

Planned Course: World Language Exploratory Unit: German Estimated Time: 3 weeks		Course Number: N/A Grade Level: 8 Level/Track: 1	Department: World Language Date Approved: 08/22/2016
PA Academic Standards /  ACTFL Standards	▶ Core Concepts (in question format)  ● Skills/Knowledge	Activities/Strategies/Study Skills  (identify some activities as remedial or enrichment activities)	Assessments  (include types and topics)

<p><b>PA Standards</b> <i>Communication in German 12.1</i></p> <ul style="list-style-type: none"> <li>A. German Basic Sound System</li> <li>B. German Vocabulary in Speaking and Writing</li> <li>C. German Vocabulary in Listening and Reading</li> <li>E. Comparison of other languages to German</li> <li>F. German Connections with other Curriculum Areas</li> </ul> <p><i>The Role of Culture in German Acquisition 12.3</i></p> <ul style="list-style-type: none"> <li>A. Products and Customs from German Culture</li> <li>B. Expressions and Gestures in German</li> <li>C. German Language's Cultural Similarities and Differences Compared with other Cultures</li> <li>D. Influences and Connections of German Culture</li> </ul>	<p>▶ Where in the world do people speak German?</p> <ul style="list-style-type: none"> <li>● Students will be able to discuss several aspects of German speaking countries and their geography.</li> </ul> <p>▶ What does German sound like?</p> <ul style="list-style-type: none"> <li>● Students will be able to recite the German alphabet and spell short words aloud in German.</li> </ul> <p>▶ What are German expectations for polite behavior during greetings?</p> <ul style="list-style-type: none"> <li>● Students will use German greetings that are appropriate to various situations.</li> </ul> <p>▶ How and what do people eat in Germany?</p> <ul style="list-style-type: none"> <li>● Students will be able to discuss some of the most common foods and dining customs in</li> </ul>	<p><b>MODES:</b></p> <p><b>Interpretive (Audio, visual and audio visual)</b> Students will listen to a recording of two Germans introducing themselves.</p> <p><b>Interpretive (Written Print)</b> Students will read information about German holidays. Students will play an instructional game to identify German - English cognates.</p> <p><b>Interpersonal (Spoken)</b> Students will use new vocabulary to greet each other and share their names.</p> <p><b>Interpersonal (Written)</b> Students will complete a “note passing” activity in which they will use newly learned vocabulary forms to have a written conversation with a partner.</p>	<ul style="list-style-type: none"> <li>● H-Chart demonstrating similarities and differences between German and American holiday traditions</li> <li>● Dream Vacation Collage</li> <li>● German dining customs skit</li> </ul>
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<p>within the School Curriculum <i>German in the Community .12.5</i></p> <p>A. Relationships of German Culture/Language to the Local and Regional Community</p> <p>B. Relationships of German Culture/Language to the National Community.</p> <p>C. Relationships of the German Culture/Language to the Global Community</p> <p>D. Comparisons and Connections between the German Language and English in the Communities</p> <p><b>ACTFL Standards</b> 1.1: engage in conversations, provide and obtain information,</p>	<p>Germany.</p> <p>▶ How do you ask people their names and tell them yours?</p> <ul style="list-style-type: none"> <li>Students will be able to list several typical German names.</li> <li>Students will use the verb <i>heissen</i> to introduce themselves.</li> </ul> <p>▶ How do Germans celebrate holidays?</p> <ul style="list-style-type: none"> <li>Students will describe cultural celebrations in German speaking countries.</li> </ul>	<p><b>Presentational (Spoken)</b> Students will present a skit that demonstrates typical German food and dining customs.</p> <p><b>Presentational (Written)</b> Students will prepare a visual itinerary of their dream trip around the world and describe why they would like to visit each location.</p> <p><b>Other:</b> Cultural Holiday activity depending on time of year</p> <ul style="list-style-type: none"> <li>Valentinskarte</li> <li>Nikolaustag (paper shoes)</li> <li>Martinstag (paper lanterns &amp; caroling)</li> <li>Fasching masks</li> </ul>	
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<p>express feelings and emotions, exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the</p>			
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<p>foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 5.1: Students use the language both within and beyond the school setting. 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>			
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