

German III Curriculum Maps

Unit Review: Review of Deutsch Aktuell 1

Unit 1: Wohin Gehts?

Unit 2: Im Sommer

Unit 3: Ferien

Unit 4: Bei Uns

Unit 5: Guten Appetit!

Unit 6: Einkaufen

Unit 7: Spaß

Grade: 11 th -12 th Subject: German III	Unit of Study: Review of Deutsch Aktuell 1
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: clothing, colors and descriptive adjectives, household and school tasks, birthday, holiday and celebration activities and items, sports, physical activities and parts of the body, travel and means of transportation. • 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 verbs <i>haben</i> and <i>sein</i> • Stem-changing verbs. • Possessive pronouns • Accusative case personal pronouns • Direct object pronouns • 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 • Accusative case prepositions and idiomatic expressions using the accusative case. • How to use separable prefix and compound verbs. • When and how to use the dative case. • Dative case prepositions and idiomatic expressions using the dative case. • How to ask for and give directions • Forming the conversational (present perfect) past tense. • How to determine the difference between a verb of location and a verb of motion. • How to correctly use the verbs <i>haben</i> and <i>sein</i> as auxiliaries when forming the past tense. • How to correctly use the past tense when a sentence contains mixed gender nouns and/or multiple verbs.
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

	<p>to make choices when using a new language.</p> <ul style="list-style-type: none"> • 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. • 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
<p>Essential Questions (Instructional Objective)</p>	<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?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: greetings, clothing, colors, descriptive (visual related) adjectives, shopping, chores, obligations, modal verbs, sports, sport-related verbs, body parts, birthdays, holidays, celebrations, means of transportation, airport and train-related vocabulary, directional phrases, musical instruments. • Language exploration: the verbs <i>haben</i> and <i>sein</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Video: <i>Ich Will</i> and <i>Alles nur geklaut</i> with cloze exercise. • Language exploration: gender of nouns • Reading selections: <i>Tschuß</i> and <i>Geolino</i> magazines. • Cultural connections: Webcam from Oktoberfest in München. • Language exploration: Use of the possessive pronouns. • Language exploration: Use of accusative case personal pronouns. • Connection to self: Tagebuch (journal) Meine Familie, Mein Restaurant, or Meine Schule entry (student choice). • Curricular connection: Music. Teach German Oktoberfest folksong (Das Fliegerlied) in Bavarian dialect. • Language exploration: the accusative and dative case prepositions. • Cultural connections: German holidays versus U.S. holidays. • Video: Treffpunkt Berlin excerpts. • Language exploration: forming the past tense. • Cultural connections: Why and how do Germans use certain verbs differently than other cultures?

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 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.
Materials and Resources	<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

	<ul style="list-style-type: none">• 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: 11 th -12 th Subject: German III	Unit 1: Wohin Gehts?
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Discuss travel plans • Describe airport facilities and means of transportation • Make comparisons • Sequence events • Use the comparative and superlative forms to describe adjectives and adverbs. • Use the words gern and lieber to discuss preferences • Share preferences • Learn about travelling on the U-bahn, S-bahn and railway system in Germany. • Learn about the airport ticketing and customs process. • Learn about the history of Alexanderplatz.
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

	<p>authentic language and be culturally appropriate?</p> <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 such as luggage, travelling-related and airport-related objects. • Listening and reading activity: <i>Auf dem weg zum Flughafen</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts • Communicative activity: <i>Was nimmst du mit?</i> • Cultural Connection: Public transportation • Video: <i>der Schwarzfahrer</i>. • Language exploration: Comparison of adjectives and adverbs. • Reading selections: <i>Verkehrsmittel</i>. • Listening and reading selection: <i>Am Schalder</i> • Language exploration: <i>gern und lieber</i>. • Reading selection: <i>Mit der U-Bahn geht's schneller</i>. • Personal connection: Journal (<i>Tagebuch</i>) Have you ever flown anywhere? Where to? What was the experience like? What types of luggage do you take when you travel? What is your preferred means of transportation? • Presentational task: Eine Reise – students will plan their own trip to Germany, including the itinerary, what papers are needed, departure, flight numbers and arrival • Curricular connection: math and personal finance: <i>können wir uns diese Reise leisten (can we afford this trip?)</i> • Video: Treffpunkt Berlin excerpts.
<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 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.

	<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.
Materials and Resources	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 2</i>: EMC Publishing, 2010 Pages 1-28 • <i>Deutsch Aktuell Workbook 2</i> : EMC Publishing, 2010 pages 1-19 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2010 pages 1-18 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2010 pages 1-9 • 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. • http://www.youtube.com/watch?v=XFQXcv1k9OM <i>Der Schwarzfahrer, 1993</i> by Pepe Danquart. • http://www.frankfurt-airport.com/content/frankfurt_airport/en/shop_enjoy0/airport_sightseeingtours.html Live virtual tour of Frankfurt airport
Notes	

Grade: 11 th -12 th Subject: German III	Unit 2: Im Sommer
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Learn vocabulary related to vacation activities and venues, campgrounds, hotels and youth hostels • Ask for information. • Talk about a camping trip or hotel stay. • Write a letter of inquiry to a German youth hostel. • Make a report about a German youth hostel. • Learn about and practice using reflexive verbs. • Learn about and practice the correct word order of accusative and dative pronouns. • Explore the reasons for differences between German and American daily routines. • Learn about hotel and host family stay etiquette.
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?

	<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 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 such as vacation related items and daily routine (personal care) activities. • Listening and reading activity: <i>in der Jugendherberge</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts • Communicative activity: <i>Wovon spricht man hier?(what are you talking about?)</i> • Cultural Connection: What exactly is a youth hostel?. • Language exploration: Reflexive verbs • Cultural Connection: Jugendherberge Ruedesheim am Rhein • Reading selections: <i>Jugendherbergen und Camping</i> • Personal Connection/presentation: Video Journal – Introducing Spotswood.... • Cultural connection: Writing an email or letter to youth hostels in Germany. • Listening and reading activity: <i>Auf dem Campingplatz</i> • Cultural connection: Ruegen Island • Language exploration: word order of dative and accusative cases • Reading selection: <i>Unterwegs</i>. • Presentational task: Share information obtained from German youth hostels. • Communicative activity: <i>Sätze mit Spaß</i> • Video: Treffpunkt Berlin excerpts.
<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 themes.

	<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.
Materials and Resources	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 2</i>: EMC Publishing, 2010 Pages 29-60 • <i>Deutsch Aktuell Workbook 2</i> : EMC Publishing, 2010 pages 20-44 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2010 pages 19-33 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2010 pages 10-17 • 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. • http://www.djh-hessen.de/articles_info.php?tPath=1_5_102&articles_id=34&uKey=531a551e45ce76b4ae62e2deca672f82 Jugendherberge Rudesheim am Rhein • www.jugendherberge.de German Youth Hostel Federation • www.camping.de German camping club

	<ul style="list-style-type: none">• http://www.youtube.com/watch?v=QejMZvw32GM&feature=results_main&playnext=1&list=PLB6A01B4C1BE2E7E4 Rügen – Deutschlands größte Insel
Notes	

Grade: 11 th -12 th Subject: German III	Unit 3: Ferien
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Learn vocabulary related to weather, climate and geographic features. • Talk about past events. • Discuss current weather conditions. • Talk about weather forecasts. • Describe a trip. • Make plans. • Compare and contrast popular German vacation venues with popular American vacation venues • Learn about and practice the narrative past tense of regular verbs • Learn about and practice the narrative past tense of irregular verbs • Read and discuss the Grimms' Märchen in the original version and target language.
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

	<p>authentic language and be culturally appropriate?</p> <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 such as weather and travel-related objects and activities • Fairy Tale related vocabulary • Listening and reading activity: <i>Im Reisebüro</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts • Communicative activity: <i>Wovon spricht man hier?(what are you talking about?)</i> • Cultural Connection: Where do Germans go on vacation?. • Language exploration: Narrative past tense of regular verbs. • Reading selections: <i>Der Chiemsee</i> • Cultural connection: <i>Der Chiemsee</i> • Listening and reading activity: <i>Plannen wir unsere Reise</i> • Cultural connection: <i>Der Bodensee</i> • Language exploration: Narrative past tense of irregular verbs. • Reading selection: <i>Wir waren am Bodensee</i> • Video: Traumreise – Massive Töne • Presentational task: Electronic postcard presentation: “Meine Traumreise” • Reading selections: Die Märchen der Gebrüder Grimm - selected • Multi-media presentational: Student Choice “Think Tac Toe” tasks.
<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 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).

	<ul style="list-style-type: none"> • 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.
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Notes	

Grade: 11 th -12 th Subject: German III	Unit 4: Bei Uns
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Learn vocabulary related to animals, farms and daily events. • Talk about obligations • Identify animals. • Express likes and dislikes. • Describe daily activities. • Talk about a farm. • Compare and contrast popular German vacation venues with popular American vacation venues • Learn about and practice the past tense of modal auxiliary verbs • Research the city of Leipzig. • Learn and practice using infinitives as nouns. • Discuss the Germans' relationship with animals and nature. • Learn about the principality of Liechtenstein
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?

	<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 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 household chores and other obligatory activities. • Listening and reading activity: <i>Es gibt heute viel zu tun.</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts • Communicative activity: <i>Ich glaube es nicht (truth or dare)</i> • Cultural Connection: Living behind closed doors (household customs in Germany) • Language exploration: Past tense of modal auxiliaries. • Reading selections: <i>In einer Großstadt</i> • Cultural connection: <i>The city of Leipzig</i> • Presentational activity: Research and present an event, famous person or location from the city of Leipzig. • Role play/Communicative activity: Kann ich Ihnen helfen? • Vocabulary: animals and farms • Listening and reading activity: <i>Ich bin beim füttern</i> • Cultural connection: Tierschutz (virtual tour of the world’s largest animal shelter) • writing/presentational activity: Mein haustier. • Language exploration: Infinitives used as nouns • Reading selection: <i>Auf dem Bauernhof</i> • Video: Ich bin der Farmer – Bozo der Boss • Cultural comparisons: What German animals say • Teach “Onkel Tom hat einen Bauernhof” song • Land und Leute: the principality of Liechtenstein
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

	<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 2</i>: EMC Publishing, 2010 Pages 91-124 • <i>Deutsch Aktuell Workbook 2</i> : EMC Publishing, 2010 pages 64-81 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2010 pages 53-70 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2010 pages 26-33 • 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: 11 th -12 th Subject: German III	Unit 5: Guten Appetit!
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Learn vocabulary related to foods, restaurants and table settings. • Describe an eating establishment • Identify foods. • Order meals in a restaurant. • Express likes and dislikes • Discuss a menu • Compare and contrast German restaurants and eating habits with American • Learn about and practice the genitive case. • Learn about and practice genitive prepositions. • Learn about and practice genitive interrogatives. • Learn about and practice the declination of “der” words. • Learn and practice using infinitives as nouns. • Compare and contrast German Abitur requirements with American H.S. graduation requirements.
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,

	<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 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 such as foods, restaurant-related words and table setting items. • Listening and reading activity: <i>Beim Frühstück</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts • Communicative activity: <i>Was isst du in einem Tag auf??</i> • Cultural Connection: Compare the U.S. food pyramid with the German nutrition circle. • Cultural connection: Use the website from German grocery stores Aldi and Plus to create a shopping list. • Language exploration: The genitive case • Presentational activity: Fantasietiere with the genitive • Language exploration: the genitive prepositions • Communicative activity: a million excuses (using genitive prepositions) • Language exploration: the genitive interrogative • Communicative activity: “whose is that” • Reading selections: <i>Wie und wo essen die Deutschen</i> • Writing: <i>Wie und wo essen die Amerikaner?</i> • Vocabulary: table settings • Listening and Reading activity: <i>So ein Festessen</i> • Cultural connection: German abitur vs American diploma • Language exploration: Additional der words • Reading selection: <i>Gehen wir zur Pizzeria</i> • video: <i>vergammelte Speisen – die Prinzen</i>
<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 2</i>: EMC Publishing, 2010 Pages 125-158 • <i>Deutsch Aktuell Workbook 2</i> : EMC Publishing, 2010 pages 82-101 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2010 pages 71-83 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2010 pages 34-42 • 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: 11 th -12 th Subject: German III	Unit 6: Einkaufen
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Make a shopping list • Talk about shopping • Request and pay for items • Describe a store • Identify fruits and vegetables • Students will learn vocabulary related to groceries and grocery shopping • Students will learn how to use demonstrative pronouns • Students will learn to incorporate question words • Students will compare and contrast German shopping habits and nutritional choices with American habits and choices.
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. • The background of the author influences the message that is delivered in both speech and writing. • Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. • 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 • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
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 do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • 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? • How do I make my message understandable and interesting to my audience?
Content (Subject Matter)	<ul style="list-style-type: none"> • Vocabulary: Fruits, vegetables and other foods. Grocery store related vocabulary. • Reading selection: Bitte, geh einkaufen. • Cultural comparisons: weights and containers: pounds, kilos and grams. • Language exploration: demonstrative pronouns in the nominative, accusative and dative cases. • Video: Die Fantastischen Vier: <i>die da</i> with discussion of who the demonstrative pronouns refer to. • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Reading selection: <i>Wo Kaufen die Deutschen ein?</i> • Communicative activity: grocery store role play • Vocabulary: department store related vocabulary. • Listening activity: <i>Im Lebensmittelgeschäft</i> • Language exploration: question words <i>was wen wem</i> and <i>wessen</i> • Reading selection: <i>Im Supermarkt</i> • Connection to self: my food diary • Cultural comparisons: Nutrition – investigate and present findings about how the German people monitor and keep track of daily nutritional requirements and compare/contrast these to the U.S. practices.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.6-12.7.1.II - [Standard] - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. • FL.6-12.7.1.II.A.A - [Content Statement] - The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: • FL.6-12.7.1.II.A.1 - [Cumulative Progress Indicator] - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes. • FL.6-12.7.1.II.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.II.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned

	<p>about through oral or written descriptions.</p> <ul style="list-style-type: none"> • FL.6-12.7.1.II.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.II.A.6 - [Cumulative Progress Indicator] - Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials. • FL.6-12.7.1.II.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts • FL.6-12.7.1.II.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.II.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.II.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.II.B.A.2.3 - Express needs. • FL.6-12.7.1.II.B.A.2.4 - Give reasons. • FL.6-12.7.1.II.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.II.B.2 - [Cumulative Progress Indicator] - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. • FL.6-12.7.1.II.B.4 - [Cumulative Progress Indicator] - Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. • FL.6-12.7.1.II.C.3 - [Cumulative Progress Indicator] - Use language creatively to respond in writing to a variety of oral or visual prompts. • FL.6-12.7.1.II.C.5 - [Cumulative Progress Indicator] - Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 2</i>: EMC Publishing, 2008 pages 159-192 • <i>Deutsch Aktuell Workbook 2</i>: EMC Publishing, 2008 pages 71-87 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2008 pages 102-119 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2008 pages 26-33 • 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. • http://www.youtube.com/watch?v=-1ijk_9laFY&feature=related • <i>Die Da – Fantastischen Vier</i> • http://www.youtube.com/watch?v=ldiVXX0WXjI various German grocery store and grocery commercials

	<ul style="list-style-type: none">• http://www.youtube.com/watch?v=M4k_n6jgXD8 ARD news program about healthy eating
Notes	

Grade: 11 th -12 th Subject: German III	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>Deutschmusik: 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	