



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School German III Curriculum

**Course Description:** Students continue to develop their proficiency in speaking, listening, writing, and reading by interacting with other speakers of German. Students will understand oral and written messages in the target language and will make level-appropriate oral and written presentations. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. They will comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when topics are familiar.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
6 weeks	Fairytales	Topic 1: Reading Fairy Tales Topic 2: Fairytale Characters Topic 3: Grammar
6 weeks	German-Speaking Cities and Lands	Topic 1: Cities vs. the Country Topic 2: Grammar Topic 3: Living in Germany
6 weeks	Professional Careers	Topic 1: Berufe Topic 2: zum Arzt oder? Topic 3: berühmte Deutsche

# **Curriculum Revision Tracking**

**February 2017**

Updated ISTE Standards in all units

Unit 3:

- Moved original Topic 2 (“Zum Arzt oder?”) to be new Topic 1
- Moved original Topic 1 (“Berufe”) to be new Topic 2

## Unit 1: Fairytales

**Subject:** German III

**Grade:** 10-12

**Name of Unit:** Fairytales

**Length of Unit:** 6 weeks

**Overview of Unit:** In this unit, students will explore various German fairy tales, and learn different character archetypes within them. They will also use the simple past tense to communicate about past events.

### **Priority Standards for unit:**

- (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - Demonstrate competencies previously introduced
  - Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.
- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - Demonstrate competencies previously introduced
  - Analyze the relationship between cultural perspectives and products from the target culture and their own.
  - Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.
  - Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.

### **Supporting Standards for unit:**

- (1.2) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
  - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
  - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
  - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Apply	2, 3
written summary of the plot and characters in selected pieces of literature written in the target language	Prepare	Understand	2
the relationship between cultural perspectives and products from the target culture and their own	Analyze	Analyze	3
an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own	Demonstrate	Analyze	2
verbal/nonverbal behavior within activities in the target culture and their own	Compare	Analyze	2
verbal/nonverbal behavior within activities in the target culture and their own	Contrast	Analyze	2

**Essential Questions:**

1. How do German fairytales represent German feudalistic society?
2. How is the “simple past” used in written German to convey information about past events?

**Enduring Understanding/Big Ideas:**

1. Students will be able to explain the main ideas of German fairy tales.
2. Students will be able to describe different character archetypes from German fairy tales.
3. Students will be able to communicate about past events using the “Simple Past”.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>• Fairy Tale Characters</li><li>• Fairy Tale Elements</li><li>• Family &amp; Societal Roles</li><li>• Life in a kingdom</li></ul>

**Resources for Vocabulary Development:**

- Brother Grimm's Collection of Fairy Tales
- [http://www.vorleser.net/grimm\\_brueder/autor.html](http://www.vorleser.net/grimm_brueder/autor.html) (online downloadable versions)
- [http://www.vorleser.net/grimm\\_brueder/autor.html](http://www.vorleser.net/grimm_brueder/autor.html) (online versions)

## Topic 1: Reading Fairy Tales

### **Engaging Experience 1**

**Title:** Role play: Die Bremer Stadtmusikanten

**Suggested Length of Time:** 5 class periods

#### **Standards Addressed**

##### *Priority:*

- Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.

##### *Supporting:*

- Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

**Detailed Description/Instructions:** In groups, students will translate a section of the German fairy tale “Die Bremer Stadtmusikanten”. Then will then re-write/modify their piece of the story to be a script, which the members of the group will act out for their classmates.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

### **Engaging Experience 2**

**Title:** Fractured Fairy Tales - recreation and class discussion

**Suggested Length of Time:** 4 class periods

#### **Standards Addressed**

##### *Priority:*

- (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - Demonstrate competencies previously introduced
  - Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.

##### *Supporting:*

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
  - Report similarities and differences between the sound and writing system of target and native language, including time and tense.

**Detailed Description/Instructions:** Students take the general plot of a read fairy tale and altar the ending of the story - change the plot - evil wins out, the main character gives up and accepts his/her situation, the recreated story is still written in the simple past tense, with the characters, setting but alters the ending. After class reads the new endings, conversation in the target language ensues to discuss why things change, what would happen next, how this would change the meaning the fairy tale, the character's value, etc.

**Bloom's Levels:** Analyze, Create

**Webb's DOK:** 2

## Topic 2: Fairytale Characters

### **Engaging Experience 1**

**Title:** Role Play - Who am I?

**Suggested Length of Time:** 2-3 class periods

#### **Standards Addressed**

##### *Priority:*

- Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.
- Analyze the relationship between cultural perspectives and products from the target culture and their own.
- Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.

##### *Supporting:*

- Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

**Detailed Description/Instructions:** After reading a variety of fairy tales and discussing how the character archetypes reflected the feudal society, students will randomly select one of those roles to portray (i.e. the evil stepmother, the king, the peasant, etc.). They will first write out a description of their character that describes its role in society. (i.e. “I am poor, I live on a farm, I have to cook, clean, and buy the bread every day...”). They will then read their clues to the class, and the class will try to guess which role they have selected.

**Bloom’s Levels:** Understand, Analyze

**Webb’s DOK:** 2, 3



## Topic 3: Grammar

### **Engaging Experience 1**

**Title:** Simple Past Irregular Forms

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

##### *Priority:*

- Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.

##### *Supporting:*

- Demonstrate competencies previously introduced

**Detailed Description/Instructions:** In order to become familiar with the irregular simple past forms, students will play a game called “Mini-Flyswatter”. Students will have approximately 40 squares of paper that they will turn into simple past flashcards. On one side of the flashcard will be the irregular German infinitive verb (i.e. “sein”, which means “to be”). On the other side of the flashcard will be the verb’s simple past form (i.e. “war”, which means “was”). After creating and cutting out all the cards, students will spread out all cards on their desk, with the simple past side facing up. The teacher will call out one of the words in the infinitive, and each student will attempt to find the card with the corresponding simple past on their desk before their partner does. Regardless of which partner finds it first, each person will remove their own card from their desk and keep their own “wins” and “losses” piles. Once all words have been called, the student with the most “wins” has won that round. Then the students will spread out the cards on their desk again, this time with the infinitive verb side up. The teacher will this time call out a simple past version of the word, while the student attempts to locate the corresponding infinitive.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

- Students will present an original, illustrated fairy tale to the class.
- Illustrations may be hand-drawn, clip-art, photos, etc.
- All stories will be written and presented in the **SIMPLE PAST**. (I.e. Die Hexe flog durch den Wald.)
- In addition to the finished product, each student will present Frau Shafer with a **NUMBERED** list of:
  1. At least 20 verbs in the simple past from their story (these verbs should also be highlighted or underlined in the text)
    - \*At least 5 of these 20 should be NEW verbs from our fairy tale unit.
  2. At least 15 other new fairy tale words (i.e. nouns or adjectives), which should also be highlighted or underlined in the text.

**Rubric for Engaging Scenario:**

[See Rubric in Google Drive \("Rubric - German 3 Unit 1 Engaging Scenario"\)](#)

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Reading Fairy Tales	Roleplay: Die Bremer Stadtmusikanten	In groups, students will translate a section of the German fairy tale “Die Bremer Stadtmusikanten”. Then will then re-write/modify their piece of the story to be a script, which the members of the group will act out for their classmates.	5 class periods
Reading Fairy Tales	Fractured fairy tales--re-creation and class discussion	Students take the general plot of a read fairy tale and alter the ending of the story - change the plot - evil wins out, the main character gives up and accepts his/her situation, the recreated story is still written in the simple past tense, with the characters, setting but alters the ending. After class reads the new endings, conversation in the target language ensues to discuss why things change, what would happen next, how this would change the meaning the fairy tale, the character’s value, etc.	4 class periods
Fairytale Characters	Role Play--Who Am I?	After reading a variety of fairy tales and discussing how the character archetypes reflected the feudal society, students will randomly select one of those roles to portray (i.e. the evil stepmother, the king, the peasant, etc.). They will first write out a description of their character that describes its role in society. (i.e. “I am poor, I live on a farm, I have to cook, clean, and buy the bread every day...”). They will then read their clues to the class, and the class will try to guess which role they have selected.	2-3 class periods
Grammar	Simple Past Irregular Forms	In order to become familiar with the irregular simple past forms, students will play a game	1 class period

		<p>called “Mini-Flyswatter”. Students will have approximately 40 squares of paper that they will turn into simple past flashcards. On one side of the flashcard will be the irregular German infinitive verb (i.e. “sein”, which means “to be”). On the other side of the flashcard will be the verb’s simple past form (i.e. “war”, which means “was”). After creating and cutting out all the cards, students will spread out all cards on their desk, with the simple past side facing up. The teacher will call out one of the words in the infinitive, and each student will attempt to find the card with the corresponding simple past on their desk before their partner does. Regardless of which partner finds it first, each person will remove their own card from their desk and keep their own “wins” and “losses” piles. Once all words have been called, the student with the most “wins” has won that round. Then the students will spread out the cards on their desk again, this time with the infinitive verb side up. The teacher will this time call out a simple past version of the word, while the student attempts to locate the corresponding infinitive.</p>	
--	--	--	--

## Unit 2: German-Speaking Cities and Lands

**Subject:** German III

**Grade:** 10-12

**Name of Unit:** German-Speaking Cities and Lands

**Length of Unit:** 6 weeks

**Overview of Unit:** In this unit, students will compare and contrast German cities and the German countryside. They will also describe possession/ownership using the Genitive Case. Finally, they will analyze and explore where they might like to live or study in Germany.

### **Priority Standards for unit:**

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
  - Extend, accept, and refuse invitations appropriate to varied situations.
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced
  - Plan real or imaginary travel.
  - Make connections with local groups and communities where the target language is spoken.
  - Explore careers and businesses where skills in another language or cultural understanding are needed.

### **Supporting Standards for unit:**

- (1.2) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Demonstrate competencies previously introduced
  - Observe and imitate appropriate patterns of social behavior in the culture studied.
  - Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.
  - Compare the similarities and differences in the social etiquette within the culture studied to their own culture.

- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
  - Demonstrate competencies previously introduced
  - Present information orally or in writing on topics being studied in other classes.
  - Elaborate on their study of other classes by studying similar topics in target language.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Apply	2, 3
invitations appropriate to varied situations	Extend	Apply	3
invitations appropriate to varied situations	Accept	Apply	2
invitations appropriate to varied situations	Refuse	Apply	3
expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement	Use	Apply	3
solutions to issues and problems	Develop	Create	3
solutions to issues and problems	Propose	Create	3
real or imaginary travel	Plan	Analyze	2
connections with local groups and communities where the target language is spoken	Make	Apply	2
careers and businesses where skills in another language or cultural understanding are needed	Explore	Analyze	2

**Essential Questions:**

1. How is German life different in a city vs. in the countryside?
2. How do we use the Genitive Case to show possession?
3. Where might we like to live/study abroad in Germany, and why?

**Enduring Understanding/Big Ideas:**

1. Students will compare and contrast German cities and the German countryside.
2. Students will be able to describe possession/ownership, using the Genitive Case.
3. Students will analyze and explore where they might like to live/study in Germany, and why.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>• Adjectives describing environment</li><li>• Advantages &amp; Disadvantages (comparisons)</li><li>• Farm life &amp; animals</li><li>• Study Abroad Vocab (apartment, roommate)</li></ul>

**Resources for Vocabulary Development:** Quality Tools



## Topic 1: Cities vs. the Country

### **Engaging Experience 1**

**Title:** Class Trip

**Suggested Length of Time:** 3 class periods

#### **Standards Addressed**

*Priority:*

- Plan real or imaginary travel.

*Supporting:*

- Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.

**Detailed Description/Instructions:** Students will pretend that they are in a class in Berlin, and that their class will be taking a trip to either a camping ground or a youth hostel. Students will use computers to explore where they would like to go and create a presentation that describes: the city/town they will stay in; the youth hostel/campground; what they will do on the trip.

**Bloom's Levels:** Analyze

**Webb's DOK:** 2

**Rubric:** [See Google Drive: "Rubric - German 3 Unit 2 Topic 1"](#)

## Topic 2: Grammar

### **Engaging Experience 1**

**Title:** Prized Possessions

**Suggested Length of Time:** 3 class periods

**Standards Addressed**

*Priority:*

- Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

*Supporting:*

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Students will create a video diary showing and describing their most prized possessions, and the most prized possessions of their family, using the Genitive Case to show possession. (i.e. “This is my mother’s favorite necklace. This is my sister’s cuddly blanket.”)

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

### **Engaging Experience 2**

**Title:** The Use of Comparative and Superlative Adjectives

**Suggested Length of Time:** 3 class periods

**Standards Addressed**

*Priority:*

- Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

*Supporting:*

- Demonstrate competencies previously introduced

**Detailed Description/Instructions:** Students share personal opinions of the pros and cons of visiting various locations both in large cities as well as natural sites/conservation sites studied in the unit. Students will include various reasons using adjectives - or will be questioned by classmates to provide reasoning. As discussion ensues, students provide opinions using comparatives as well as superlatives - showing their favorites. As in the Socratic Method, students should be questioned or tested to look at varying viewpoints and are encouraged to debate, share opinion or state evidence.

**Bloom’s Levels:** Apply, Analyze

**Webb’s DOK:** 3

## Topic 3: Living in Germany

### **Engaging Experience 1**

**Title:** English-speaker in a German-speaking world

**Suggested Length of Time:** 2 class periods

#### **Standards Addressed**

##### *Priority:*

- Make connections with local groups and communities where the target language is spoken.

##### *Supporting:*

- Observe and imitate appropriate patterns of social behavior in the culture studied.
- Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.
- Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Students will explore multiple blogs created by English-speakers who are currently living abroad in Germany. Students will create a presentation for the class describing cultural differences that they read about, or interesting perspectives gained.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

**Rubric:** [See Google Drive: "Rubric - German 3 Unit 2 Topic 3"](#)

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will research and create a presentation on a city in a German-speaking city/town, and explain why they would want to live or study there, what they would need to do to be able to live or study there, what the city/town is like, etc.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Cities vs. the Country	Class Trip	Students will pretend that they are in a class in Berlin, and that their class will be taking a trip to either a camping ground or a youth hostel. Students will use computers to explore where they would like to go and create a presentation that describes: the city/town they will stay in; the youth hostel/campground; what they will do on the trip.	3 class periods
Grammar	Prized Possessions	Students will create a video diary showing and describing their most prized possessions, and the most prized possessions of their family, using the Genitive Case to show possession. (i.e. "This is my mother's favorite necklace. This is my sister's cuddly blanket.")	3 class periods
Grammar	Use of Comparative and Superlative Adjectives	Students share personal opinions of the pros and cons of visiting various locations both in large cities as well as natural sites/conservation sites studied in the unit. Students will include various reasons using adjectives - or will be questioned by classmates to provide reasoning. As discussion ensues, students provide opinions using comparatives as well as superlatives - showing their favorites. As in the Socratic method, students should be questioned or tested to look at varying viewpoints and are encouraged to debate, share opinion or state evidence.	3 class periods
Living in Germany	English-Speaker in a German-Speaking World	Students will explore multiple blogs created by English-speakers who are currently living abroad in Germany. Students will create a presentation for the class describing cultural differences that they read about, or interesting perspectives gained.	2 class periods

## Unit 3: Professional Careers

**Subject:** German III

**Grade:** 10-12

**Name of Unit:** Professional Careers

**Length of Unit:** 6 weeks

**Overview of Unit:** In this unit, students will explore their future careers, how to find the correct professional to help them based on need, and how Germans have helped advance various career fields through inventions, cures, and advancements in technology.

### **Priority Standards for unit:**

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
  - Extend, accept, and refuse invitations appropriate to varied situations.
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced
  - Plan real or imaginary travel.
  - Make connections with local groups and communities where the target language is spoken.
  - Explore careers and businesses where skills in another language or cultural understanding are needed.

### **Supporting Standards for unit:**

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Demonstrate competencies previously introduced
  - Observe and imitate appropriate patterns of social behavior in the culture studied.
  - Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.
  - Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
  - Demonstrate competencies previously introduced

- Identify contributions of important historical and/or contemporary figures in the culture studied.
- Identify historical and contemporary influences that the culture studied has had on their own culture.
- (5.1) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
  - Perform for a school or community celebration, using their knowledge of the target language and culture.
  - Participate in activities in the target language that benefit other members of the school or community, such as tutoring.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
in conversations	Engage	Evaluate	2, 3
information	Provide	Apply	1
information	Obtain	Understand	1
feelings and emotions	Express	Analyze, Evaluate	3
opinions	Exchange	Understand, Apply	1, 2
competencies previously introduced	Demonstrate	Remember, Apply	1, 2
invitations appropriate to varied situations	Extend	Apply	1, 2
invitations appropriate to varied situations	Accept	Apply, Analyze	2
invitations appropriate to varied situations	Refuse	Apply, Analyze	2
expressions for managing conversations, such as, interrupting, apologizing,	Use	Remember, Apply	1, 3

expressing agreement, and disagreement			
solutions to issues and problems	Develop	Evaluate, Create	3, 4
solutions to issues and problems	Propose	Evaluate, Create	3, 4
evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment	Show	Understand, Apply	2, 3
competencies previously introduced	Demonstrate	Remember, Apply	1, 2
real or imaginary travel	Plan	Evaluate, Create	3, 4
connections with local groups and communities where the target language is spoken	Make	Analyze	2
careers and businesses where skills in another language or cultural understanding are needed.	Explore	Understand, Evaluate	2, 3

### **Essential Questions:**

1. What do you want to be when you finish school? What career do you feel matches who you are and what you can?
2. What professional can help me most? Where are the experts? When injured, whom do I need, when I want a new computer, whom do I need?
3. What Germans have helped advanced various career fields through inventions, cures, advancements in technology? What greats come from Germany?

### **Enduring Understanding/Big Ideas:**

1. To decide on your possible career paths students must first identify personal interests, values, skills and personality preferences. Knowledge of these key pieces help one narrow down choice and hopefully choose a path that matches one's abilities and interest.
2. When we are sick, we choose a specific doctor, if we are sad or depressed, we may choose a close friend or counselor. Being aware of our various needs and the choices of professionals in our society can help people alleviate various problems. Students will explore various career paths, how to visit these professionals and receive the help needed. (Dentist, medical doctor, veterinarian, pharmacist, etc.)
3. Over history, German speakers have helped to advance many scientific, medical and fine art fields. Research in various topics can help understand how Germany values education and exploration of various intellectual fields: science, medicine, technology and how



throughout history, has helped make advancements both for the good and perhaps demise of mankind.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"><li>• Illness</li><li>• Medical Supplies</li><li>• Professions</li><li>• Reflexive Verbs</li><li>• Subjunctive Verb Use</li></ul>

**Resources for Vocabulary Development:**

- text *Kaleidoskop Thema 2*
- *Der Weg zum Lesen* - short story book - ex: Mittagspause Der Stift, der Milchmann

## Topic 1: Zum Arzt oder?

### **Engaging Experience 1**

**Title:** Wohin muss ich? Where must I go?

**Suggested Length of Time:** 3-4 class periods

#### **Standards Addressed**

##### *Priority:*

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced
  - Explore careers and businesses where skills in another language or cultural understanding are needed.

##### *Supporting:*

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Demonstrate competencies previously introduced
  - Compare the similarities and differences in the social etiquette within the culture studied to their own culture.
- (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
  - Demonstrate competencies previously introduced
  - Identify contributions of important historical and/or contemporary figures in the culture studied.

**Detailed Description/Instructions:** Once students have knowledge of various careers and names of professionals such as Doctor, Orthopedic, Optometrist, Veterinarian, Pharmacist, etc.) have students create scenario cards of various events in life that would one would need to choose such professionals - sprained ankle in PE class, broke your glasses in a bike accident, come home to a sick dog. Mom is home from work and wants you to pick up some medicine at the pharmacy for her.

**Bloom's Levels:** Analyze, Evaluate

**Webb's DOK:** 1, 2

## Topic 2: Berufe (Careers)

### **Engaging Experience 1**

**Title:** Was werde ich studieren? What will I study?

**Suggested Length of Time:** 3-4 class periods

#### **Standards Addressed**

##### *Priority:*

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Develop and propose solutions to issues and problems.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Explore careers and businesses where skills in another language or cultural understanding are needed.

##### *Supporting:*

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
- (5.1) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will use current NAVIANCE program through the school counseling department to learn or review some world to work connections, inventory surveys or various career paths that interests them. After becoming aware of some related fields of study or idea of career/college majors, students will create a list of career vocabulary directly connected to themselves. Class discussion can help students with similar career interest share or expand vocabulary as needed. Posters with various career paths can help to give students a broad range of new words. In journal form - students should create some ideas on plans of study, career or jobs they one day want to pursue.

**Bloom's Levels:** Understand, Analyze

**Webb's DOK:** 2 and 3

### **Engaging Experience 2**

**Title:** What does it take to become a\_\_\_\_\_? Research and sharing of results.

**Suggested Length of Time:** 3-4 class periods

#### **Standards Addressed**

##### *Priority:*

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

- Demonstrate competencies previously introduced
- Develop and propose solutions to issues and problems.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced
  - Explore careers and businesses where skills in another language or cultural understanding are needed.

*Supporting:*

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Demonstrate competencies previously introduced
  - (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
  - Identify historical and contemporary influences that the culture studied has had on their own culture.

**Detailed Description/Instructions:** Text and media research in German will be done to develop some background in the target language regarding a chosen career path. What type of studies does one need, what type of internship or job shadowing can be done to gain experience in a chosen field in Germany? A compare and contrast visual aide (Venn Diagram) would be a nice way to demonstrate the difference between job choice and job training through American public schools and the German school system. (For general checkup and some form of control over vocabulary a set number of career paths from student interest might be chosen - to narrow the vocabulary - 3-5 main careers - for vocabulary purposes....)

**Bloom's Levels:** Understand, Analyze

**Webb's DOK:** 1, 2

## Topic 3: berühmte Deutsche (Famous Germans)

### **Engaging Experience 1**

**Title:** Report on Famous German of a Field (scientist, x-ray, vaccination, musician, pilot, chemist...)

**Suggested Length of Time:** 4-6 class periods

### **Standards Addressed**

#### *Priority:*

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced
  - Explore careers and businesses where skills in another language or cultural understanding are needed.

#### *Supporting:*

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Demonstrate competencies previously introduced
- (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
  - Demonstrate competencies previously introduced
  - Identify contributions of important historical and/or contemporary figures in the culture studied.
  - Identify historical and contemporary influences that the culture studied has had on their own culture.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

**Detailed Description/Instructions:** Students will research famous Germans in various career areas to prepare a presentation on. Presentations need to include the person's education (Biographical background) his or her advancements in a specific field and awards or recognition for their efforts in the field. The presentation, in the German language, must include biographical background, education, major achievements or successes in the field, and what the person is most known for. Ideas but limited to Bosch, Einstein, Porsche, Diesel, Röntgen, Benz, Koch, Fahrenheit, Kepler, Alzheimer, Schwann, Goethe, Zuse, Bauhaus, Mozart, Beethoven, Bach, Brahms, Hugo Boss.

**Bloom's Levels:** Evaluate, Create

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will write a paper/essay, to a chosen university, stating their choice of career path/study to eventually become a specific job/career. In the target language, students must prepare a well-developed essay - 1 topic thesis - choice of career path, 2 - reasons and personal connections to this field, 3 - plans for future using this career, studying this field and 4 - what they hope to advance or be known for in this field.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
zum Arzt oder?	Wohin muss ich? Where must I go?	Once students have knowledge of various careers and names of professionals such as Doctor, Orthopedic, Optometrist, Veterinarian, Pharmacist, etc.) have students create scenario cards of various events in life that would one would need to choose such professionals - sprained ankle in PE class, broke your glasses in a bike accident, come home to a sick dog. Mom is home from work and wants you to pick up some medicine at the pharmacy for her.	3-4 class periods
Berufe	Was werde ich studieren?	Students will use current NAVIANCE program through the school counseling department to learn or review some world to work connections, inventory surveys or various career paths that interests them. After becoming aware of some related fields of study or idea of career/college majors, students will create a list of career vocabulary directly connected to themselves. Class discussion can help students with similar career interest share or expand vocabulary as needed. Posters with various career paths can help to give students a broad range of new words. In journal form - students should create some ideas on plans of study, career or jobs they one day want to pursue.	3-4 class periods
Berufe	What does it take to become a ...? Research and sharing of results	Text and media research in German will be done to develop some background in the target language regarding a chosen career path. What type of studies does one need, what type of	3-4 class periods



		<p>internship or job shadowing can be done to gain experience in a chosen field in Germany?</p> <p>A compare and contrast visual aide (Venn Diagram) would be a nice way to demonstrate the difference between job choice and job training through American public schools and the German school system. (For general checkup and some form of control over vocabulary a set number of career paths from student interest might be chosen - to narrow the vocabulary - 3 - 5 main careers - for vocabulary purposes....)</p>	
beruhmte Deutsche	Report on Famous German of a Field	<p>Students will research famous Germans in various career areas to prepare a presentation on. Presentations need to include the person's education (Biographical background) his or her advancements in a specific field and awards or recognition for their efforts in the field. The presentation, in the German language, must include biographical background, education, major achievements or successes in the field, and what the person is most known for. Ideas but limited to: Bosch, Einstein, Porsche, Diesel, Röntgen, Benz, Koch, Fahrenheit, Kepler, Alzheimer, Schwann, Goethe, Zuse, Bauhaus, Mozart, Beethoven, Bach, Brahms, Hugo Boss.</p>	4-6 class periods

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.