



# **GERMAN I**

## **CURRICULUM**

**CARLISLE AREA SCHOOL DISTRICT**

**DATE OF BOARD APPROVAL: March 16, 2023**

## COURSE OVERVIEW

<b>Title:</b>	German I
<b>Grade Level:</b>	Grades 8-12
<b>Level:</b>	Introductory
<b>Length:</b>	Full Year
<b>Duration:</b>	MS 48 Minute Periods / HS 85 Minute Periods
<b>Frequency:</b>	MS 180 days / HS 90 days
<b>Pre-Requisites:</b>	N/A
<b>Credit:</b>	1
<b>Description:</b>	<p>In German I, students acquire the most important parts of a language necessary to survive in a German speaking country. Students practice the four areas of language learning (listening, speaking, reading, and writing) by acquiring vocabulary and learning about grammar. In order to make the language more meaningful and engaging, students sing songs, play word games, hold conversations, and produce creative projects all in the target language. Students also view videos and read articles direct from the German-speaking realm. Students learn how to express in the target language in everyday situations such as going shopping, ordering food in a restaurant, talking about themselves/family/friends, and expressing preferences and interests.</p>

## COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Hello! (Hallo!)	<ul style="list-style-type: none"> <li>• Basic classroom procedures in target language</li> <li>• Interpretive strategies (i.e. cognates)</li> <li>• Geography and culture of Germany and surrounding countries</li> <li>• Basic conversational phrases and personal information.</li> <li>• Basic time indicators (months, days of the week, numbers).</li> </ul>	26 Days (MS) 13 Days (HS)
2	Everything About Me (Alles über mich)	<ul style="list-style-type: none"> <li>• Identity, stereotypes and multiculturalism in Germany and USA</li> <li>• Describing personality, appearance, likes and dislikes</li> <li>• Free time activities</li> <li>• Sports and relation to German culture</li> <li>• Popular media in Germany (music, film, books, tv)</li> </ul>	32 Days (MS) 16 Days (HS)
3	Family and Friends (Familie und Freunde)	<ul style="list-style-type: none"> <li>• Describing family members and people in their lives</li> <li>• Telling what people in their lives like and do not like to do</li> <li>• Compare and contrast themselves and others</li> <li>• Continuing a conversation</li> <li>• Creating questions</li> </ul>	28 Days (MS) 14 Days (HS)
4	School (Die Schule)	<ul style="list-style-type: none"> <li>• School system in Germany compared to America</li> <li>• School subjects, supplies and activities</li> <li>• Comparing food and lunch in Germany to America</li> <li>• Describing and expressing opinions on subjects and teachers</li> </ul>	26 Days (MS) 13 Days (HS)
5	Let's Travel! (Reisen wir!)	<ul style="list-style-type: none"> <li>• Specific German and surrounding country geography</li> <li>• Travel and public transportation in Germany</li> <li>• Youth hostel cultural expectations and survival phrases</li> <li>• Traditional German breakfast and ordering food in Germany</li> </ul>	20 Days (MS) 10 Days (HS)
6	Holidays and Culture	<ul style="list-style-type: none"> <li>• Oktoberfest traditions and celebrations</li> <li>• St. Nikolaus day and celebration</li> <li>• December holidays and celebrations</li> <li>• What was the holocaust and what we can learn from it today</li> <li>• Carnival and celebration</li> </ul>	Ongoing as appropriate per calendar

## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

<p><b>COMMUNICATION</b>  <b>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p>	<p><b>Interpersonal Communication:</b>  Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>Interpretive Communication:</b>  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><b>Presentational Communication:</b>  Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p><b>CULTURES</b>  <b>Interact with cultural competence and understanding</b></p>	<p><b>2.1 Relating Cultural Practices to Perspectives:</b>  Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><b>2.2 Relating Cultural Products to Perspectives:</b>  Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p><b>CONNECTIONS</b>  <b>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</b></p>	<p><b>3.1 Making Connections:</b>  Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><b>3.2 Acquiring Information and Diverse Perspectives:</b>  Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p><b>COMPARISONS</b>  <b>Develop insight into the nature of language and culture in order to interact with cultural competence</b></p>	<p><b>4.1 Language Comparisons:</b>  Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p><b>4.2 Cultural Comparisons:</b>  Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p><b>COMMUNITIES</b>  <b>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</b></p>	<p><b>5.1 School and Global Communities:</b>  Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><b>5.2 Lifelong Learning:</b>  Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

## DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Identify	Negotiate meaning in spoken, signed or written language.
Create	Use the terms and grammar rules learned to express and share information, reactions, feelings, and opinions.
Interpret	Understand and discuss what is heard, read, or viewed on a variety of topics.
Communicate	Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Connect	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Analyze	Access and evaluate information and diverse perspectives that are available through the language and its cultures.
Reflect	Investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.
Engage	Use the language both within and beyond the classroom to interact in their community, for enjoyment, enrichment, and advancement.

# UNIT 1

<b>Unit Title</b>	Hello! (Hallo!)		
<b>Unit Description</b>	In this unit, students take their first steps into learning German. In order to achieve ACTFL’s national recommendation of 90% target language use, time is given to establishing class routines/procedures in German. Students also begin to communicate in German at a Novice Low level, using isolated words and high-frequency, memorized phrases.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How can I function in a German-speaking classroom?  <b>8 Days (MS)</b> <b>4 Days (HS)</b>	<input type="checkbox"/> Identify and use strategies/resources to be successful in German. <input type="checkbox"/> Follow classroom commands in German (i.e. read, write, stand up, etc.). <input type="checkbox"/> Use classroom “survival phrases” (i.e. please, thank you, I’m sorry).	<b>Concept:</b> -Interpretive strategies (i.e. cognates)  <b>Vocabulary:</b> classroom commands, “survival phrases”	1.1 Interpersonal Comm.  1.2 Interpretive Comm.
Where is German spoken, and why is it worthwhile to learn?  <b>4 Days (MS)</b> <b>2 Days (HS)</b>	<input type="checkbox"/> Identify aspects of German-speaking countries, their geography, and their cultures. <input type="checkbox"/> Explain the importance of German in various aspects of life (i.e. world, community and personal life).	<b>Concept:</b> -Germany, Austria, Switzerland and Lichtenstein (locations and basic information) -German in the U.S. (i.e. German companies in U.S.; Pennsylvania Dutch; immigration, etc.) -Reasons to learn German	3.1 Making Connections  5.1 School and Global Communities  5.2 Lifelong Learning

<p>How can I hold a basic conversation in German?</p> <p><b>6 Days (MS)</b> <b>3 Days (HS)</b></p>	<p><input type="checkbox"/> Spell a first/last name.</p> <p><input type="checkbox"/> Say hello and goodbye in a culturally-appropriate manner.</p> <p><input type="checkbox"/> Ask and answer basic questions to get to know someone (i.e. name, age).</p>	<p><b>Concept:</b> -German alphabet and pronunciation (including ä, ö, ü, and ß) -Naming culture</p> <p><b>Vocabulary:</b> greetings and goodbyes, basic questions and answers (name, age, origin, birthday, etc.)</p>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>4.1 Language Comparisons</p>
<p>How can I talk about my day in German?</p> <p><b>8 Days (MS)</b> <b>4 Days (HS)</b></p>	<p><input type="checkbox"/> Ask and answer about feelings.</p> <p><input type="checkbox"/> State the day and date.</p> <p><input type="checkbox"/> Describe the weather and season.</p>	<p><b>Vocabulary:</b> feelings, days of the week, months of the year, numbers 1-31, weather/seasons</p>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p> <p>3.1 Making Connections</p>

## UNIT 2

<b>Unit Title</b>	Everything About Me (Alles über mich)		
<b>Unit Description</b>	In this unit, students learn to give more information about themselves, focusing on aspects of personal identity such as personality, appearance, and free time activities. In doing so, student also investigate cultural products, practices, and perspectives that are important to a German-speaker’s personal identity.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
What is identity? What makes each of us who we are?  <b>6 Days (MS)</b> <b>3 Days (HS)</b>	<input type="checkbox"/> Define what shapes our identities. <input type="checkbox"/> Identify examples of “visible” and “invisible culture.” <input type="checkbox"/> Identify cultural products, practices, and perspectives. <input type="checkbox"/> Explain the relationship between “culture” and “identity.” <input type="checkbox"/> Refute American and German stereotypes.	<b>Concept:</b> -“Identity” -“Visible” and “invisible” culture -Products, practices and perspectives -Stereotypes of Americans and Germans	2.1 Relating Cultural Practices to Perspectives  2.2 Relating Cultural Products to Perspectives  3.1 Making Connections  3.2 Acquiring Information and Diverse Perspectives
How can I describe my personality and appearance?  <b>4 Days (MS)</b> <b>2 Days (HS)</b>	<input type="checkbox"/> Describe your physical and personal qualities.	<b>Vocabulary:</b> descriptors of personality, descriptors of appearance  <b>Grammar:</b> -Forms of “sein” and “haben” (1st, 2nd and 3rd person singular)	1.1 Interpersonal Comm.  1.3 Presentational Comm.



<p>How can I talk about my favorite sports, and what sports are popular in the German-speaking world?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<input type="checkbox"/> Give opinions of sports. <input type="checkbox"/> State how long someone has done an activity. (i.e. ich spiele Baseball seit ich acht bin)	<p><b>Vocabulary:</b> popular sports and athletes in the German-speaking world</p> <p><b>Grammar:</b> -Forms of “spielen.” (1st, 2nd and 3rd person singular) -“Gern” and “nicht gern” -“Seit” + time</p>	<p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p>
<p>How can I talk about what I (don’t) like to do?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<input type="checkbox"/> Identify basic activities. <input type="checkbox"/> State (non)preferred activities. <input type="checkbox"/> Ask and answer about free time activities.	<p><b>Vocabulary:</b> free-time activities</p> <p><b>Grammar:</b> -Regular verb endings (1st, 2nd and 3rd person singular)</p>	<p>1.1 Interpersonal Comm.</p> <p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.2 Cultural Comparisons</p>
<p>How can I talk about my favorite color(s)?</p> <p><b>2 Days (MS)</b> <b>1 Day (HS)</b></p>	<input type="checkbox"/> Identify colors in German. <input type="checkbox"/> Ask and answer about favorite colors.	<p><b>Vocabulary:</b> colors</p> <p><b>Grammar:</b> -“Ist” vs. “sind”</p>	<p>1.1 Interpersonal Comm.</p> <p>4.1 Language Comparisons</p>

<p>How can I talk about my music preferences, and what music is popular in the German-speaking world?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<p><input type="checkbox"/> Describe music preferences. <input type="checkbox"/> Identify popular musicians from the German-speaking world.</p>	<p><b>Concept:</b> -Popular musicians and music genres in the German-speaking world</p> <p><b>Grammar:</b> -Use of “lieber”</p>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.2 Relating Cultural Products to Perspectives</p>
<p>How can I talk about my favorite books, TV shows, and movies?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<p><input type="checkbox"/> Elaborate on opinions. <input type="checkbox"/> Describe favorite books, TV shows, and movies.</p>	<p><b>Concept:</b> -Popular books, TV shows, and movies from the German-speaking world</p> <p><b>Vocabulary:</b> additional info. phrases</p> <p><b>Grammar:</b> -Stem-changing verbs (1st, 2nd and 3rd person singular) -Verb 2nd (word order)</p>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.2 Relating Cultural Products to Perspectives</p>

<p>What makes me who I am?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<p><input type="checkbox"/> Recognize that people’s multiple identities interact and create unique and complex individuals.</p>	<p><b>Concept:</b> -Multiculturalism in the German-speaking world (i.e. Afro-German experiences; Turkish immigrants)</p> <p><b>Vocabulary:</b> -Additional markers of identity (student-choice vocabulary)</p>	<p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>2.1 Relating Cultural Practices</p> <p>2.2 Relating Cultural Products</p> <p>3.2 Diverse Perspectives</p> <p>4.2 Cultural Comparisons</p>
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## UNIT 3

<b>Unit Title</b>	Family and Friends (Familie und Freunde)		
<b>Unit Description</b>	In this unit students reapply and extend upon previous content to talk about important people in their lives. Also, students gain additional ability to describe likes/dislikes with additional depth.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
Who are the important people in my life, and what can I say about them?  <b>6 Days (MS)</b> <b>3 Days (HS)</b>	<input type="checkbox"/> Identify family members and use basic “people” words (i.e. man, woman, teacher, friend, etc.). <input type="checkbox"/> Give basic information about people (i.e. name, age, origin, etc.).	<b>Vocabulary:</b> family members and “people” vocabulary, numbers 1-100, countries  <b>Grammar:</b> -Capitalization of nouns -Grammatical gender. (i.e. “der” vs. “die,” “mein(e),” and “dein(e)”) -Plural	1.3 Presentational Comm.  4.1 Language Comparisons
How can I describe my friends and family members?  <b>4 Days (MS)</b> <b>2 Days (HS)</b>	<input type="checkbox"/> Describe friends and family members’ physical and personal qualities.	<b>Vocabulary:</b> descriptors of personality, descriptors of appearance  <b>Grammar:</b> -Forms of “sein” and “haben” (1st, 2nd and 3rd person plural)	1.2 Interpretive Comm.  1.3 Presentational Comm.

<p>How can I talk about my friends and family's actions and likes/dislikes?</p> <p><b>6 Days (MS)</b> <b>3 Days (HS)</b></p>	<input type="checkbox"/> Describe friends and family members' actions and likes/dislikes.	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Regular verb endings</li> <li>-Stem-changing verbs</li> <li>-“Sein(e)” and “ihr(e)”</li> </ul>	<p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p>
<p>What do I do with my friends/family?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<input type="checkbox"/> Talk about activities with friends and family members. <input type="checkbox"/> Elaborate on personal information (when, where, why, etc.).	<p><b>Vocabulary:</b> additional info. phrases</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-“Wir” conjugations</li> <li>-Accusative pronouns. (i.e. mich, ihn, sie, uns)</li> </ul>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.1 Language Comparisons</p>
<p>How can I compare myself to other people?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<input type="checkbox"/> Compare/contrast yourself to another person and/or people. <input type="checkbox"/> Talk about what people want to do and what they can do well.	<p><b>Vocabulary:</b> compare/contrast phrases. (i.e. beide, doch, ähnlich)</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-“Unser(e)” and “ihr(e)”</li> <li>-Forms of “können” and “wollen”</li> <li>-Word order with “können” and “wollen”</li> </ul>	<p>1.2 Interpretive Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.1 Language Comparisons</p>
<p>How can I hold a conversation in German to get to know someone?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<input type="checkbox"/> Ask and answer follow-up questions. <input type="checkbox"/> Utilize rejoinders and interpersonal strategies in a conversation.	<p><b>Concept:</b> -Interpersonal strategies</p> <p><b>Vocabulary:</b> question words, rejoinders. (i.e. wonderful! that's sad)</p> <p><b>Grammar:</b> -Question formation</p>	<p>1.1 Interpersonal Comm.</p> <p>1.3 Presentational Comm.</p> <p>4.1 Language Comparisons</p>

## UNIT 4

<b>Unit Title</b>	School (Die Schule)		
<b>Unit Description</b>	Students learn to talk about their typical days at school. Also, students will explore cultural aspects of schools in German-speaking countries.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How does the German school system work, and what are its strengths?  <b>4 Days (MS)</b> <b>2 Days (HS)</b>	<input type="checkbox"/> Explain the distinct types of schools in Germany. <input type="checkbox"/> Compare/contrast the German and American school systems. <input type="checkbox"/> Evaluate the strengths and weaknesses of the German school system.	<b>Concept:</b> -Types of German schools (hauptschule, realschule, gymnasium and gesamtschule) -Similarities and differences between American and German schools (i.e. school sports, school culture) -Einschulung (first day of school) and schultüten (school cones)	2.1 Relating Cultural Practices to Perspectives  3.2 Acquiring Information and Diverse Perspectives  4.2 Cultural Comparisons
How is my school schedule similar to and/or different from school schedules in German-speaking countries?  <b>4 Days (MS)</b> <b>2 Days (HS)</b>	<input type="checkbox"/> Interpret a school schedule. <input type="checkbox"/> Give opinions of classes.	<b>Vocabulary:</b> school subjects, opinion phrases (i.e. gern, mag... besser, meiner Meinung nach, etc.)	1.2 Interpretive Comm.  1.3 Presentational Comm.  4.2 Cultural Comparisons

<p>What else can I say about my classes?</p> <p><b>2 Days (MS)</b> <b>1 Days (HS)</b></p>	<input type="checkbox"/> State when you have a class. <input type="checkbox"/> Tell subjects you're good/bad at. <input type="checkbox"/> Describe the amount of homework in a class.	<p><b>Vocabulary:</b> time phrases, "ich bin gut/schlecht in...", "viel(e)"</p>	<p>1.3 Presentational Comm.</p>
<p>What materials do I have and need for school?</p> <p><b>6 Days (MS)</b> <b>3 Days (HS)</b></p>	<input type="checkbox"/> Identify basic school supplies. <input type="checkbox"/> Use words for "the" and "a/an" to describe what I have/need.	<p><b>Vocabulary:</b> school supplies</p> <p><b>Grammar:</b> -Nominative and accusative -"The" and "a/an" -"Nicht" vs. "kein"</p>	<p>1.3 Presentational Comm.</p> <p>3.1 Making Connections</p> <p>4.1 Language Comparisons</p>
<p>How can I talk about what I eat for lunch?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<input type="checkbox"/> Identify basic foods. <input type="checkbox"/> Compare what people eat for lunch in Germany and the U.S.	<p><b>Concept:</b> -German foods</p> <p><b>Vocabulary:</b> foods</p>	<p>2.2 Relating Cultural Products</p> <p>4.2 Cultural Comparisons</p>
<p>How can I talk to and about a teacher?</p> <p><b>2 Days (MS)</b> <b>1 Day (HS)</b></p>	<input type="checkbox"/> Describe a teacher. <input type="checkbox"/> Formally address people.	<p><b>Grammar:</b> -"Du" vs. "sie" -"Sie" conjugations</p>	<p>1.1 Interpersonal Comm.</p> <p>4.1 Language Comparisons</p>
<p>What else can I say about my day at school?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<input type="checkbox"/> State the grade you're in and the school you attend. <input type="checkbox"/> Describe school activities. <input type="checkbox"/> State how you get to school.	<p><b>Grammar:</b> -Forms of "müssen," "sollen," and "dürfen" -Use of "man"</p>	<p>1.3 Presentational Comm.</p>

## UNIT 5

<b>Unit Title</b>	Let's Travel (Reisen wir!)		
<b>Unit Description</b>	In this unit, students learn more about the German-speaking world and how to handle everyday situations like ordering food, navigating a city, and planning a trip.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What is there to see and do in the German-speaking world?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<input type="checkbox"/> State where different cities in the German-speaking world are located and what people can see/do there. <input type="checkbox"/> Describe where you would like to travel and why.	<p><b>Concept:</b> -Geography of the German-speaking world and major attractions</p> <p><b>Vocabulary:</b> surrounding countries and important German-speaking cities</p> <p><b>Grammar:</b> -Use of "man" -Forms of "möchten"</p>	<p>1.3 Presentational Comm.</p> <p>3.1 Making Connections</p> <p>5.2 Lifelong Learning</p>
<p>How can I safely travel around Germany using public transportation?</p> <p><b>6 Days (MS)</b> <b>3 Days (HS)</b></p>	<input type="checkbox"/> Purchase a ticket to a location. <input type="checkbox"/> Describe what you have with you when you're traveling. <input type="checkbox"/> Ask for the price of an item.	<p><b>Concept:</b> -Train transportation</p> <p><b>Vocabulary:</b> modes of transportation and associated verbs, travel necessities, shopping words</p> <p><b>Grammar:</b> -Accusative pronouns -Accusative prepositions</p>	<p>1.1 Interpersonal Comm.</p> <p>4.2 Cultural Comparisons</p>



<p>How can I describe a stay at a youth hostel?</p> <p><b>6 Days (MS)</b> <b>3 Days (HS)</b></p>	<p><input type="checkbox"/> Talk about staying in a youth hostel.</p> <p><input type="checkbox"/> Describe the accommodations available in a youth hostel.</p> <p><input type="checkbox"/> Describe rules in a youth hostel.</p>	<p><b>Concept:</b> -Youth hostels</p> <p><b>Vocabulary:</b> hostel furniture</p> <p><b>Grammar:</b> -"Es gibt" + accusative</p> <p><b>-Review:</b> forms of "dürfen"</p>	<p>1.3 Presentational Comm.</p> <p>4.2 Cultural Comparisons</p>
<p>How can I describe a typical German breakfast?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<p><input type="checkbox"/> Talk about a typical German breakfast.</p> <p><input type="checkbox"/> Describe breakfast preferences.</p> <p><input type="checkbox"/> Read a café menu and order something for breakfast.</p>	<p><b>Concept:</b> -German breakfast -Courtesy phrases</p> <p><b>Vocabulary:</b> -Breakfast foods</p> <p><b>Grammar:</b> -Review: forms of "möchten"</p>	<p>1.3 Presentational Comm.</p> <p>4.2 Cultural Comparisons</p>

## UNIT 6

<b>Unit Title</b>	Holidays and Culture		
<b>Unit Description</b>	This supplemental unit will be dispersed throughout the year based on where they fall in the calendar.		
<b>Unit Assessment</b>	Unit Assessment		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What is Oktoberfest, and what are traditional parts of the celebration?</p> <p><b>2 Days (MS)</b> <b>1 Day (HS)</b></p>	<input type="checkbox"/> Describe the origin of Oktoberfest. <input type="checkbox"/> Identify elements of Oktoberfest. <input type="checkbox"/> Explain why Oktoberfest is <i>not</i> representative of German culture.	<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>-Munich</li> <li>-History and background</li> <li>-Lederhosen; dirndl</li> <li>-Songs and dances</li> <li>-Food</li> </ul>	<p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p>
<p>What is St. Nicholas Day, and how is it celebrated?</p> <p><b>2 Days (MS)</b> <b>1 Day (HS)</b></p>	<input type="checkbox"/> Interpret the story of St. Nicholas and Krampus. <input type="checkbox"/> Identify elements of a St. Nicholas Day celebration.	<p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>-Legend of St. Nicholas and Krampus</li> <li>-Elements of a St. Nicholas Day celebration (i.e. Krampus, shoes)</li> </ul>	<p>1.2 Interpretive Comm.</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>4.2 Cultural Comparisons</p>

<p>How are December holidays celebrated in the German-speaking world?</p> <p><b>6 Days (MS)</b> <b>3 Days (HS)</b></p>	<p><input type="checkbox"/> Describe the religious diversity of the German-speaking world.</p> <p><input type="checkbox"/> Identify Christmas traditions in the German-speaking world.</p> <p><input type="checkbox"/> Identify New Year's traditions in the German-speaking world.</p>	<p><b>Concept:</b></p> <p>-Christmas traditions (i.e. Christmas markets; Lebkuchen)</p> <p>-Hannukah</p> <p>-New Year's traditions (i.e. dinner for one; bleigießen)</p>	<p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>4.2 Cultural Comparisons</p>
<p>What was the Holocaust, and what do we need learn from it today?</p> <p><b>4 Days (MS)</b> <b>2 Days (HS)</b></p>	<p><input type="checkbox"/> Explain why it's important to remember the Holocaust.</p> <p><input type="checkbox"/> Identify Holocaust memorials in Germany and analyze Germany's willingness to remember the Holocaust.</p>	<p><b>Concept:</b></p> <p>-International Holocaust Remembrance Day</p> <p>-The Holocaust (facts and importance)</p> <p>-German memorials to the Holocaust (i.e. Stolpersteine, the Memorial to the Murdered Jews of Europe)</p>	<p>2.2 Relating Cultural Products to Perspectives</p> <p>3.1 Making Connections</p> <p>3.2 Acquiring Information and Diverse Perspectives</p>
<p>How is Carnival celebrated in Cologne?</p> <p><b>2 Days (MS)</b> <b>1 Day (HS)</b></p>	<p><input type="checkbox"/> Identify elements of the Karneval celebration in Cologne, Germany.</p>	<p><b>Concept:</b></p> <p>-Cologne, Germany</p> <p>-History and background info</p> <p>-Costumes</p>	<p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p>

# ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

## **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

## **SETTING**

- Preferential seating

## **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

## **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)