

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



German I

May 2012

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June 12, 2012*

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

German I

A student successfully completing German I should be able to, both orally and in writing, respond to aural, visual, or written prompts to complete the following communicative functions:

- I. Greet and say farewell to someone; ask and tell someone's name; introduce someone else; ask and tell someone's age; give telephone numbers; ask and tell how things are going; recognize when to use formal or familiar forms of personal pronouns; learn the present tense of regular verbs; identify cognates; form questions, and use the numbers 1-20.
- II. Identify and talk about family members and family relations; answer a telephone call; talk about time and days of the week; say what one is doing, and manipulate definite articles in the nominative case.
- III. Be able to ask and tell what someone is doing; talk about likes and dislikes; talk about interests; inquire about specific events, and use proper word order while forming statements and questions.
- IV. Talk about school; inquire about details; identify objects; describe daily routines; sequence events, and agree and disagree.
- V. Talk about the weather; discuss a purchase; identify countries and languages spoken there; ask where someone is from, and give information.
- VI. Choose from a menu and order at a café; offer something to eat and drink; express likes and dislikes; make requests; give advice, and talk about what to do today.
- VII. Make suggestions; ask about prices; describe and choose clothing items; write a letter and a card, and talk about a department store.
- VIII. Talk about birthday presents; congratulate someone; identify rooms and furniture, and describe daily activities.
- IX. Talk about a film; express likes and dislikes, and describe weekend activities and hobbies.
- X. Point out tasks and obligations; make plans.
- XI. Talk about various sports and hobbies; describe sports events; inquire about personal preferences, and identify parts of the body.
- XII. Talk about traveling; ask for and give directions; identify important places in a city, describe a trip, ask for information.

Pacing Guide

Unit	Title	Weeks	Pages
1	Introduction to German I	3-4	6-8
2	At Home	3-4	9-11
3	What Are You Doing?	3-4	12-14
4	School	4-5	15-18
5	The City and the Weather	4-5	19-21
6	How Does It Taste?	4-5	22-25
7	How Do You Like It?	4-5	26-29
8	Birthday and Holidays	4-5	30-33
9	Work and Pleasure	4-5	34-37
10	Travel	4-5	38-41

New Milford Public Schools

Committee Member: Michael L. Crotta Unit 1: Introduction to German I	Course/Subject: German I Grade Levels: 9-12 # of Weeks: 3-4
Identify Desired Results	
Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English. The ability to communicate in a language other than English is an indispensable asset in a modern global society. Geography, culture, and language impact who we are as a people and influence the way we interact in a global society. 	<ul style="list-style-type: none"> What is the value of knowing a language other than English? How does one effectively communicate one's needs and thoughts to people who speak a different language? Conversely, what tools does one need to understand the message they are expressing? What impact do geography, culture, and language have on who we are?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> The German alphabet Vocabulary associated with greetings, personal introduction, personal pronouns, residence location, the verb <i>to be (sein)</i>, and the numbers 1-20 The difference between the formal and informal register, <i>du and Sie</i> The basic present tense form of the German regular verb 	
Students will be able to do the following: <ul style="list-style-type: none"> Greet and say farewell to someone Ask and tell someone's name 	

- Introduce someone else
- Ask and tell someone's age
- Give telephone numbers
- Ask and tell how things are going
- Inquire from where someone is

Character Attribute

- Respect

Technology Competencies

- Students use a variety of technology resources for directed and independent learning activities.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher communicates primarily in German.
- Teacher incorporates employs extensive visual reinforcement to increase student comprehension.
- Teacher introduces the term *cognate* and brings German-English cognates to students' attention.
- Teacher models and physically demonstrates semantic and syntax.
- Teacher assigns basic reading and writing activities incidental to each student activity.
- Teacher appraises learning through observation of student response to verbal and visual prompts.

Learning Activities:

- Students will greet and will say farewell to someone.
- Students will ask and will tell someone's name.
- Students will introduce someone else.
- Students will ask and will tell someone's age.
- Students will give telephone numbers.
- Students will ask and will tell how things are going.
- Students will inquire from where someone is.
- Students will read simple texts and dialogs in German.
- Students will perform written activities to reinforce vocabulary and grammar learning.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To introduce themselves and to ask about others' names, ages, residence, and telephone numbers</p> <p>Role: Exchange student</p> <p>Audience: German speaking peers and faculty</p> <p>Situation: Student will attend school in a German speaking country.</p> <p>Product or Performance: Multiple comprehensible dialogs with peers and teacher</p> <p>Standard for Success: Accurate use of language and comprehension of German speaking interlocutors</p>	<ul style="list-style-type: none"> • Participation in class and response to oral questioning • Results of student work on web-based vocabulary and grammar exercises • Weekly vocabulary quizzes • Biweekly thematic quizzes • Responses to homework assignments • Unit exam
Suggested Resources	
<ul style="list-style-type: none"> • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004. • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: LangenscheidtKG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004. 	

New Milford Public Schools

Committee Member: Michael Crotta Unit 2: At Home	Course/Subject: German I Grade Levels: 9-12 # of Weeks: 3-4
Identify Desired Results	
Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The ability to communicate in a language other than English is an indispensable asset in a modern global society. • Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English. • Geography, culture, and language impact who we are as a people and influence the way we interact in a global society. 	<ul style="list-style-type: none"> • How does one effectively communicate one's needs and thoughts to people who speak a different language? Conversely, what tools does one need to understand the message they are expressing? • How are language and cultural understanding interdependent? • How can one expand and reinforce one's knowledge in various academic disciplines by communicating in a language other than English?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Vocabulary associated with family relations, telephone usage, age, days of the week, and the numbers 10-1,000 • German interrogatives • Word order of German statements and questions • German definite articles • How to make an international telephone call 	

Students will be able to do the following:

- Talk about and point out family members
- Answer a telephone call
- Talk about time and the days of the week
- Ask for and give information
- Say what they are doing
- Form basic German questions

Character Attributes

- Courage
- Perseverance

Technology Competencies

- Students use a variety of technology resources for directed and independent learning activities.
- Students use technology to gather information.
- Students develop products using technology tools.
- Students use electronic mail to communicate with others.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher uses mostly German for classroom communication.
- Teacher encourages students to use German for nearly all classroom communication.
- Teacher assigns students to small groups where students ask group members their telephone numbers and about their families.
- Teacher presents method of telling time in German and explains colloquial versus twenty-four hour time used in Europe for schedules.
- Teacher has students work in small groups with situation cards to practice asking and telling time.
- Teacher prepares information gap activities for students.
- Teacher assigns written grammar and vocabulary activities.

Learning Activities:

- Students will practice vocabulary in class and online.
- In both speaking and writing activities, students will determine the correct interrogative to use when formulating questions.
- Students will practice writing questions and answers incidental to family and telling time.
- Students will complete assigned reading activities and respond to teacher and peer questions about the reading.
- When asked by peers and by teacher, students will state the correct time in German.
- Students will interview peers and teacher about family members.
- Students will create a postcard from a German speaking region, and then will write a note on it to a friend.
- Students will complete verbal information gap activities with rotating partners.
- Students will respond in writing to assigned classroom and homework

	<p>activities.</p> <ul style="list-style-type: none"> • Students will send a simple text message in German to a classmate.
Assessments	
Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: <i>Wer ruft an?</i> Who's calling?</p> <p>Role: Receiver of telephone call</p> <p>Audience: Potential travelers and exchange students</p> <p>Situation: Student receiving a telephone call from a German speaker must determine the caller's name, residence, and family situation.</p> <p>Performance: Telephone conversation in German</p> <p>Standard for Success: Students obtain and give accurate information via telephone and are able to communicate this information to teacher and peers.</p>	<ul style="list-style-type: none"> • Participation in class discussions and responses to oral questioning • Map of German speaking countries • Weekly vocabulary quizzes • Responses to homework assignments • Use of German in the classroom when speaking with classmates • Unit examination
Suggested Resources	
<ul style="list-style-type: none"> • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004 • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: LangenscheidtKG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004. 	

New Milford Public Schools

Committee Member: Michael Crotta Unit 3: Was machst du? (What are you doing?)	Course/Subject: German I Grade Levels: 9-12 # of Weeks: 3-4
Identify Desired Results	
Standards for Foreign Language Learning from the American council for the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Students of world languages rely on many strategies to communicate their thoughts, wants, and needs and to understand the message of others. • In a modern global society, we are all connected and have to learn how to function and interact effectively with each other. • Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English. 	<ul style="list-style-type: none"> • How should one communicate? • How does knowledge of everyday activities and interests facilitate communication in German? • How does one connect with others in the many roles we play in our daily lives? • How does shared knowledge of everyday routines enhance mutual understanding of second language (L2) culture?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Present tense forms of regular German verbs • The forms and uses of the verb <i>haben</i> (to have) • The difference and usage of the idioms <i>zu Hause</i> and <i>nach Hause</i> (at home and going home) • Twenty-four hour (European schedule time) time 	

- Vocabulary incidental to individual interest and activities
- Usage of the adverb *gern*
- Vocabulary incidental to familial relationships

Students will be able to do the following:

- Ask and tell what someone is doing
- Talk about interests
- Express likes and dislikes
- Inquire about and state times of specific events
- Report information about events and interests
- Talk about their families
- Ask about the families of others
- Comprehend and tell colloquial and 24-hour schedule time

Character Attributes

- Cooperation
- Respect

Technology Competencies

- Students use a variety of technology resources for directed and independent learning activities.
- Students use technology to gather information.
- Students develop products using technology tools.
- Students use electronic mail to communicate with others.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher communicates primarily in German.
- Teacher employs extensive visual reinforcement to increase student comprehension.
- Teacher incorporates authentic regalia into classroom activities.
- Teacher models and demonstrates semantic and syntax.
- Teacher appraises learning through observation of student response to both verbal and visual prompts.
- Teacher uses video segments to demonstrate desired communicative outcomes.
- Teacher designs and assigns partnered and small group activities to facilitate learning.
- Teacher assigns listening and written activities to reinforce learning.

Learning Activities:

- Teacher and class will construct a visual mind-map of everyday activities and interests.
- In pairs and small groups, students will practice asking and telling about individual activities.
- In conversation, students will ask interlocutors to tell about their preferred activities and when they undertake them.
- Students will use verbal prompts and questions as strategies to help interlocutors maintain a conversation.
- Students will construct an imaginary family tree and will present its information during small group discussion.
- Students will practice telling about their own and asking about the families of interlocutors.

	<ul style="list-style-type: none"> • Students will use adverbials such as <i>heute Morgen</i> and <i>heute Abend</i> (this morning; this evening) to describe time in their conversation. • Students will practice 24-hour time by interpreting German television schedules posted online.
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Assessments

Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To be able to talk in German about some personal interests, incorporating clock time, frequency, and preference</p> <p>Role: Student is the interview subject of a television news reporter.</p> <p>Audience: Teacher and class</p> <p>Situation: Interviewee is asked to state favorite television program as well as when and how often the program airs. Student will describe favorite afternoon activity, activities they do not enjoy, and whether or not they like computer gaming. Student will tell when he or she arrives home each day, how often there is homework and when homework is typically done.</p> <p>Product or Performance: A comprehensible interview. Alternate: a flow chart poster elucidating the requested interview information</p> <p>Standard for Success: Accurate and comprehensible language in response to nearly all aspects of interview questions</p>	<ul style="list-style-type: none"> • Participation in class discussions and response to oral questioning • Responses to homework assignments • Able to formulate grammatical sentences and questions • Able to use correct plural noun forms of unit vocabulary • Able to make utterances and write statements reflecting noun-verb agreement • Vocabulary quizzes • Unit writing project: a postcard to a German friend about school and free time activities • Unit test

Suggested Resources

<ul style="list-style-type: none"> • Kelly, Joan Kelly. <i>Methods for Teaching Foreign Languages</i>. Upper Saddle River, New Jersey, 2001. • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004. • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: LangenscheidtKG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004.
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New Milford Public Schools

Committee Member: Michael Crotta Unit 4: Schule (School)	Course/Subject: German 1 Grade Level: 9-12 # of Weeks: 4-5
Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The ability to communicate in a language other than English is an indispensable asset in a modern global society. • Students of world languages rely on many strategies to communicate their thoughts, wants, and needs and to understand the message of others. • In a modern global society, we are all connected and have to learn how to function and interact effectively with each other. • Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English. 	<ul style="list-style-type: none"> • What is the value of knowing a language other than English? • How does one effectively communicate our needs and thoughts to people who speak a different language? Conversely, what tools does one need to understand the message they are expressing? • How does one connect with others in the many roles we play in our daily lives? • How can one expand and reinforce one's knowledge in various academic disciplines by communicating in a language other than English? • How do history, literature, and the arts influence and reflect a society and its culture? • How does the German case system make grammatical structure clear?

- Globalization has made the world a much smaller place. It affects our identity as a people. We need to recognize and appreciate similarities and differences in people and cultures which are different from our own.

Expected Performances

What students should know and be able to do

Students will know the following:

- Names of classroom objects
- German school subjects
- German sequence of studies
- How to use 24-hour schedule time in German
- The German grading system
- Indefinite interrogatives in nominative and accusative case
- How to demonstrate respect for people through the correct usage of the interrogatives
- Definite articles in accusative case
- All present tense forms of the verb *sein* to be

Students will be able to do the following:

- Talk about school
- Inquire about details
- Identify objects
- Describe daily routines
- Compare German school schedules and classes with those in New Milford
- Sequence events
- Agree and disagree
- Compare the geography of German with that of the United States
- Identify the federal states of the German Republic
- Describe the relative location of Germany's largest cities
- Correctly use *sein* in simple sentences

Character Attributes

- Community
- Cooperation
- Respect

Technology Competencies

- Students use a variety of technology resources for directed and independent learning activities.
- Students use technology to gather information.
- Students develop products using technology tools.
- Students use online sources to access remote information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher communicates almost entirely in German.
- Teacher assigns relevant vocabulary to be learned.
- Teacher introduces and reinforces unit vocabulary in context.
- Teacher orchestrates an array of vocabulary learning activities to enhance learning.
- Teacher assigns brief readings and gives graphic materials (outline maps, outline school schedules) to complete and shade (maps).
- Teacher checks for comprehension during each exercise.
- Teacher distributes copies of authentic German school schedules and grade reports.
- Teacher assigns workbook and grammar activities to be completed as homework.
- Teacher constructs and assigns communicative activities for pairs and small groups.
- Teacher diagrams and explains the typical routes of progression through the German school system and prompts students to draw comparisons with the United States.
- Teacher prompts class to identify and discuss salient similarities and differences between the German and US school systems.

Learning Activities:

- Students will practice vocabulary with peers, online, and with pen and paper.
- „Ankleber Brigade” working in pairs: students will accurately label classroom objects with sticky notes in timed activity.
- Students will sketch, shade, and label in German a sample classroom.
- Students will complete assigned readings and daily homework assignments.
- In small groups, students will ask and state their favorite and least favorite subjects.
- Students will read aloud and respond to readings verbally and in writing.
- Students will practice forming and responding to questions using nominative and accusative interrogatives.
- Students will label and shade outline maps of Germany.
- Students will learn and practice identifying major cities and the federal states.
- Students will compare and contrast in discussion (English) differences and similarities between German and US schools.

Assessments	
Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: To verbally describe their daily school routine sequencing information by time and with adverbials.</p> <p>Role: American high school student with German net-friend</p> <p>Audience: Students and teacher</p> <p>Situation: Student receives Skype call from a German student. Student responds to interlocutor's questions and forms own questions to find out how the German student's school day is organized.</p> <p>Product: German interlocutor receives comprehensible and accurate information about a typical American school day. American student records in writing the details of interlocutor's typical school day.</p> <p>Standards for Success: Correct use of vocabulary, expression of schedule time (24-hour), appropriate and complete responses to questions</p>	<ul style="list-style-type: none"> • Student participation in classroom discussion and responses to teacher • Vocabulary quizzes • Responses to homework assignments • Student compliance with teacher instructions given in German • Unit assessments
Suggested Resources	
<ul style="list-style-type: none"> • Kelly, Joan Kelly. <i>Methods for Teaching Foreign Languages</i>. Upper Saddle River, New Jersey, 2001. • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004. • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: Langenscheidt KG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004. • Realia: Schedules, German report cards • http://www.epals.com Portal for teacher directed international email exchange 	

New Milford Public Schools

Committee Member: Michael L. Crotta Unit 5: Stadt und Wetter (The City and the Weather)	Course/Subject: German I Grade Levels: 9-12 # of Weeks: 4-5
Identify Desired Results	
Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English. • History, literature, and the arts influence and reflect a society and its culture. • Geography, culture, and language impact who we are as a people and influence the way we interact in a global society. 	<ul style="list-style-type: none"> • How does one effectively communicate one's needs and thoughts to people who speak a different language? Conversely, what tools do we need to understand the message they are expressing to us? • How can we expand and reinforce our knowledge in various academic disciplines by communicating in a language other than English? • How do history, literature, and the arts influence and reflect a society and its culture? • What impact do geography, culture, and language have on who we are? • Does physical environment play a role in cultural development?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Vocabulary of weather, place, and simple shopping • The English and German names of European countries and their respective languages • The names of the months 	

- Indefinite articles in nominative and accusative case

Students will be able to do the following:

- Talk about the weather
- Discuss a purchase
- Identify countries and language spoken there
- Ask from where someone is
- Give information

Character Attributes

- Citizenship
- Perseverance
- Respect

Technology Competencies

- Students use a variety of technology resources for directed and independent learning activities.
- Students use technology to gather information.
- Students develop products using technology tools.
- Students use electronic mail to communicate with others.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher introduces unit vocabulary using authentic images and materials.
- Teacher assigns students to enter vocabulary into notebooks, complete vocabulary worksheets, and do online practice activities.
- Teacher models and reinforces active reading comprehension skills during classroom reading short texts.
- Teacher assigns homework from text, workbook, and grammar practice worksheets.
- Teacher reviews the word order in the German sentence and assigns classroom practice writing activities incorporating indefinite articles.
- Teacher prepares, shows, and discusses authentic weather broadcasts.
- Teacher locates up-to-date Internet sources for student use relating to weather forecasts.

Learning Activities:

- Students will participate in classroom discussion and practice using German.
- Students will complete assigned homework and classroom assignments.
- Students will self-test and will test peers to master vocabulary.
- Students will read assigned texts for comprehension and information.
- Students will listen to native speaker dialogs and extract information about weather, countries, and languages.
- Students will execute assigned interpersonal communications activities with teacher, peers, and in small groups.
- Students will peer edit and peer correct peer written weather broadcasts.
- Students will practice using relative location when describing cities or regions (*Im Norden...., Im Süden...., In the north... in the*

	<p>south...).</p> <ul style="list-style-type: none"> • Students will draw, label, and describe a map of central Europe.
Assessments	
<p style="text-align: center;">Performance Task</p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;">Other Evidence</p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: To give a German weather broadcast</p> <p>Role: Television weatherperson</p> <p>Audience: Class</p> <p>Situation: When given a list of European cities, students gather basic weather information and prepare their own comprehensible German weather broadcast in a television news format.</p> <p>Performance: Comprehensible television news weathercast</p> <p>Standards for Success: Student utterances will incorporate unit vocabulary and will be grammatical. When asked by audience members, students will also be able to give additional information.</p>	<ul style="list-style-type: none"> • Vocabulary quizzes • Homework responses • Classroom discussion participation • Ability to follow instructions • Graphic products from students (maps and diagrams) • Unit assessment
Suggested Resources	
<ul style="list-style-type: none"> • Kelly, Joan Kelly. <i>Methods for Teaching Foreign Languages</i>. Upper Saddle River, New Jersey, 2001. • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004. • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: LangenscheidtKG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004. • http://www.spiegel.de Homepage of <i>Der Spiegel</i> German news magazine and television • http://www.quianet.com Teacher-created vocabulary and grammar practice activity database • http://ard.de Online portal for <i>First German Television</i>, providing access to live and archived German radio and television • http://www.wetter.de Live online German weather broadcasts and news 	

New Milford Public Schools

Committee Member: Michael L. Crotta Unit 6: Wie schmeckt's? (How does it taste?)	Course/Subject: German I Grade Levels: 9-12 # of Weeks: 4-5
Identify Desired Results	
Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Students of world languages rely on many strategies to communicate their thoughts, wants, and needs and to understand the message of others. • Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English. • Geography, culture, and language impact who we are as a people and influence the way we interact in a global society. • Language and culture are mutually interdependent. To appreciate a language, one has to appreciate the culture and vice versa. In order 	<ul style="list-style-type: none"> • What is the value of knowing a language other than English? • How does one effectively communicate one's needs and thoughts to people who speak a different language? Conversely, what tools does one need to understand the message they are expressing? • How does one connect with others in the many roles played in one's daily lives? • What impact do geography, culture, and language have on who we are? • How are language and cultural understanding interdependent? • How does one maintain a healthy and productive lifestyle in a modern

<p>to truly know and understand people of a different culture, one must speak their language.</p> <ul style="list-style-type: none"> • Globalization has made the world a much smaller place. It affects our identity as a people. We need to recognize and appreciate similarities and differences in people and cultures which are different from our own. 	<p>global society?</p> <ul style="list-style-type: none"> • How does globalization affect one's identity?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Basic food and drink vocabulary • Names and types of eating establishments • Ice cream flavors • Basic food groups • German modal verbs, <i>mögen, können, dürfen, wollen, sollen, müssen</i> (like, could, may, to want, should, must) • The future tense • Negation <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Choose from a menu and order at a café • Offer something to eat and drink • Express likes and dislikes • Make requests • Give advice • Talk about what to do today 	
<p>Character Attributes</p>	
<ul style="list-style-type: none"> • Honesty • Responsibility 	
<p>Technology Competencies</p>	
<ul style="list-style-type: none"> • Students use a variety of technology resources for directed and independent learning activities. • Students use technology to gather information. • Students develop products using technology tools. • Students use electronic mail to communicate with others. • Students engage in learning activities with learners from multiple cultures through digital means. • Students use online sources to access remote information. 	

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher introduces vocabulary, reinforced with graphics and authentic specimens of foods, beverages, menus, signs, etc.
- Teacher demonstrates modal syntax and assigns practice activities in class, in the text, and in the workbook.
- Teacher teaches in context how to negate verb phrases versus noun phrases (*kein vs. nicht*).
- Teacher teaches and assigns activities to illustrate the future tense, *werden* + infinitive, and shows parallel to modal + infinitive construction, as well as similarity to like English constructs.
- Teacher assigns communicative activities where students express likes and dislikes.
- Teacher shows selected video shorts about dining out in Germany.
- Teacher assigns readings in German and in English which illustrate German eating patterns and food/drink choices.
- Teacher leads class review on correct question formation.
- Teacher assigns authentic communicative activities to support learning.

Learning Activities:

- Students will practice vocabulary individually, with partners, and online.
- Students will read assigned texts.
- Students will listen to audio segments and will respond individually and in unison.
- Students will practice pronunciation by listening and replicating native speaker utterances.
- Students will complete assigned homework activities and learn the forms of the German modal auxiliaries.
- In pair and group activities, students will practice negating noun and verb phrases attending to the correct word order in the sentences.
- In pair and group activities and in writing, students will express likes and dislikes when given various food and drink options.
- Students will express future actions in speech and in writing using *werden* + infinitive.
- In assigned activities, students will ask one another their respective likes and dislikes.
- In restaurant role-play activities, students will practice ordering and paying for food and drink.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To select, order, and pay for a meal in a German restaurant</p> <p>Role: Customer in a restaurant</p> <p>Audience: Class and teacher</p> <p>Situation: A group of friends undertakes to dine in a German restaurant.</p> <p>Performance: Student enters restaurant, obtains a seat and a menu, orders food and drink, calls for and pays for the meal, computes tip, and takes leave.</p> <p>Standard for Success: Students successfully negotiate the restaurant role-play activity without resorting to English.</p>	<ul style="list-style-type: none"> • Vocabulary quizzes • Understanding instructions • Homework responses • Writing prompt responses • Classroom participation • Observed success when ordering and paying for victuals • Ability to make oneself understood to interlocutors • Unit assessment • Functional role-play activities
Suggested Resources	
<ul style="list-style-type: none"> • Kelly, Joan Kelly. <i>Methods for Teaching Foreign Languages</i>. Upper Saddle River, New Jersey, 2001. • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004. • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: LangenscheidtKG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004. • http://www.spiegel.de Homepage of <i>Der Spiegel</i> German news magazine and television • http://www.quianet.com Teacher-created vocabulary and grammar practice activity database • http://www.dwelle.de Official news and culture portal akin to <i>American Public Broadcasting</i> • http://www.wetter.de Germany's equivalent to <i>The Weather Channel</i> 	

New Milford Public Schools

Committee Member: Michael L. Crotta Unit 7: Wie gefällt dir das? (How do you like that?)	Course/Subject: German I Grade Levels: 9-12 # of Weeks: 4-5
Identify Desired Results	
Standards for Foreign Language Learning from the American Council on the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The ability to communicate in a language other than English is an indispensable asset in a modern global society. • Students of world languages rely on many strategies to communicate their thoughts, wants, and needs and to understand the message of others. • In a modern global society, we are all connected and have to learn how to function and interact effectively with each other. 	<ul style="list-style-type: none"> • What is the value of knowing a language other than English? • How do we effectively communicate our needs and thoughts to people who speak a different language? Conversely, what tools do we need to understand the message they are expressing to us? • How do we connect with others in the many roles we play in our daily lives?

<ul style="list-style-type: none"> • Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English. • History, literature, and the arts influence and reflect a society and its culture. • Geography, culture and language impact who we are as a people and influence the way we interact in a global society. • Language and culture are mutually interdependent. To appreciate the language, one has to appreciate the culture and vice versa. In order to truly know and understand the people of a different culture, one must speak their language. 	<ul style="list-style-type: none"> • How can we expand and reinforce our knowledge in various academic disciplines by communicating in a language other than English? • How do history, literature and the arts influence and reflect a society and its culture? • What impact do geography, culture, and language have on who we are? • How are language and cultural understanding interdependent? • How do cultural and business practices differ in German speaking lands?
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Expected Performances
What students should know and be able to do

Students will know the following:

- Clothing vocabulary
- Department store and shopping vocabulary
- Colors and sizes
- Verbs with vowel stem change
- The verb wissen
- Words used for emphasis

Students will be able to do the following:

- Make suggestions
- Ask about prices
- Describe and choose clothing items
- Write cards and letters
- Talk about a department store

Character Attributes

- Integrity
- Compassion
- Courage

Technology Competencies

- Students use a variety of technology resources for directed and independent learning activities.
- Students use technology to gather information.
- Students develop products using technology tools.
- Students use electronic mail to communicate with others.
- Students use online sources to access remote information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher introduces unit vocabulary with authentic materials and graphics.
- Teacher and native speakers demonstrate typical shopping interactions.
- Teacher discusses differences in degree of social courtesy and technical expertise incidental encountered while shopping in German speaking countries.
- Teacher introduces idiomatic expressions used in shopping.
- Teacher communicates nearly exclusively in German.
- Teacher assigns written and spoken vocabulary learning exercises.
- Teacher assigns reading for information activities.
- Teacher assigns written text and workbook activities.
- Teacher assigns verb sheets and practice activities to support the learning of vowel stem changing verbs.
- Teacher devises and implements extensive role-play activities to support learning in an authentic context.
- Teacher shows video segments about shopping, checks for student comprehension, and asks discrete and open-ended questions about the videos.
- Teacher assigns students to write an Email in German about a shopping experience.
- Teacher demonstrates correct method for writing and addressing a birthday card, and provides materials for students to draw and write cards in German.

Learning Activities:

- Students complete online, text, and workbook homework assignments.
- Students reinforce learning by actively engaging themselves in classroom discussion.
- Students participate in extensive role-play activities.
- Students compare in English, their perception of shopping in Europe versus shopping in the U.S.
- Students practice incorporating idiomatic expressions and flavoring particles into their speaking and writing.
- Students employ circumlocution strategies to make themselves comprehensible and to maintain conversations in German.
- Students write Emails in German about making choices, stores, and prices of clothing items.
- Students practice writing birthday cards in German.
- Students use internet to search for favorable German clothing articles and prices.
- Students complete and peer correct verb sheets and grammar exercise sheets.
- Students practice describing their outfits, and the clothing of peers.
- Students create a clothing sales brochure with pricing and descriptions of items.
- Students use European weights and measures.
- Students describe healthy food choices when shopping in a German speaking country.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To successfully negotiate a clothing shopping transaction</p> <p>Role: Shopper in a German clothing store</p> <p>Audience: Class and teacher</p> <p>Situation: Students need to purchase summer clothing while visiting Germany</p> <p>Performance: Student is able to greet salesperson and ask for specific clothing in specific sizes. Student is able to discuss price, preferences, likes and dislikes of products proffered; student is able to pay for sale in Euros and take leave of the premises.</p> <p>Standard for Success: Student comprehends salesperson and makes comprehensible and accurate utterances to successfully negotiate purchases.</p>	<ul style="list-style-type: none"> • Completed homework • Vocabulary quizzes • Comprehensibility of speech • Accuracy of writing • Responses to teacher questions • Participation in classroom discussion • Comprehension of teacher instruction • Ability to negotiate role-play activities • Unit assessment
Suggested Resources	
<ul style="list-style-type: none"> • Kelly, Joan Kelly. <i>Methods for Teaching Foreign Languages</i>. Upper Saddle River, New Jersey, 2001. • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004. • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: LangenscheidtKG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004. • http://www.amazon.de Excellent site to practice shopping activities and to see European styles and pricing • http://www.quianet.com Teacher-created vocabulary and grammar practice activity database • http://cityguide.lycos.com Excellent graphic information, facts, and figures about German speaking cities 	

New Milford Public Schools

Committee Member: Michael L. Crotta Unit 8: Geburtstag und Feiertage (Birthday and Holidays)	Course/Subject: German I Grade Levels: 9-12 # of Weeks: 4-5
Identify Desired Results	
Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The ability to communicate in a language other than English is an indispensable asset in a modern global society. • Students of world languages rely on many strategies to communicate their thoughts, wants, and needs and to understand the message of others. • In a modern global society, we are all connected and have to learn how to function and interact effectively with each other. 	<ul style="list-style-type: none"> • What is the value of knowing a language other than English? • How do we effectively communicate our needs and thoughts to people who speak a different language? Conversely, what tools do we need to understand the message they are expressing to us? • How do we connect with others in the many roles we play in our daily lives?

- Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English.
- History, literature, and the arts influence and reflect a society and its culture.
- Geography, culture and language impact who we are as a people and influence the way we interact in a global society.
- Language and culture are mutually interdependent. To appreciate the language, one has to appreciate the culture and vice versa. In order to truly know and understand the people of a different culture, one must speak their language.
- Globalization has made the world a much smaller place. It affects our identity as a people. We need to recognize and appreciate similarities and differences in people and cultures which are different from our own.

- How can we expand and reinforce our knowledge in various academic disciplines by communicating in a language other than English?
- How do history, literature, and the arts influence and reflect a society and its culture?
- What impact do geography, culture, and language have on who we are?
- How are language and cultural understanding interdependent?
- How does globalization affect one's identity?

Expected Performances

What students should know and be able to do

Students will know the following:

- Gift ideas
- Holidays
- Special occasions
- Rooms of the house
- Possessive adjectives
- Personal pronouns
- Accusative prepositions
- Special occasion and birthday greetings
- Information about the Republic of Austria

Students will be able to do the following:

- Talk about birthday presents
- Congratulate someone
- Identify rooms and furniture
- Describe daily activities
- Identify major cities and regions in Austria

Character Attributes	
<ul style="list-style-type: none"> • Citizenship • Compassion 	
Technology Competencies	
<ul style="list-style-type: none"> • Students use a variety of technology resources for directed and independent learning activities. • Students use technology to gather information. • Students develop products using technology tools. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher introduces unit vocabulary in authentic context. • Teacher speaks German nearly exclusively in class. • Teacher supports vocabulary and grammar learning by personalizing practice activities. • Teacher assigns online vocabulary practice. • Teacher introduces possessive adjectives in context and assigns classroom practice and homework activities. • Teacher introduces accusative prepositions in context and assigns students total physical response practice activities. • Teacher assigns verb practice sheets. • Teacher assigns reading texts and workbook activities for homework. • In classroom practice, teacher directs students to attend to the semantical and morphological aspects of possessive adjective usage while communicating. • Teacher elicits student observations of differences and similarities between German and American celebrations and holidays. • Teacher reviews nominative and accusative case and the German article system, constructing authentic contextual practice activities. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will participate in classroom discussions and activities. • Students will read assigned texts and listen to assigned audio recordings for understanding and for information. • Students will complete assigned homework and participate in classroom correction of same. • Students will participate in role-play and communicative activities. • Students will role-play typical German gift giving ceremonies and demonstrate how guests pay deference to the host. • Students will write invitations to parties. • Students will write postcards about Austrian cities.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To sketch, shade, label, and present metric scale rendering of dream house or apartment</p> <p>Role: Architect</p> <p>Audience: Class and teacher</p> <p>Situation: Student imagines own dream house or apartment in German speaking country.</p> <p>Product: Students draw scaled architectural rendering of a dream house and plot plan. Furnishings and fixtures are to be sketched or pasted onto rendering.</p> <p>Standards for Success: Accurate metric scale and labeling; cogent comprehensible German language presentation to class.</p>	<ul style="list-style-type: none"> • Participation in classroom activities • Vocabulary quizzes • Geography quiz • Responses to homework assignments • Responses to verbal questioning • Samples of writing • Unit test
Suggested Resources	
<ul style="list-style-type: none"> • Kelly, Joan Kelly. <i>Methods for Teaching Foreign Languages</i>. Upper Saddle River, New Jersey, 2001. • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004. • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: LangenscheidtKG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004. • http://www.wien.at Official site of the city of Vienna; many links and much information • http://www.innsbruck.at Official site of Innsbruck, Austria; provides much information about alpine Austria 	

New Milford Public Schools

Committee Member: Michael L. Crotta Unit 9: Vergnügen und Arbeit (Work and Pleasure)	Course/Subject: German I Grade Levels: 9-12 # of Weeks: 4-5
Identify Desired Results	
Standards for Foreign Language Learning from the American Council on the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • Standard 5.1: Students use the language both within and beyond the school setting. • Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The ability to communicate in a language other than English is an indispensable asset in a modern global society. • Students of world languages rely on many strategies to communicate their thoughts, wants, and needs and to understand the message of others. 	<ul style="list-style-type: none"> • What is the value of knowing a language other than English? • How does one effectively communicate one's needs and thoughts to people who speak a different language? Conversely, what tools does one need to understand the message being expressed to us?

- In a modern global society, we are all connected and have to learn how to function and interact effectively with each other.
- Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English.
- History, literature, and the arts influence and reflect a society and its culture.
- Geography, culture and language impact who we are as a people and influence the way we interact in a global society.
- Language and culture are mutually interdependent. To appreciate the language, one has to appreciate the culture and vice versa. In order to truly know and understand the people of a different culture, one must speak their language.
- Globalization has made the world a much smaller place. It affects our identity as a people. We need to recognize and appreciate similarities and differences in people and cultures which are different from our own.

- How does one connect with others in the many roles we play in our daily lives?
- How can one expand and reinforce one's knowledge in various academic disciplines by communicating in a language other than English?
- How do history, literature, and the arts influence and reflect a society and its culture?
- What impact do geography, culture, and language have on who we are?
- How are language and cultural understanding interdependent?
- How does one maintain a healthy and productive lifestyle in a modern global society?
- How does globalization affect one's identity?

Expected Performances

What students should know and be able to do

Students will know the following:

- Hobby vocabulary
- Leisure-time activity vocabulary
- Entertainment vocabulary
- Chores and responsibilities at home
- Verbs with separable prefixes
- Compound nouns
- Command forms

Students will be able to do the following:

- Talk about a film
- Talk about music and bands
- Describe weekend activities and hobbies
- Discuss chores and responsibilities at home
- Give polite and familiar commands in the singular, plural, and inclusive forms

Character Attributes	
<ul style="list-style-type: none"> • Loyalty • Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> • Students use a variety of technology resources for directed and independent learning activities. • Students use technology to gather information. • Students develop products using technology tools. • Students use online tools to collaborate with students. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher introduces unit vocabulary and assigns incidental practice activities and leads class in contextual vocabulary practice. • Teacher assigns online vocabulary practice for homework. • Teacher communicates almost entirely in German. • Teacher introduces communicative activities where students practice telling what activities they like and dislike. • Teacher has students tell what chores they have at home and how often the chores are done. • Teacher introduces the command forms of verbs in contextual practice, graphically, and assigns incidental homework and classroom activities. • Teacher assigns unit readings and asks students to respond in writing. • Teacher shows video segments illustrating favorite German festivals, checks for student comprehension, and takes student questions. • Teacher assigns separable prefix verb practice activities and verb sheets. • Teacher devises and assigns communicative activities which address separable prefix verbs. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will practice vocabulary in classroom activities and for homework. • Students will attempt to use German in the classroom exclusively. • Students will practice using grammar in context by engaging in practice activities in pairs and in small groups. • When asked, students will state what chores they do and when they do the chores. • Students will practice telling peers and adults what to do (command forms). • Students will complete assigned homework and share their results and problems with the class. • Students will read about and view video segments about important German festival and compare this information with any events or festivals occurring locally. • Students will speak comprehensibly and write accurately about their favorite films, and bands.

<ul style="list-style-type: none"> • Teacher assigns workbook activities for homework. 	
Assessments	
Performance Task Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To explain and illustrate the details of going to a music concert</p> <p>Role: Music fan</p> <p>Audience: Class and teacher</p> <p>Situation: Students pretend they are going to a concert</p> <p>Product: Students draw in cartoon form and write in the form of shout-outs/dialog captions all of the steps taken in sequence when one attends a concert: checking the time, price, and location; buying tickets; driving to or traveling with someone to the concert, etc.</p> <p>Standards for Success: Student product is grammatical, comprehensible, neatly executed, and logically sequential.</p>	<ul style="list-style-type: none"> • Using vocabulary in context • Uttering correct forms of verbs • Following teacher and peer commands • Vocabulary quizzes • Participation in classroom discussion • Homework results • Question posed by students • Student response to teacher questions • Unit assessments
Suggested Resources	
<ul style="list-style-type: none"> • Kelly, Joan Kelly. <i>Methods for Teaching Foreign Languages</i>. Upper Saddle River, New Jersey, 2001. • Kraft, Wolfgang S. <i>Deutsch Aktuell 1</i>. St. Paul: EMC/Paradigm Publishing, 2004. • Rausch, Paul, and Schmitz Helen. <i>Einfach Grammatik</i>. Berlin and Munich: LangenscheidtKG, 2007. • Wicke, Rainer E. <i>Aktiv und Kreativ Lernen</i>. Ismaning, Deutschland: Hueber, 2004. • http://www.spiegel.de Online news portal from <i>Der Spiegel</i> magazine with many videos and audio podcasts • http://www.quianet.com Teacher-created vocabulary and grammar practice activity database • http://www.dwelle.de Official German news and culture portal with audios, videos, TV programs, and pod casts • http://www.virtualtourist.com Great visual resource and great geographic reference • http://www.lonelyplanet.com Provides up-to-date travel, geographical, and cultural information of German speaking countries 	

New Milford Public Schools

Committee Member: Michael L. Crotta Unit 10: Reisen (Travel)	Course/Subject: German I Grade Levels: 9-12 # of Weeks:4-5
Identify Desired Results	
Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages (ACTFL)	
<ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. • Standard 5.1: Students use the language both within and beyond the school setting. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The ability to communicate in a language other than English is an indispensable asset in a modern global society. • Students of world languages rely on many strategies to communicate their thoughts, wants, and needs and to understand the message of others. 	<ul style="list-style-type: none"> • What is the value of knowing a language other than English? • How does one effectively communicate one's needs and thoughts to people who speak a different language? Conversely, what tools does one need to understand the message being expressed to us? • How does one connect with others in the many roles we play in our daily lives?

<ul style="list-style-type: none"> • In a modern global society, we are all connected and have to learn how to function and interact effectively with each other. • Basic concepts and knowledge in a variety of disciplines can be communicated in a language other than English. • Geography, culture and language impact who we are as a people and influence the way we interact in a global society. • Language and culture are mutually interdependent. To appreciate the language, one has to appreciate the culture and vice versa. In order to truly know and understand the people of a different culture, one must speak their language. • In a fast-paced, constantly changing global society, we must still maintain our health and well-being and recognize our civil and professional responsibilities and duties in our own communities. 	<ul style="list-style-type: none"> • How can one expand and reinforce one's knowledge in various academic disciplines by communicating in a language other than English? • What impact do geography, culture, and language have on who we are? • How are language and cultural understanding interdependent? • How do we maintain a healthy and productive lifestyle in a modern global society? • How does globalization affect one's identity?
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Expected Performances

What students should know and be able to do

Students will know the following:

- Travel vocabulary
- Means of transportation
- The dative case
- Verbs followed by the dative case
- Dative prepositions
- Present perfect form of regular verbs
- Present perfect form of irregular verbs

Students will be able to do the following:

- Point out tasks and obligations
- Make plans
- Describe a sports event
- Identify parts of the body

Character Attributes

- Compassion
- Responsibility

Technology Competencies	
<ul style="list-style-type: none"> Students use a variety of technology resources for directed and independent learning activities. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> Teacher introduces travel vocabulary and then leads and assigns practice activities. Teacher presents dative case to class and conducts extensive authentic practice activities. Teacher assigns text and workbook activities for homework. Teacher presents the present perfect tense. Teacher assigns online practice activities with the present perfect. Teacher assigns written, listening, and speaking activities to pairs and small groups to support learning of present perfect tense. Teacher assigns mnemonic devices and song to reinforce vocabulary and verb form learning. Teacher invites native speakers to participate in extensive communicative activities with students. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> Students will participate in classroom activities and speak German. Students will complete assigned homework. Students will create a postcard from a German speaking region. Students will explain what transportation options are available in Germany. Students will use present perfect tense to speak about past events in Germany. Students will participate in vocabulary games to master unit vocabulary. Students will write a vacation plan in German describing destination, transportation, luggage, and costs.
Assessments	
Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: To produce a travel brochure</p> <p>Role: Travel agent</p> <p>Audience: Potential travelers to German-speaking lands</p> <p>Situation: Business is slow, and the travel agent must find some new customers.</p> <p>Product: Travel brochure</p> <p>Standards for Success: Accurate use and variety of language, creativity, neatness, visual appeal</p>	<ul style="list-style-type: none"> Participation in activities Homework responses Vocabulary quizzes Comprehensibility and fluency Unit assessments

Suggested Resources

- Kelly, Joan Kelly. *Methods for Teaching Foreign Languages*. Upper Saddle River, New Jersey, 2001.
- Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul: EMC/Paradigm Publishing, 2004.
- Rausch, Paul, and Schmitz Helen. *Einfach Grammatik*. Berlin and Munich: LangenscheidtKG, 2007.
- Wicke, Rainer E. *Aktiv und Kreativ Lernen*. Ismaning, Deutschland: Hueber, 2004.
- <http://www.spiegel.de> *Der Spiegel* German online news magazine
- <http://www.quianet.com> Teacher-created vocabulary and grammar practice activity database
- <http://www.dwelle.de> Official German news and culture portal
- <http://www.virtualtourist.com> Large resource for travel and geographic information