploration: giving reasons why something is or is not a good purchase. • Listening activity: <i>So Preiswert.</i> • Cultural Connections: Stores, malls and sales in Germany versus in the U.S. • Language exploration: verbs with stem vowel changes. • Reading selection: <i>Das Kaufhaus.</i> • Cultural connections: Architecture – names for different floors and structural items. • Connection to self: Tagebuch (journal entry) about clothes that students need to purchase for the changing seasons. • Vocabulary: Colors and degrees of color. • Listening activity: <i>Das steht dir sehr gut!</i> • Language exploration: Use of the verbs <i>wissen</i> and <i>kennen</i> • Cultural comparisons: Investigate and discuss the differences between a German and American shopping experience. • Language exploration: words used for emphasis. • 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. • Listening activity: (recurrent) watch and listen to the Tagesschau newscast and discuss the five bullet points of German news. • Curricular connection: World economies/Civics – the European Union and how it impacts the finances of Germany. • Role playing activity: Students can present a skit during which a customer and a salesperson discuss different articles of clothing and complete a transaction. • Presentational activity: either a fashion show or fashion designer activity.
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [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: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life.

	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.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.NH.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.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions • FL.PK-12.7.1.NH.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.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 1</i>: EMC Publishing, 2008 Pages 191-220 • <i>Deutsch Aktuell</i> Workbook1: EMC Publishing, 2008 • <i>Deutsch Aktuell</i> Grammar and Vocabulary 1: EMC Publishing, 2008 • <i>Deutsch Aktuell</i> Communicative Activities 1: EMC Publishing, 2008 • www.emcp.com Supplemental online activities • www.fraua.wikispaces.com Teacher-created online activities • www.tagesschau.de Tagesschau in 100 Sekunden – daily broadcast • http://www.youtube.com/user/AlexandJim Germany vs the US podcast – various episodes • <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.

Notes	
Grade: 10 th -12 th Subject: German II	Unit 3: Geburtstag
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Students will learn the vocabulary for various gift related items • Students will learn the vocabulary for various party/celebration related items and activities. • Students will learn the vocabulary for rooms of the house and furniture. • Students will talk about birthday (and other) presents. • Students will congratulate and extend holiday greetings to someone. • Students will make comparisons between U.S and German birthday and holiday customs. • Students will describe daily activities. • Students will create invitations and announcements in the Target language. • Students will practice using stem-changing verbs. • Students will learn about and practice using possessive adjectives and personal pronouns. • Students will learn about and practice using the accusative case pronouns <i>durch fuer gegen ohne</i> and <i>um</i>
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The history, geography and culture of a country help to determine the specific language used in various situations. • True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received. • Because English is a Germanic language, there are strong similarities between the two languages. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • <i>Current trends and issues influence popular culture. These include, but are not limited to: fashion, style, popular music, art, and pastimes.</i>
Essential Questions (Instructional)	<ul style="list-style-type: none"> • What are the most effective strategies in learning new vocabulary and cultural practices? • What strategies can a language learner use to decode unfamiliar words?

Objective)	<ul style="list-style-type: none"> • What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends? • What language choices can a speaker or writer make in order to produce authentic language and be culturally appropriate? • What can I do to keep the conversation going? • How do I make my message understandable and interesting to my audience? • What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information. • In what ways does learning the language of another country and exploring another culture benefit a global society?
Content (Subject Matter)	<ul style="list-style-type: none"> • Vocabulary: Parties and gifts. • Language exploration: Using the future tense to say what gift you are going to buy for someone. • Listening activity: <i>Wer Hat Geburtstag?</i> • Cultural Connections: The importance of and practices related to sending greeting cards in Germany. • Language exploration: Possessive Adjectives • Language exploration: Personal Pronouns • Reading selection: <i>Special Occasions</i>. • Cultural connections: Germany vs US: birthday customs and superstitions. • Connection to self: Tagebuch (journal) When is your birthday? How old will you be? What do you usually do? What three gifts would you like to receive? • Vocabulary: Rooms of the house and furniture • Listening activity: <i>Wen Laden Wir Ein?</i> • Language exploration: Review of common and separable prefix verbs. • Cultural comparisons: What to do when you are invited for a meal or party in Germany. • Language exploration: Accusative case prepositions • Curricular connection: Finance and money management – create a budget and a shopping list for an upcoming birthday or holiday. • Listening activity: (recurrent) watch and listen to the Tagesschau newscast and discuss the five bullet points of German news. • Curricular connection: World economies/Civics – the European Union and how it impacts the finances of Germany. • Role playing activity: Students can present a skit during which they are guests at a birthday party or dinner party. • Presentational activity: Mein Zimmer und ich (my room)
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [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: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading.

	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.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.NH.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.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions • FL.PK-12.7.1.NH.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.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 1</i>: EMC Publishing, 2008 Pages 221-254 • <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2008 • <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2008 • <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2008 • www.emcp.com Supplemental online activities • www.fraua.wikispaces.com Teacher-created online activities • www.tagesschau.de Tagesschau in 100 sekunden – daily broadcast • http://www.youtube.com/user/AlexandJim Germany vs the US podcast – various episodes

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

Grade: 10 th -12 th Subject: German II	Unit 4: Vergnügen und Arbeit
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Students will talk about films, music and books. • Students will express likes and dislikes. • Students will describe weekend activities and hobbies. • Students will talk about chores and other obligations. • Students will learn vocabulary for film, music and book-related topics • Students will learn vocabulary for household chores and other tasks. • Students will describe daily activities. • Students will learn and practice how to use verbs with separable prefixes. • Students will learn how to interpret new compound noun words by looking at the components of the word. • Students will learn about and practice using the imperative form in familiar and formal contexts. • Students will learn about popular forms of entertainment for German teens • Students will explore various authentic German films, books and music. • Students will learn about the difference between going to the cinema in the U.S. and going to the cinema in Germany.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The history, geography and culture of a country help to determine the specific language used in various situations. • True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received. • Because English is a Germanic language, there are strong similarities between the two languages. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • <i>Current trends and issues influence popular culture. These include, but are not limited to: fashion, style, popular music, art, and pastimes.</i>
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the most effective strategies in learning new vocabulary and cultural practices? • What strategies can a language learner use to decode unfamiliar words? • What techniques are involved in pronouncing unfamiliar German letters,

	<p>diphthongs and blends?</p> <ul style="list-style-type: none"> • What language choices can a speaker or writer make in order to produce authentic language and be culturally appropriate? • What can I do to keep the conversation going? • How do I make my message understandable and interesting to my audience? • What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information. • In what ways does learning the language of another country and exploring another culture benefit a global society?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: Film, book and music genres, hobbies and activities. • Language exploration: Using forms of the expression <i>gern</i> to say what you like and don't like. • Listening activity: <i>Was gibts in Kino?</i> • Cultural Connections: Visiting the cinema in Germany. • Language exploration: Verbs with separable prefixes. • Reading selection: <i>Entertainment</i> • Language exploration: Compound nouns. • Connection to self: Tagebuch (journal) What is your favorite film? What genre of film is your favorite? Which would you never sit through? What is the worst film you have ever seen? Do you prefer seeing movies in the cinema or at home? Why? • Vocabulary: Household chores and other obligations. • Listening activity: <i>Treffen uns vor dem Kino.</i> • Language exploration: Review of common and separable prefix verbs. • Cultural comparisons: <i>Was musst du machen?</i> • Language exploration: The imperative forms. • Curricular connection: Recycling in Germany (or how to sort our trash 5 different ways..) • Listening activity: (recurrent) watch and listen to the Tagesschau newscast and discuss the five bullet points of German news. • Curricular connection: World economies/Civics – the European Union and how it impacts the finances of Germany. • Role playing activity: You need to hire someone to help out around the house. or You had a big party while your parents were away and you just got a call that they are on their way home – assign chores and get the place cleaned up!! • Presentational activity: Mein lieblings: (film, band, book)
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [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: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading.

	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.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.NH.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.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions • FL.PK-12.7.1.NH.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.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 1</i>: EMC Publishing, 2010 Pages 255-290 • <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2010 pages 130-149 • <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2010 pages 130-146 • <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2010 pages 66-73 • www.emcp.com Supplemental online activities • www.fraua.wikispaces.com Teacher-created online activities • www.tagesschau.de Tagesschau in 100 sekunden – daily broadcast • http://www.youtube.com/user/AlexandJim Germany vs the US podcast –

	<p>various episodes</p> <ul style="list-style-type: none">• www.xtranormal.com Online comic creator.• <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.
Notes	

Grade: 10th-12th
Subject: German II

Unit 5: Sport

Big Idea/Rationale

- Students will have opportunities for practice in speaking, reading, and writing in the target language
- Students will talk about various sports and hobbies.
- Students will express likes and dislikes.
- Students will describe a sporting event.
- Students will ask about personal preferences.
- Students will identify parts of the body.
- Students will learn and practice use of the dative case.
- Students will identify and use the dative prepositions.
- Students will learn and practice how to use verbs that take the dative case.
- Students will learn and practice using the dative personal pronouns.
- Students will read about the German national sport: soccer.
- Students will use the internet to research various Bundesliga teams.
- Students will view either a live or taped soccer match between two German teams.
- Students will create a “sportscast”.

Enduring Understanding (Mastery Objective)

- The history, geography and culture of a country help to determine the specific language used in various situations.
- True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.
- If I ask the right questions and give thoughtful responses, I can keep someone talking to me.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- Because English is a Germanic language, there are strong similarities between the two languages.
- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- Real-world and situational practice in the target language increase the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- *Current trends and issues influence popular culture. These include, but are not limited to: fashion, style, popular music, art, and pastimes.*

Essential Questions (Instructional Objective)

- What are the most effective strategies in learning new vocabulary and cultural practices?
- What strategies can a language learner use to decode unfamiliar words?
- What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends?
- What language choices can a speaker or writer make in order to produce

	<p>authentic language and be culturally appropriate?</p> <ul style="list-style-type: none"> • What can I do to keep the conversation going? • How do I make my message understandable and interesting to my audience? • What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information. • In what ways does learning the language of another country and exploring another culture benefit a global society?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: Sports and hobbies. • Communicative activity: <i>was machst du gern/nicht gern?</i> • Listening activity: <i>Spielen wir doch fußball!</i> • Cultural Connections: Germany and the world cup • Language exploration: Intro to the Dative case • Reading selection: <i>Sport für alle</i> • Writing activity: Synthesize: use information from the reading selection to create and compare graphs about the different aspects of each sport. • Language exploration: Dative prepositions • Connection to Art: Pictures that illustrate each dative preposition • Connection to self: Tagebuch (journal) what sport do you practice, which do you watch on TV (or live). Which sports do you participate in at school? What do you like to do besides sports? • Vocabulary: Parts of the body • Listening activity: <i>Auf dem Fußballplatz</i> • Language exploration: Dative verbs • Reading selection: <i>Fußball, der Nationalsport</i> • Curricular connection: The Bundesliga (webquest) • Language exploration: Dative personal pronouns • Listening activity: (recurrent) watch and listen to the Tagesschau newscast and discuss the five bullet points of German news. • Curricular connection: Watch a live or taped soccer match. • Presentational activity: Recreate a sportscast based on the match we watched. • Sport celebrities – America versus Germany.
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [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: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic

	<p>materials using electronic information sources related to targeted themes.</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NH.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.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions • FL.PK-12.7.1.NH.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.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 1</i>: EMC Publishing, 2010 Pages 291-328 • <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2010 pages 150-164 • <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2010 pages 147-162 • <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2010 pages 74-81 • www.emcp.com Supplemental online activities • www.fraua.wikispaces.com Teacher-created online activities • www.tagesschau.de Tagesschau in 100 sekunden – daily broadcast • http://www.youtube.com/user/AlexandJim Germany vs the US podcast – various episodes • www.xtranormal.com Online comic creator. • <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.
<p>Notes</p>	

Grade: 10 th -12 th Subject: German II	Unit 6: Reisen
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Students will talk about traveling • Students will ask for and give directions • Students will identify important places in a city • Students will describe a trip • Students will ask for information • Students will learn and practice vocabulary related to forms of transportation, luggage, buildings and directions. • Students will learn and practice the present perfect tense of regular verbs • Students will learn and practice the present perfect tense of irregular verbs • Students will learn about public transportation in Germany. • Students will learn how to read a train and bus schedule. • Students will research, plan and present the results of a virtual trip from Spotswood to Stuttgart using public transportation.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The history, geography and culture of a country help to determine the specific language used in various situations. • True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received. • Because English is a Germanic language, there are strong similarities between the two languages. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • <i>Current trends and issues influence popular culture. These include, but are not limited to: fashion, style, popular music, art, and pastimes.</i>
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the most effective strategies in learning new vocabulary and cultural practices? • What strategies can a language learner use to decode unfamiliar words? • What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends? • What language choices can a speaker or writer make in order to produce authentic language and be culturally appropriate?

	<ul style="list-style-type: none"> • What can I do to keep the conversation going? • How do I make my message understandable and interesting to my audience? • What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information. • In what ways does learning the language of another country and exploring another culture benefit a global society?
Content (Subject Matter)	<ul style="list-style-type: none"> • Vocabulary: Means of transportation • Communicative activity: <i>Wie kommst du zur Schule?</i> • Listening activity: <i>Hast du die Fahrkarten schon gekauft?</i> • Cultural Connections: Navigating the train station in Germany • Language exploration: Present perfect tense of regular verbs • Reading selection: <i>Mit dem Zug fahren</i> • Writing activity: was hast du am Wochenende gemacht? • Vocabulary: the city center, directional phrases and landmarks. • Communicative activity: <i>Wie komme ich zu.....</i> • Connection to self: Tagebuch: how does one get from SHS to: home, the best restaurant, your favorite store. • Listening activity: <i>Warum haben wir so viel Gepäck mitgenommen?</i> • Language exploration: Present perfect tense of irregular verbs. • Reading selection: <i>Wie ist die Reise gewesen?</i> • Curricular connection: A virtual trip to Germany • Communicative activity: <i>Wir fahren nach Deutschland und....</i> • Listening activity: (recurrent) watch and listen to the Tagesschau newscast and discuss the five bullet points of German news. • Writing activity: Tagebuch (journal) who are you visiting this summer, when are you going, how will you get there, what will you bring, how long will you stay and what will you do.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [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: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.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.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and

	<p>requests through appropriate physical response.</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions • FL.PK-12.7.1.NH.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.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 1</i>: EMC Publishing, 2010 Pages 329-361 • <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2010 pages 165-185 • <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2010 pages 163-178 • <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2010 pages 86-92 • www.emcp.com Supplemental online activities • www.fraua.wikispaces.com Teacher-created online activities • www.tagesschau.de Tagesschau in 100 sekunden – daily broadcast • http://www.youtube.com/user/AlexandJim Germany vs the US podcast – various episodes • www.xtranormal.com Online comic creator. • <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010.
<p>Notes</p>	

Grade: 10 th -12 th Subject: German II	Unit 7: Spaß
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Students will review the vocabulary for a variety of topics covered during the previous academic year. These include: Musical instruments, music genres and past tense verbs. • Students will refine their speaking and writing skills in order to create complex sentences. • Accusative case prepositions and idiomatic expressions using the accusative case. • Incorporate native sounding prepositions and idiomatic expressions. • Practice how to ask for and give directions • Use the conversational (present perfect) past tense when telling about an event. • Talk about their musical abilities • Share preferences in music • Learn about the contributions that the German-speaking world has made in the field of music. • Learn traditional folk songs and dances.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The history, geography and culture of a country help to determine the specific language used in various situations. • True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge. • Because English is a Germanic language, there are strong similarities between the two languages. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. • Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives as well as products such as music and literature. • I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read

Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the most effective strategies in learning new vocabulary and cultural practices? • What strategies can a language learner use to decode unfamiliar words? • What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends? • What language choices can a speaker or writer make in order to produce authentic language and be culturally appropriate? • What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information. • In what ways does learning the language of another country and exploring another culture benefit a global society?
Content (Subject Matter)	<ul style="list-style-type: none"> • Vocabulary such as music instruments and genres • Listening and reading activity: <i>Welche Musikinstrumente spielen sie?</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Cultural Connection: Music - the life of Wolfgang Amadeus Mozart. • Video: Excerpt from <i>Amadeus</i> • Language exploration: Modal auxiliary verbs. • Reading selections: <i>Deutschemusik: von Klassisches bis Pop.</i> • Cultural connections: Internet research project – pick a German composer, performer or band, research some of their background. • Presentational task: Students will use digital media (21st century cart) to present a composer and a selected song to the class. • Connection to self: Tagebuch (journal) entry about a personal interest or hobby (either music or non-music related) • Language exploration: Use of possessive pronouns • Cultural comparisons: Compare and contrast social relationships and use of social media between Germany and the U.S. • Reading selection: <i>Tanzen macht Spaß</i> • Cultural connection: German folk dance. • Role play: tickets to a concert. • Video: <i>Treffpunkt Berlin</i> excerpts. • Communicative activity: Music survey. • Cultural connections: <i>Die Schweiz</i> (Switzerland)
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [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: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when

	<p>used in familiar contexts.</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NH.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.NH.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.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions • FL.PK-12.7.1.NH.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.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 1</i>: EMC Publishing, 2008 Pages 363-386 • <i>Deutsch Aktuell Workbook1</i>: EMC Publishing, 2008 pages 83-97 • <i>Deutsch Aktuell Grammar and Vocabulary 1</i>: EMC Publishing, 2008 pages 78-95 • <i>Deutsch Aktuell Communicative Activities 1</i>: EMC Publishing, 2008 pages 43-49 • www.emcp.com Supplemental online activities • www.fraua.wikispaces.com Teacher-created online activities • www.tagesschau.de Tagesschau in 100 Sekunden – daily broadcast • http://www.youtube.com/user/AlexandJim Germany vs the US podcast – various episodes • <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010. • <i>Amadeus</i>. Dir. by Milos Forman. With: F. Murray Abraham, Tom

	Hulce. 1984. Available for live streaming at www.netflix.com
Notes	