

German IV Honors Curriculum Maps

Unit 1: Review of Deutsch Aktuell 2

Unit 2: Einkaufen

Unit 3: Hobbies und Interessen

Unit 4: Feste und Feiertage

Unit 5: Kommunikation

Unit 6: Gesundheit

Unit 7: Fahren

Unit 8: Jugend

<p>Grade: 12 Subject: German IV Honors</p>	<p>Unit 1: Review of Deutsch Aktuell 2</p>
<p>Big Idea/Rationale</p>	<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: travel and means of transportation, vacation-related vocabulary, food, nutrition and grocery shopping vocabulary, professions and career-related vocabulary, geographical and agricultural terms, animals and housepets. • 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> • 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. • When and how to use the dative case. • Dative case prepositions and idiomatic expressions using the dative case. • Correct word order when using direct object pronouns, indirect object pronouns and/or a combination of the two. • 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. • How to form the narrative past tense (preterit) • How to form the preterit tense of modal auxiliaries • How to form the preterit tense of the verbs <i>haben</i> and <i>sein</i>. • Using the comparative and superlative forms. • Forming contractions with accusative and dative case prepositions. • Using the Genitive case to indicate ownership.
<p>Enduring Understanding (Mastery Objective)</p>	<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.

	<ul style="list-style-type: none"> • 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.
<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 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? • 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?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: means of transportation, travel and vacation-related vocabulary, food and grocery shopping related vocabulary, animals and house pets, weather and news related vocabulary. • 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>Alles nur geklaut</i> with cloze exercise. • Language exploration: gender of nouns • Reading selections: excerpts from <i>der Verlorene Koffer</i> (novel) and <i>Land und Leute</i> magazine. • Cultural connections: Webcam from Oktoberfest in München. • 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 in the conversational past (present perfect)

	<ul style="list-style-type: none"> • Language exploration: forming the past tense in the narrative past (preterite) • Reading selection: <i>Schneewittchen (Snow White)</i> von Jakob und Wilhelm Grimm. • Cultural connections: In what ways does this differ from the version you grew up with (Disney)? • Forming the past tense of modal and other auxiliary verbs. • Using the comparative and superlative to describe various objects • Using the genitive case to indicate ownership.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.6-12.7.1.IL - [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.IL.A.A - [Content Statement] - The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: <ul style="list-style-type: none"> • FL.6-12.7.1.IL.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.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.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.IL.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts • FL.6-12.7.1.IL.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.IL.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.IL.B.A.2.3 - Express needs. • FL.6-12.7.1.IL.B.A.2.4 - Give reasons. • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.B.2 - [Cumulative Progress Indicator] - Give and follow a series of oral and written directions, commands, and requests for

	<p>participating in age- and level-appropriate classroom and cultural activities.</p> <ul style="list-style-type: none"> • 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 • <i>Deutsch Aktuell Workbook 2</i>: EMC Publishing, 2008 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2008 • <i>Deutsch Aktuell Communicative Activities 2</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. • <i>Brüder Grimm Kinder und Hausmärchen – 1980-1997</i>: Phillip Reclam GMBH, Stuttgart.
<p>Notes</p>	

Grade: 12 Subject: German IV Honors	Unit 2: 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?

	<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? • How do I make my message understandable and interesting to my audience?
<p>Content (Subject Matter)</p>	<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.
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.6-12.7.1.IL - [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.IL.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.IL.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.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.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.IL.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts • FL.6-12.7.1.IL.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.IL.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.IL.B.A.2.3 - Express needs. • FL.6-12.7.1.IL.B.A.2.4 - Give reasons. • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.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.IL.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.IL.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.IL.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.
Materials and Resources	<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

	<ul style="list-style-type: none">• <i>Die Da</i> – Fantastischen Vier• http://www.youtube.com/watch?v=ldiVVX0WXjI various German grocery store and grocery commercials• http://www.youtube.com/watch?v=M4k_n6jgXD8 ARD news program about healthy eating
Notes	

Grade: 12 Subject: German IV Honors	Unit 3: Hobbies und Interessen
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 hobbies and interests • Talk about daily activities • Sequence events • Describe outdoor activities • Talk about a sports competition • Learn vocabulary related to sports and to the outdoors • Students will learn to use adjectives following <i>der</i> words. • Students will learn to use adjectives as nouns. • Students will compare and contrast the German relationship to nature and the outdoors with the American.
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?

	<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? • How do I make my message understandable and interesting to my audience?
Content (Subject Matter)	<ul style="list-style-type: none"> • Vocabulary: Sports and outdoor activities. • Reading selection: <i>Ich fotografiere gern</i>. • Cultural comparisons: pressing issues for German teens. • Language exploration: Adjectives after <i>der</i> words. • Video: <i>Das doofe Fischlied</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Reading selection: <i>Das Rockmobil</i> • Communicative activity: <i>Was haben wir gemeinsam? (what do we have in common?)</i> • Vocabulary: Nature/environmental vocabulary. • Listening activity: <i>Mutig sein!</i> • Cultural exploration: Die Eifel (well known rock climbing and white-water rafting area of Germany) – perhaps a video? • Language exploration: adjectives used as nouns. • Reading selection: <i>Wettkampf im Wasser</i> • Connection to self: <i>Mein idealer Tag</i> presentation.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.6-12.7.1.IL - [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.IL.A.A - [Content Statement] - The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: <ul style="list-style-type: none"> • FL.6-12.7.1.IL.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.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.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.IL.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts • FL.6-12.7.1.IL.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.IL.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.IL.B.A.2.3 - Express needs. • FL.6-12.7.1.IL.B.A.2.4 - Give reasons. • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.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.IL.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.IL.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.IL.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.
Materials and Resources	<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 • http://www.youtube.com/watch?v=ZZs6OLcmt_M&feature=related • Das doofe Fischlied • <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010. • http://www.youtube.com/watch?v=-1ijk_9laFY&feature=related • <i>Die Da</i> – Fantastischen Vier • http://www.youtube.com/watch?v=SrfYbFAnHs4 Reisetipps for Die Eifel.

	(ARD TV Germany)
Notes	

Grade: 12 Subject: German IV Honors	Unit 4: Feste und Feiertage
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Express preferences in what you eat and drink • Talk about a special event • Identify holidays • Describe a festival • Tell what you did in the past • Learn vocabulary related to holidays, festivals and amusement parks • Students will learn to use adjectives following <i>ein</i> words. • Learn about various German festivals (Oktoberfest, Cannstatter, Karnival, Pfingst, Christkindlmarkt, Candelmaas) • Learn to use adjectives not preceded by articles. • Learn to use adjectives after nichts, etwas, viel and quantity words.
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

	<p>hear and read from native speakers and writers?</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? • How do I make my message understandable and interesting to my audience?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: Amusement park vocabulary • Reading selection: <i>Das Oktoberfest macht Spaß.</i> • Cultural comparisons: Oktoberfest, then and now • Language exploration: Adjectives after <i>ein</i> words • Video: <i>Das doofe Fischlied</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Reading selection: <i>Das Oktoberfest</i> • Communicative activity: <i>Wie heißt das word (Pictionary)</i> • Vocabulary: Folk festivals and holiday greetings • Listening activity: <i>Auf dem Cannstatter Volksfest</i> • Cultural/presentational: Research one of the many German “Fests”, create a poster or powerpoint and present to the class. • Language exploration: adjectives not preceded by articles • Language exploration: adjectives following <i>nichts, etwas, viel</i> and quantity words. • Communicative activity: creating sentences with plastic food... • Reading selection: <i>Ein besonderer Tag</i> • Cultural connections: German milestone birthdays versus American milestone birthdays. • Land und Leute: Feste und Feiertage in Deutschland
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.6-12.7.1.IL - [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.IL.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.IL.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.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate

	<p>comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.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.IL.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts • FL.6-12.7.1.IL.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.IL.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.IL.B.A.2.3 - Express needs. • FL.6-12.7.1.IL.B.A.2.4 - Give reasons. • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.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.IL.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.IL.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.IL.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 225-268 • <i>Deutsch Aktuell Workbook 2</i>: EMC Publishing, 2008 pages 137-156 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2008 pages 121-139 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2008 pages 58-65 • 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 • http://www.youtube.com/watch?v=ZZs6OLcmt_M&feature=related • Das doofe Fischlied

	<ul style="list-style-type: none">• <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=SrfYbFAnHs4 Reisetipps for Die Eifel. (ARD TV Germany)
Notes	

Grade: 12 Subject: German IV Honors	Unit 5: Kommunikation
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Read and address an envelope or Email • Identify mail and email-related terms • Describe publications • Discuss computer-related topics • German business-related vocabulary (supplemental – not in text) • Text messaging vocabulary • Students will learn to use two-way prepositions • Learn about various German publications • Learn to use da- and wo- compounds • Learn about German radio and television stations.
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?

	<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? • How do I make my message understandable and interesting to my audience?
Content (Subject Matter)	<ul style="list-style-type: none"> • Vocabulary: Letters and emails • Reading selection: <i>An wen schickst du die Karte?</i> • Cultural comparisons: Deutsche Post versus the U.S. P.S. • Language exploration: Two-way prepositions • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Reading selection: <i>Am Zeitungsstand</i> • Internet exploration: Stern, Focus and newspapers online. • Vocabulary: Computers and Business German • Listening activity: <i>Warum hast du mir einen SMS geschickt?</i> • Cultural/presentational: the German computer keyboard and menu commands. • Language exploration: da- and wo- compounds • Communicative activity: Texten wir! • Reading selection: <i>Beim Rundfunk</i>
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.6-12.7.1.IL - [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.IL.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.IL.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.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of

	<p>topics.</p> <ul style="list-style-type: none"> • FL.6-12.7.1.IL.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.IL.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts • FL.6-12.7.1.IL.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.IL.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.IL.B.A.2.3 - Express needs. • FL.6-12.7.1.IL.B.A.2.4 - Give reasons. • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.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.IL.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.IL.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.IL.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 269-302 • <i>Deutsch Aktuell Workbook 2</i>: EMC Publishing, 2008 pages 157-174 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2008 pages 140-156 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2008 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 – various episodes • <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010. • Video: Liebe im Internet = Die Wise Guys
<p>Notes</p>	

Grade: 12 Subject: German IV Honors	Unit 6: Gesundheit
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Explain a health-related problem • Describe how you feel • State a complaint • Identify occupations • Name some medical items • Past perfect tense • Students will learn to use the expressions da/dahin dort/dorthin
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? • What classroom, organizational and study strategies can a language learner

	<p>use to help retain new vocabulary and information?</p> <ul style="list-style-type: none"> • 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?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: professions • Reading selection: <i>Beim Zahnarzt</i> • Cultural comparisons: Health insurance and the Apotheke • Language exploration: Past perfect tense • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Reading selection: <i>Was bringt die Zukunft</i> • Internet exploration: German jobs in the U.S. (and Germany) • Vocabulary: Illnesses and seeking help • Listening activity: <i>Jetzt kann er besser sehen</i> • Cultural/presentational: Ein kranker Austauschstudent in Deutschland • Language exploration: da/dahin and dort/dorthin • Presentational: Future me • Reading selection: <i>Wie geht's dir heute?</i>
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.6-12.7.1.IL - [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.IL.A.A - [Content Statement] - The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: <ul style="list-style-type: none"> • FL.6-12.7.1.IL.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.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.A.6 - [Cumulative Progress Indicator] - Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts • FL.6-12.7.1.IL.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.IL.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.IL.B.A.2.3 - Express needs. • FL.6-12.7.1.IL.B.A.2.4 - Give reasons. • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.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.IL.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.IL.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.IL.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.
Materials and Resources	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 2</i>: EMC Publishing, 2008 pages 303-331 • <i>Deutsch Aktuell Workbook 2</i>: EMC Publishing, 2008 pages 175-196 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2008 pages 157-175 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2008 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 • <i>Treffpunkt Berlin</i> - EMC Publishing video series, 2010. • Selected Episode: Notruf
Notes	

Grade: 12 Subject: German IV Honors	Unit 7: Fahren
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Identify car parts • Talk about a car • Describe a traffic situation or accident • Talk about buying a present for someone • Discuss what to do when your car or bike doesn't work • Practice verbs with accusative prepositions • Practice verbs with dative prepositions • Practice coordinating conjunctions • Practice subordinating conjunctions
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

	<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? • How do I make my message understandable and interesting to my audience?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: Car parts • Reading selection: <i>Fahren wir zum Geschäft</i> • Cultural comparisons: permits and driving licenses in Germany • Language exploration: Verbs with accusative prepositions • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Language exploration: Verbs with dative prepositions • Reading selection: <i>Verkehr und Fahren in Deutschland</i> • Internet exploration: Online German driving lesson and test • Vocabulary: Traffic, road signs and accidents • Listening activity: <i>Wer hat denn eine Idee?</i> • Cultural/presentational: Research a German Car company or specific model of car and present to the class. • Video clips: German car commercials • Language exploration: Coordinating conjunctions • Language exploration: Subordinating conjunctions • Reading selection: <i>Die Werkstatt in Jugendzentrum</i> • Compare and contrast: requirements for getting a license in the U.S. versus in Germany
<p>Skills/ Benchmarks (CCSS Standards)</p>	<ul style="list-style-type: none"> • FL.6-12.7.1.IL - [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.IL.A.A - [Content Statement] - The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: <ul style="list-style-type: none"> • FL.6-12.7.1.IL.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.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.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.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.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.IL.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts • FL.6-12.7.1.IL.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.IL.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.IL.B.A.2.3 - Express needs. • FL.6-12.7.1.IL.B.A.2.4 - Give reasons. • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.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.IL.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.IL.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.IL.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 332-368 • <i>Deutsch Aktuell Workbook 2</i>: EMC Publishing, 2008 pages 197-220 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2008 pages 176-194 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2008 pages 82-89 • Die Prinzen: Was soll ich ihr schenken. • 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. • Selected Episode: Notruf
<p>Notes</p>	

Grade: 12 Subject: German IV Honors	Unit 8: Jugend
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language • Talk about issues facing today's youth • The environment • Personal relationships • Good and bad choices • Learn about the famous castles of 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. • 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? • What classroom, organizational and study strategies can a language learner use to help retain new vocabulary and information?

	<ul style="list-style-type: none"> • 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"> • Reading selection: <i>So sehen sich die Jugendlichen</i> • Cultural comparisons: common concerns of German teenagers versus common concerns of American teenagers • Listening and reading selection: <i>Das ist die Berliner Luft</i> • Listening activities: Alex and Jim show (Germany vs. US) podcasts and Tagesschau daily broadcasts. • Discussion: What are you doing for the environment • Reading selection: <i>Spandau – the green city</i> • Internet exploration: how Germans recycle • Reading and discussion: <i>Die Jugend = Sorgen und Probleme</i> • Culture: the castles of Germany • Cultural/presentational: Research a German Castle and its history and present to the class.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • FL.6-12.7.1.IL - [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.IL.A.A - [Content Statement] - The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: <ul style="list-style-type: none"> • FL.6-12.7.1.IL.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.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.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.IL.A.7 - [Cumulative Progress Indicator] - Infer the meaning of a few unfamiliar words in some new contexts

	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.8 - [Cumulative Progress Indicator] - Compare and contrast unique linguistic elements in English and the target language • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.6-12.7.1.IL.B.A.2.2 - Ask for and give permission • FL.6-12.7.1.IL.B.A.2.3 - Express needs. • FL.6-12.7.1.IL.B.A.2.4 - Give reasons. • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.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.IL.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.IL.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.IL.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.
Materials and Resources	<ul style="list-style-type: none"> • <i>Deutsch Aktuell 2</i>: EMC Publishing, 2008 pages 369-394 • <i>Deutsch Aktuell Workbook 2</i>: EMC Publishing, 2008 pages 221-235 • <i>Deutsch Aktuell Grammar and Vocabulary 2</i>: EMC Publishing, 2008 pages 195-210 • <i>Deutsch Aktuell Communicative Activities 2</i>: EMC Publishing, 2008 pages 90-94 • Reisetipps (ARD): Berühmte Schlösser Deutschlands. • 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	