

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Honors German III

Grades 10-12

Date of Board Approval: March 16, 2006

Date of Board Reapproval: October 17, 2013

Begins in 2014-2015 School Year

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Honors German III Subject Area: World Language Grade Level: 10-12

Course Length: (Semester/Year): Year Duration: 51 minute period Frequency: 5 days a week

Prerequisites: German I and II Credit: 1 Level: III

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. The study of world languages can foster the ability of students to: communicate and interact with people in the target language; improve their understanding and sensitivity to cultural similarities and differences; develop an appreciation of cultural differences; succeed in an ever-changing and competitive global community; enter into a diverse workplace and/or continued education; improve critical thinking and problem solving skills; engage in life-long learning; and participate in local, national and world communities.

Major Text(s)/Resources:

Text: *Deutsch Aktuell* EMC 1999

Additional Resource:

Video/ DVD: *Junge Leute* - (listening, reading comprehension) EMC

Name of German III Curriculum Writing Committee:

Elizabeth Dete

Strand or Unit: 12.1 Communication in a Target language		Subject Area: German III	Grade: 10-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessment
A. Know details of the sound system and spelling pattern of the target language.	<ul style="list-style-type: none"> Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding 	<ul style="list-style-type: none"> Listen to and repeat vocabulary Use vocabulary in dialogues 	<ul style="list-style-type: none"> Respond to questions about the dialogue written by the performers Spelling tests
B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.	<ul style="list-style-type: none"> Speak and write advanced vocabulary and idiomatic expressions used by native speaking student of German. 	<ul style="list-style-type: none"> Use vocabulary games to increase recognition and retention of vocabulary: Lotto, memory, matching, Kettenspiel, wordweb, fly swatter game, phrase daze. 	<ul style="list-style-type: none"> Composition assessment according to pre-established rubric
B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.	<ul style="list-style-type: none"> Speak and write about situations involving purchasing and money exchange in German. 	<ul style="list-style-type: none"> Match word with/without sound, speedword with/without sound, jigword with/without sound, battleship, rags to riches, pictionary. 	<ul style="list-style-type: none"> Composition assessment according to pre-established rubric
B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.	<ul style="list-style-type: none"> Speak and write about transportation and communication in German. Write and speak about medical terms in German. 	<ul style="list-style-type: none"> Write a composition on eating and fitness habits. 	<ul style="list-style-type: none"> Composition assessment according to pre-established rubric
C. Recognize advanced vocabulary through listening and reading selections.	<ul style="list-style-type: none"> Comprehend spoken and written sentences through listening and reading selections and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines. 	<ul style="list-style-type: none"> Draw a food/exercise pyramid based on your partner's health and fitness composition. 	<ul style="list-style-type: none"> Upon hearing the dialogue write how history might have changed

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C. Recognize advanced vocabulary through listening and reading selections.	<ul style="list-style-type: none"> Write about and discuss German public figures, historical figures, and major news events. 	<ul style="list-style-type: none"> Write a dialogue about a famous event in history and change the event somehow in order to change the course of history. 	<ul style="list-style-type: none"> Upon hearing the dialogue write how history might have changed.
D. Know simple, compound and complex sentence and question structures in order to communicate/and comprehend	<ul style="list-style-type: none"> Develop and use simple, compound, and complex sentence and question structures to communicate and comprehend. 	<ul style="list-style-type: none"> Signature paper Interview Dudelsachs E-mail a fellow student 	<ul style="list-style-type: none"> Write a paper summary describing the students with whom you have something in common and those with whom you do not.
D. Know simple, compound and complex sentence and question structures in order to communicate/and comprehend	<ul style="list-style-type: none"> Speak and comprehend in complex face to face conversations. 	<ul style="list-style-type: none"> Respond to questions using current vocabulary words. 	<ul style="list-style-type: none"> Write an acrostic poem with a message about yourself.
D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.	<ul style="list-style-type: none"> Write letter and compositions using complex sentence and question structures. 	<ul style="list-style-type: none"> Develop questions with question words using vocabulary words. 	<ul style="list-style-type: none"> Draw a personal Coat of Arms using comparative and superlative forms of adjectives.
E. Analyze and compare the origins and meaning of common target language words used frequently used in the English language.	<ul style="list-style-type: none"> Discuss two paragraphs: one in English and one in German. Select words from different origins. 	<ul style="list-style-type: none"> Falsche Freunde. 	<ul style="list-style-type: none"> Write a dialogue in which Falsche Freunde are sued to create a humorous exchange or example (des Gift mean the poison).

Strand or Unit: 12.1 Communication in a target language		Subject Area: German III	Grade: 10-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessment
E. Analyze and compare the origins and meaning of common target language words frequently used in the English language.	<ul style="list-style-type: none"> Compare use in English and in German. 	<ul style="list-style-type: none"> Give hints to learn German vocabulary words using similar English words. Comparative discussion with classmates 	<ul style="list-style-type: none"> Write a dialogue in which Falsche Freunde are sued to create a humorous exchange or example (des Gift mean the poison).
E. Analyze and compare the origins and meaning of common target language words used frequently used in the English language.	<ul style="list-style-type: none"> Write paragraph in German using selected word from different origins. 	<ul style="list-style-type: none"> Give hints to learn German vocabulary words using similar English words. Comparative discussion with teacher. 	<ul style="list-style-type: none"> Write a dialogue in which Falsche Freunde are sued to create a humorous exchange or example (des Gift mean the poison).
F. Analyze how the target language has influenced the school curriculum.	<ul style="list-style-type: none"> Make a presentation or write a paragraph in German about another subject area explaining the connections. 	<ul style="list-style-type: none"> Write and present a dialogue encouraging a friend to recycle. Write a personal family history in which the student is related to a famous person in history. 	<ul style="list-style-type: none"> Purchase products and say why one product was purchased over another.
F. Analyze how the target language has influenced the school curriculum.	<ul style="list-style-type: none"> Make a presentation, discuss, or write or paragraph about German influences in history, art, mathematics, environment and ecology. 	<ul style="list-style-type: none"> Invent a brand new product, name it, create a mock up of it, perform the commercial for the product on a video. 	<ul style="list-style-type: none"> Purchase products and say why one product was purchased over another.

Strand or Unit: 12.3 The Role of Culture in World Language Acquisition		Subject Area: German III	Grade: 10-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessment
A. Explain a variety of services, products and customs of the target language.	<ul style="list-style-type: none"> • Speak and write about cultural aspects of services, products and customs in German. 	<ul style="list-style-type: none"> • Travel with a time machine and interview a famous German. • Re-enact a traditions associated with Oktoberfest, St. Nikolaus Day, Fasching and the custom of building a Gingerbread House. 	<ul style="list-style-type: none"> • Write a dialogue in which Falsche Freunde are sued to create a humorous exchange or example (des Gift mean the poison).
A. Explain a variety of services, products and customs of the target language.	<ul style="list-style-type: none"> • Comprehend German music and compare to American music. • Write about and discuss German stereotypes. 	<ul style="list-style-type: none"> • Listen to current German music and compare to American music. • Create a doll of an imaginary person from another part of the world and in a composition about this puppet dispel stereotypes. 	<ul style="list-style-type: none"> • Develop masks for Fasching according to a rubric. • Write a dialogue between 2 Puppen from different parts of the world and discover their commonalities.
B. Assess cultural patterns in a variety of social settings.	<ul style="list-style-type: none"> • Generate spontaneous oral and written role-plays and interviews in a culturally competent manner 	<ul style="list-style-type: none"> • Interview German students currently living in Carlisle. 	<ul style="list-style-type: none"> • Write and ask original questions of native speakers.
B. Assess cultural patterns in a variety of social settings.	<ul style="list-style-type: none"> • Discuss and write questions and answers about German customs and life-style. 	<ul style="list-style-type: none"> • Discuss German humor, table manners, gift giving, accepting and giving of compliments, eating habits, shopping habits and style of homes. 	<ul style="list-style-type: none"> • Write and ask original questions of native speakers.
C. Compare and contrast the similarities and differences in social institutions between cultures.	<ul style="list-style-type: none"> • Read, interpret, discuss, and write about cultural similarities and difference in specific social interactions in two cultures. 	<ul style="list-style-type: none"> • Discuss the German Abitur and university system. 	<ul style="list-style-type: none"> • Write a poem about a family's favorite foods and customs.

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C. Compare and contrast the similarities and differences in social institutions between cultures.	<ul style="list-style-type: none"> Discuss and write a paragraph about German education and healthcare systems. 	<ul style="list-style-type: none"> Discuss the cultural differences of the four German speaking countries. Internet based project in which students research, compare and contrast social institutions. 	<ul style="list-style-type: none"> Evaluation of content of internet project. Quality and quantity of student participation in class discussion.
C. Compare and contrast the similarities and differences in social institutions between cultures.	<ul style="list-style-type: none"> Discuss and write a paragraph about family customs and traditions. 	<ul style="list-style-type: none"> Discuss family, culinary traditions and favorite foods based on their heritage. 	<ul style="list-style-type: none"> Write a poem about a family's favorite foods and customs. Quality and quantity of student participation in class discussion.
D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.	<ul style="list-style-type: none"> Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language). 	<ul style="list-style-type: none"> Use web sites listed on Quia to research one aspect of German culture. Compare and contrast Grimm's fairy tales with modern Walt Disney style children's tales. 	<ul style="list-style-type: none"> Present research findings to the class in the form of a video illustrating cultural differences.

Strand or Unit: 12.3 The Role of Culture in World Language Acquisition		Subject Area: German III	Grade: 10-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessment

Strand or Unit: 12.5 World Languages in the Community		Subject Area: German III	Grade: 10-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessment
A. Identify employment areas in the local community where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Name local employers in which German language skills may be used. 	<ul style="list-style-type: none"> Visit the local elementary schools and teach German lessons to the elementary students. Share their gingerbread houses with the elementary student. 	<ul style="list-style-type: none"> Complete detailed lesson plans.
A. Identify employment areas in the local community where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Use the language at the necessary language proficiency level to interact with local community members in their occupations. 	<ul style="list-style-type: none"> Visit the local elementary schools and teach German lessons to the elementary students. Share their gingerbread houses with the elementary student. 	<ul style="list-style-type: none"> Complete detailed lesson plans.
A. Identify employment areas in the local community where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Use German to introduce language and culture to other members of school and local community. 	<ul style="list-style-type: none"> Lead the elementary student on a Volksmarsch. Conduct fundraisers for local and national charities. 	<ul style="list-style-type: none"> Discuss teaching as a career that might interest them based on their experience in the elementary schools.
A. Identify employment areas in the local community where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Use German to introduce language and culture in the community. 	<ul style="list-style-type: none"> Share crafts with local children at local festivals, such as YWCA Peace Festival, DCA Arts Festival, Amani Festival and the CHS Springfest. 	<ul style="list-style-type: none"> Write letters to military people abroad.
B. Know national employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Name national employers in which German language skills may be used. Use the language at the necessary language proficiency level to interact with local community members in their 	<ul style="list-style-type: none"> Guest speakers from educational institutions discuss the use of German in their fields e.g., (Dickinson College professors, USA WC staff, retired service people, current service people and former CHS students). 	<ul style="list-style-type: none"> Prepare and ask questions of speakers

Strand or Unit: 12.5 World Languages in the Community		Subject Area: German III	Grade: 10-12
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	occupation		
B. Know national employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Write and ask discussion questions concerning employment opportunities requiring fluency in German language. 	<ul style="list-style-type: none"> Guest speakers from local and national employers where German is used e.g. (Phoenix Contact of Middletown, Pennsylvania). 	<ul style="list-style-type: none"> Prepare and ask questions of speakers.
C. Know global employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Name national or international employers in which German language skills may be used. 	<ul style="list-style-type: none"> Use the Internet to research employers using German in America e.g. (such as Bayer in Pittsburgh). 	<ul style="list-style-type: none"> Prepare and ask questions of speakers.
C. Know global employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Name national or international employers in which German language skills may be used. 	<ul style="list-style-type: none"> Introduce guest speakers to students to discuss culture of the target country (e.g., USAWC international fellows). 	<ul style="list-style-type: none"> Write a composition discussing German employment opportunities. Role play a meeting of the European Union.
C. Know global employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> Use German at the necessary language proficiency level to interact with local community members in their occupations 	<ul style="list-style-type: none"> Discuss the importance of the European Union in the world today and Germany's role in the European Union. 	<ul style="list-style-type: none"> Sample German foods by German companies available in American grocery stores, such as Dr. Oetker, Nutella, Bahlsen and Toblerone.

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C. Know global employment opportunities where the language is used and how and why the target language is necessary	<ul style="list-style-type: none"> Research and discuss career options using the German language. 	<ul style="list-style-type: none"> Explore employment opportunities in the culinary fields by preparing German foods I in class e.g. (Karoffelpuffer). 	<ul style="list-style-type: none"> Take an inventory of German products used in their own households, such as Krupps, Braun, Nike, Adidas and Puma.
D. Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those that speak a target language.	<ul style="list-style-type: none"> Use speaking, writing, and reading to compare and connect local, national, and global employment opportunities for those who speak English and those who speak English German. 	<ul style="list-style-type: none"> Use outside resources to explore German in the world, such as Euro Tel videos from the German consulate, Schau ins Land cassettes, Atlantic Monthly newspaper, German Life magazine, and Internet web sites. 	<ul style="list-style-type: none"> Oral discussion. Write a composition on employment opportunities.
D. Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those that speak a target language	<ul style="list-style-type: none"> Research and discuss employment opportunities requiring fluency in the German language. 	<ul style="list-style-type: none"> View the Deutsch Aktuell III videos with detailed insight into German homes. 	<ul style="list-style-type: none"> Prepare an add for a German company. Write a dialogue role – playing working in German company.

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Adaptations/Modifications for Students with I.E.P.s

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)