

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
German I

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| <p><i>Mission Statement</i></p> | <p style="text-align: center;">Mission Statement</p> <p>Foreign language learning provides the students with the skills necessary to take an active and responsible role in an increasingly diverse local community with expanding global connections. The study of a foreign language is an essential component of the academic curriculum and should be integrated into the entire school experience. All students should have the opportunity to learn a foreign language. The goal of the foreign language program is for each student to communicate with others in the target language at nationally accepted levels of proficiency. The study of foreign language assists students in appreciation and knowledge of their native language, enhances skills needed in other subjects, and provides cultural and aesthetic enrichment. With communication and culture as the cornerstone, the goal is for all students to learn how, when and why to say what to whom.</p> <p><u>Foreign Language Instruction Guiding Principles</u></p> <ol style="list-style-type: none"> 1. <i>The teacher of a foreign language offers a variety of teaching styles in order to teach all of the different learning styles of students (i.e. auditory, visual, kinesthetic...)</i> 2. <i>The teacher of a foreign language strives to teach competency in oral, written, spoken and listening comprehension of the target language.</i> 3. <i>Assessment in a foreign language directly reflects the modality of instruction (oral, written, spoken, listening)</i> 4. <i>Foreign language instruction uses meaningful contexts that have significance for the students.</i> 5. <i>Language is a tool for accessing and providing information</i> 6. <i>The teacher encourages language comprehension before production.</i> 7. <i>Instruction should be primarily in the target language.</i> <p><u>Foreign Language Learning Guiding Principles</u></p> <ol style="list-style-type: none"> 1. <i>All students have the potential to be successful language and culture learners.</i> |
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| | <ol style="list-style-type: none"> 2. <i>All students are capable of communicating in another language.</i> 3. <i>Students learn at different rates through a variety of styles.</i> 4. <i>Students work cooperatively and participate actively in the progress of the class.</i> 5. <i>Students of a foreign language will acquire a heightened awareness of other cultures' contributions to the world.</i> 6. <i>Students should be encouraged to learn and appreciate diversity.</i> |
| <p><i>Course Sequence</i> (Grades 6-12)</p> | <p>German I, II, III, IV, V (AP)</p> |

Course Framework

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| Course Title Grade Level Semesters (1-2-3-4) Prerequisite | German I (semester course) Credit: 1/2 -1/2 Grades 9, 10, 11, 12 Prerequisite: None |
| Course Description | This course is an introduction to the language and culture of German-speaking countries. Students will learn basic vocabulary, grammar forms and German pronunciation through a variety of communicative activities. Although emphasis is placed on the development of listening and speaking skills, students also learn to read and write in German, using vocabulary and structures that they have practiced orally. Additionally, students learn about various aspects of life in German-speaking countries and compare the German culture to that of the United States. |
| District-approved Materials and/or Resources | <u>Auf Deutsch I</u> (McDougal Littell) --textbook Copyright 2001 Textbook—chapters 1-7 Workbook to accompany textbook <u>Fokus Deutsch</u> Films Audio Program (CDs) Assessment Program |

Unit Frameworks

Einführung und Unit I

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| Unit of Study: major topics | Introduction and Unit 1 (combined) Einführung und Kapitel I | Resources that will support instruction Textbook, Workbook, Video, Audio Program, Assessment Program |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <ul style="list-style-type: none"> • 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). • 28.A.1b Respond appropriately to simple commands in the target language • 28.B.1a Respond to and ask simple questions with prompts. • 28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.. • 28.C.1b Infer meaning of cognates from context. • 28.D.1a Copy/write words, phrases and simple sentences • 28.D.1b Describe people, activities and objects from school and home. • 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language. • 30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances). • 30.B.1a Use target language vocabulary to identify common professions and occupations. | |

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| <p>Objectives</p> <ul style="list-style-type: none"> • Conceptual • Factual • Procedural | <p>Students focus on the following “Five Cs of Foreign Language Education” outlines in <i>Standards for Foreign Language Learning: Preparing for the 21st Century (1996; National Standards in Foreign Language Education Project, a collaboration of ACTFL, AATG, AATF, and AATSP)</i>. <i>The following objectives were taken from the Scope and Sequence of the Textbook Auf Deutsch I</i></p> <p>Communication and Culture: Students communicate in German in meaningful contexts, as they learn about and develop an understanding of German-speaking cultures.</p> <p>Connections: The videos, readings, activities, and exercises all encourage students to connect their German language study with other disciplines and with their personal lives.</p> <p>Comparison: Students realize the interrelationships between language and culture and to compare the German-speaking world with their own.</p> <p>Community: Students are given the opportunity to relate to communities of German-speaking peoples through a variety of interactive resources, including the Internet.).</p> <p>Communication</p> <ul style="list-style-type: none"> • Communicate with teacher in the classroom • Identify objects in the classroom • Count and identify numbers • Use time expressions: days of the week, telling time • Say when one plans to do something <p>Grammar</p> <ul style="list-style-type: none"> • Understand <i>der, die, das</i> as different ways to say “the”. • Learn and use the letter ß <p>Vocabulary</p> <ul style="list-style-type: none"> • Learn to say and use the German alphabet • Practice the alphabet • Say and practice the cardinal numbers • Learn to spell the numbers • Learn to say and spell the days of the week • Learn to say and spell several classroom objects <p>Culture</p> <ul style="list-style-type: none"> • Consider German and English as related languages • Learn where and by whom German is spoken • Use the 24-hour Clock when telling time |
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| Assessments | Performance Tasks | Other Evidence |
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| | <p data-bbox="480 268 675 411">Listening Skill Speaking Skill Reading Skill Writing Skill</p> <ul data-bbox="532 457 980 823" style="list-style-type: none"> • Listen for Cognates • Listen for directions from the teacher • Pronounce German • Ask questions and request clarification • Identify German/English cognates • Learn where German is spoken around the world. | <p data-bbox="1027 268 1408 411">Written quizzes and test Oral pronunciation quizzes Selected written/oral projects Listening/speaking exercises</p> |

Unit Frameworks

(Unit 2—Kein Geld)

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| Unit of Study: major topics | Unit 2—Kein Geld (No Money) | Resources that will support instruction Textbook, Workbook, Video, Audio Program, Assessment Program |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <p>28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).</p> <p>28.A.1b Respond appropriately to simple commands in the target language</p> <p>28.B.1a Respond to and ask simple questions with prompts.</p> <p>28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song..</p> <p>28.C.1b Infer meaning of cognates from context.</p> <p>28.D.1a Copy/write words, phrases and simple sentences</p> <p>28.D.1b Describe people, activities and objects from school and home.</p> <p>29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).</p> <p>29.B.1b Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children’s literature, performing a song or dance).</p> <p>29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</p> <p>29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language.</p> <p>30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.*</p> <p>30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math</p> <p>30.A.1c Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals).</p> <p>30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).</p> <p>30.B.1a Use target language vocabulary to identify common professions and occupations</p> | |
| Objectives <ul style="list-style-type: none"> • Conceptual • Factual • Procedural | <p>Auf Deutsch, in conjunction with the Fokus Deutsch, enables students to focus on the following “Five Cs of Foreign Language Education” outlines in <i>Standards for Foreign Language Learning: Preparing for the 21st Century</i> (1996; <i>National Standards in Foreign Language Education Project, a collaboration of ACTFL, AATG,AATF, and AATSP</i>). Communication and</p> | |

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| | <p>Culture: With the Auf Deutsch approach, students communicate in German in meaningful contexts, as they learn about and develop an understanding of German-speaking cultures. Connections: The videos, readings, activities, and exercises all encourage students to connect their German language study with other disciplines and with their personal lives.</p> <p>Comparison: Auf Deutsch helps students realize the interrelationships between language and culture and to compare the German-speaking world with their own. Community: Auf Deutsch offers many opportunities for students to relate to communities of German-speaking peoples through a variety of interactive resources, including the Internet.).</p> <p>Objectives for Kapitel 2 of Auf Deutsch.</p> <p>Communication</p> <ul style="list-style-type: none"> • Describe the Color of Objects • Express one’s favorite color • Talk about leisure-time activities • Express possession of things <p>Vocabulary</p> <ul style="list-style-type: none"> • Colors • Hobbies,sports,and leisure-time activities <p>Grammar</p> <ul style="list-style-type: none"> • Use of the present tense of several regular verbs and <i>haben</i> • Use of possessive adjectives • Use of direct objects in the accusative case • Use of the expression <i>es gibt</i> • German word order <p>Culture</p> <ul style="list-style-type: none"> • Free Time activities in German • Learn about <i>Abitur and Abifete</i> | |
| Assessments | <p>Performance Tasks</p> <p>Listening, Speaking, Reading, Writing</p> <ul style="list-style-type: none"> • Listen and get the gist • Sort and categorize details | <p>Other Evidence</p> <p>Written quizzes and test Oral pronunciation quizzes Selected written/oral projects Listening/speaking exercises</p> |

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| | <ul style="list-style-type: none">• Persuade someone to come along• Scan for information• Find cognates and anglicisms• Write interesting things about oneself• Write interesting questions of someone else• Connect and compare leisure activities in one's community with those in German-speaking countries• Connect and compare high school celebrations in one's community with the <i>Abiture/Abifete</i> in German-speaking areas | |
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Unit Frameworks
Unit 3—Wie geht es Papa?

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| Unit of Study: major topics | Unit 3 3—Wie geht es Papa? | Resources that will support instruction Textbook, Workbook, Video, Audio Program, Assessment Program |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <p>28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).</p> <p>28.A.1b Respond appropriately to simple commands in the target language</p> <p>28.B.1a Respond to and ask simple questions with prompts.</p> <p>28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song..</p> <p>28.C.1b Infer meaning of cognates from context.</p> <p>28.D.1a Copy/write words, phrases and simple sentences</p> <p>28.D.1b Describe people, activities and objects from school and home.</p> <p>29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).</p> <p>29.B.1b Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children’s literature, performing a song or dance).</p> <p>29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</p> <p>29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language.</p> <p>30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.*</p> <p>30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math</p> <p>30.A.1c Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals).</p> <p>30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).</p> <p>30.B.1a Use target language vocabulary to identify common professions and occupations</p> | |
| Objectives <ul style="list-style-type: none"> • Conceptual • Factual • Procedural | Auf Deutsch , in conjunction with the Fokus Deutsch , enables students to focus on the following “Five Cs of Foreign Language Education” outlines in <i>Standards for Foreign Language Learning: Preparing for the 21st Century</i> (1996; <i>National Standards in Foreign Language Education</i> | |

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| | <p><i>Project, a collaboration of ACTFL, AATG, AATF, and AATSP).</i></p> <p>Communication and Culture: With the Auf Deutsch approach, students communicate in German in meaningful contexts, as they learn about and develop an understanding of German-speaking cultures. Connections: The videos, readings, activities, and exercises all encourage students to connect their German language study with other disciplines and with their personal lives.</p> <p>Comparison: Auf Deutsch helps students realize the interrelationships between language and culture and to compare the German-speaking world with their own. Community: Auf Deutsch offers many opportunities for students to relate to communities of German-speaking peoples through a variety of interactive resources, including the Internet.).</p> <p>Objectives for Kapitel 3 of <i>Auf Deutsch</i>.</p> <p>Communication</p> <ul style="list-style-type: none"> • Describe a room or a dwelling • Say what furniture or objects are in a room • Say what one does or likes to do • Say what one does not do or does not like to do <p>Vocabulary</p> <ul style="list-style-type: none"> • Rooms in a house • Furniture and furnishings • Months of the year <p>Grammar</p> <ul style="list-style-type: none"> • Present tense of stem-changing verbs • Use of <i>gern</i> and <i>nicht gern</i> <p>Culture</p> <ul style="list-style-type: none"> • Answering the telephone in German-speaking countries • Concepts of <i>Heim</i> and <i>Heimat</i> • How Beethoven, Maria Theresa, and Martin Luther lived • Typical living quarters in German-speaking countries • The WC in German-speaking countries | |
| Assessments | Performance Tasks Listening, Speaking, Reading, Writing | Other Evidence Written quizzes and test Oral pronunciation quizzes |

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| | <ul style="list-style-type: none"> • Learn words from context • Be able to make negative statements • Be able to describe a house • Be able to scan a reading for information • Be able to visualize the information in a text • Be able to organize written information by writing to a penpal • Be able to compare apartments in Boston and Köln | <p>Selected written/oral projects Listening/speaking exercises</p> |
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Unit Frameworks
Unit 4—Wo wohne ich?

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| <p>Unit of Study: major topics</p> | <p>Unit4—Wo wohne ich ?</p> | <p>Resources that will support instruction</p> <p>Textbook, Workbook, Video, Audio Program, Assessment Program</p> |
| <p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p> | <p>28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). 28.A.1b Respond appropriately to simple commands in the target language 28.B.1a Respond to and ask simple questions with prompts. 28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.. 28.C.1b Infer meaning of cognates from context. 28.D.1a Copy/write words, phrases and simple sentences 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 29.B.1b Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children’s literature, performing a song or dance). 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. 29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language. 30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math 30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).</p> | |
| <p>Objectives</p> <ul style="list-style-type: none"> • Conceptual • Factual • Procedural | <p>Auf Deutsch, in conjunction with the Fokus Deutsch, enables students to focus on the following “Five Cs of Foreign Language Education” outlines in <i>Standards for Foreign Language Learning: Preparing for the 21st Century (1996; National Standards in Foreign Language Education Project, a collaboration of ACTFL, AATG, AATF, and AATSP)</i>. Communication and Culture: With the Auf Deutsch approach, students communicate in German in meaningful contexts, as they learn about and develop an understanding of German-speaking cultures. Connections: The videos, readings, activities, and exercises all encourage students to connect their German language study with other disciplines and with their personal lives. Comparison: Auf Deutsch helps students realize the interrelationships between language and culture and to compare the German-speaking world with their own.</p> | |

Community: **Auf Deutsch** offers many opportunities for students to relate to communities of German-speaking peoples through a variety of interactive resources, including the Internet.).

Objectives for **Kapitel 4 of *Auf Deutsch***.

Communication

- Say where and how one lives
- Talk about how one would like to live and why
- Describe life in the city and country
- Ask questions
- Talk about the dates of events

Vocabulary

- Types of buildings and their locations
- Types of businesses
- *Bist du wortschlau?: wohnen vs. leben*

Grammar

- Indefinite pronoun *man*
- Use of *lieber* to indicate preferences
- Yes/No questions
- W-Questions
- Ordinal number
- Ordinal numbers and their use in dates
- Months in English and German

Culture

- Room measurements
- How people live in Germany
- Shops and Businesses
- German tennis player Steffi Graf
- Cologne, Germany
- How people lived in the Stone Age (reading)

| Assessments | Performance Tasks | Other Evidence |
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| | <p data-bbox="431 258 971 296">Listening, Speaking, Reading, Writing</p> <ul data-bbox="483 331 971 758" style="list-style-type: none"> <li data-bbox="483 331 971 369">• Listen to words one knows <li data-bbox="483 373 971 411">• Say what one likes or prefers <li data-bbox="483 415 971 453">• Activate prior knowledge <li data-bbox="483 457 971 495">• Scan for information <li data-bbox="483 499 971 537">• Organize information in writing <li data-bbox="483 541 971 600">• Compare city and country lifestyles <li data-bbox="483 604 971 642">• Sort and categorize details <li data-bbox="483 646 971 684">• Persuade someone to come along <li data-bbox="483 688 971 726">• Scan information <li data-bbox="483 730 971 758">• Find cognates and anglicisms | <p data-bbox="979 258 1485 296">Written quizzes and test</p> <p data-bbox="979 300 1485 338">Oral pronunciation quizzes</p> <p data-bbox="979 342 1485 380">Selected written/oral projects</p> <p data-bbox="979 384 1485 411">Listening/speaking exercises</p> |

Unit Frameworks
Unit 5—Das Karnevalsfest

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| <p>Unit of Study: major topics</p> | <p>Unit 5 —Das Karnevalsfest</p> | <p>Resources that will support instruction</p> <p>Textbook, Workbook, Video, Audio Program, Assessment Program</p> |
| <p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p> | <p>28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). 28.A.1b Respond appropriately to simple commands in the target language 28.B.1a Respond to and ask simple questions with prompts. 28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.. 28.C.1b Infer meaning of cognates from context. 28.D.1a Copy/write words, phrases and simple sentences 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 29.B.1b Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children’s literature, performing a song or dance). 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. 29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language. identify simple geometric shapes, use numbers to count and do math 30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).</p> | |
| <p>Objectives</p> <ul style="list-style-type: none"> • Conceptual • Factual • Procedural | <p>Auf Deutsch, in conjunction with the Fokus Deutsch, enables students to focus on the following “Five Cs of Foreign Language Education” outlines in <i>Standards for Foreign Language Learning: Preparing for the 21st Century</i> (1996; <i>National Standards in Foreign Language Education Project, a collaboration of ACTFL, AATG, AATF, and AATSP</i>). Communication and Culture: With the Auf Deutsch approach, students communicate in German in meaningful contexts, as they learn about and develop an understanding of German-speaking cultures. Connections: The videos, readings, activities, and exercises all encourage students to connect their German language study with other disciplines and with their personal lives. Comparison: Auf Deutsch helps students realize the interrelationships between language and culture and to compare the German-speaking world with their own. Community: Auf Deutsch offers many opportunities for students to relate to communities of German-speaking peoples through a variety of interactive resources, including the Internet.).</p> | |

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| | <p>Objectives for Kapitel 5 of <i>Auf Deutsch</i>.</p> <p>Communication</p> <ul style="list-style-type: none"> • Talk about holidays and celebrations • Talk about the months and seasons • Describe weather <p>Vocabulary</p> <ul style="list-style-type: none"> • Holidays • Seasons • Weather <p>Grammar</p> <ul style="list-style-type: none"> • Personal pronouns in the accusative cases • Accusative prepositions; masculine definite and indefinite articles and <i>kein</i> in the accusative case • Attribute adjectives • Adjective endings in English <p>Culture</p> <ul style="list-style-type: none"> • Carnival • <i>Fasching</i> in Steiermark | |
| <p>Assessments</p> | <p>Performance Tasks</p> <p>Listening, Speaking, Reading, Writing</p> <ul style="list-style-type: none"> • Listen for specific information • Express holiday greetings • Read and interpret poetry • Write a poem • Compare holiday traditions | <p>Other Evidence</p> <p>Written quizzes and test Oral pronunciation quizzes Selected written/oral projects Listening/speaking exercises</p> |

Unit Frameworks

Unit 6—Der Unfall

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| Unit of Study: major topics | Unit 6—Der Unfall | Resources that will support instruction Textbook, Workbook, Video, Audio Program, Assessment Program |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <p>28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).</p> <p>28.A.1b Respond appropriately to simple commands in the target language</p> <p>28.B.1a Respond to and ask simple questions with prompts.</p> <p>28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song..</p> <p>28.C.1b Infer meaning of cognates from context.</p> <p>28.D.1a Copy/write words, phrases and simple sentences</p> <p>29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).</p> <p>29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</p> <p>29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language.</p> <p>30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).</p> <p>30.B.1a Use target language vocabulary to identify common professions and occupations.</p> | |

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| <p>Objectives</p> <ul style="list-style-type: none"> • Conceptual • Factual • Procedural | <p>Students focus on the following “Five Cs of Foreign Language Education” outlines in <i>Standards for Foreign Language Learning: Preparing for the 21st Century (1996; National Standards in Foreign Language Education Project, a collaboration of ACTFL, AATG, AATF, and AATSP)</i>.</p> <p>Communication and Culture: Students communicate in German in meaningful contexts, as they learn about and develop an understanding of German-speaking cultures.</p> <p>Connections: The videos, readings, activities, and exercises all encourage students to connect their German language study with other disciplines and with their personal lives.</p> <p>Comparison: Students realize the interrelationships between language and culture and to compare the German-speaking world with their own.</p> <p>Community: Students are given the opportunity to relate to communities of German-speaking peoples through a variety of interactive resources, including the Internet.).</p> <p>Communication</p> <ul style="list-style-type: none"> • Talk about one’s body • Talk about symptoms, hospitals, and doctors • Day what one can and wants to do • Say what one is obliged or permitted to do • <p>Vocabulary</p> <ul style="list-style-type: none"> • Part of the body • Using an infinitive as a noun; the contraction <i>zum</i> • Compound Nouns with <i>Schmerzen</i> • Health and health care <p>Grammar</p> <ul style="list-style-type: none"> • <i>A wenn-clause</i> as a short answer to a question • <i>Können and wollen</i> in the present tense • False cognates • <i>Müssen dürfen, and sollen</i> in the present tense • <i>Müssen and dürfen</i> with <i>nicht</i> <p>Culture</p> <ul style="list-style-type: none"> • Good luck charms in Germany • Fitness, health concerns, and lifestyles in German-speaking countries | |
| <p>Assessments</p> | <p>Performance Tasks</p> <p>Listening Skill</p> | <p>Other Evidence</p> <p>Written quizzes and test</p> |

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| | <p>Speaking Skill Reading Skill Writing Skill</p> <ul style="list-style-type: none"> • Listen to learn how to say something • Say what one's symptoms are • Supply short answers orally • Read for helpful information • Write to share helpful information • Compare good luck charms from one's culture and German-speaking cultures | <p>Oral pronunciation quizzes Selected written/oral projects Listening/speaking exercises</p> |
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Unit Frameworks

Unit 7—Der Urlaub

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| Unit of Study: major topics | Unit 7—Der Urlaub | Resources that will support instruction Textbook, Workbook, Video, Audio Program, Assessment Program |
| Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit | <p>28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).</p> <p>28.A.1b Respond appropriately to simple commands in the target language</p> <p>28.B.1a Respond to and ask simple questions with prompts.</p> <p>28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song..</p> <p>28.C.1b Infer meaning of cognates from context.</p> <p>28.D.1a Copy/write words, phrases and simple sentences</p> <p>29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).</p> <p>29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</p> <p>29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language.</p> <p>30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).</p> <p>30.B.1a Use target language vocabulary to identify common professions and occupations.</p> | |

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| <p>Objectives</p> <ul style="list-style-type: none"> • Conceptual • Factual • Procedural | <p>Students focus on the following “Five Cs of Foreign Language Education” outlines in <i>Standards for Foreign Language Learning: Preparing for the 21st Century (1996; National Standards in Foreign Language Education Project, a collaboration of ACTFL, AATG,AATF, and AATSP)</i>.</p> <p>Communication and Culture: Students communicate in German in meaningful contexts, as they learn about and develop an understanding of German-speaking cultures.</p> <p>Connections: The videos, readings, activities, and exercises all encourage students to connect their German language study with other disciplines and with their personal lives.</p> <p>Comparison: Students realize the interrelationships between language and culture and to compare the German-speaking world with their own.</p> <p>Community: Students are given the opportunity to relate to communities of German-speaking peoples through a variety of interactive resources, including the Internet.).</p> <p>Communication</p> <ul style="list-style-type: none"> • Talk about what one wears • Make travel plans • Say what someone should do <p>Vocabulary</p> <ul style="list-style-type: none"> • Clothing • Modes of transportation • Travel-related vocabulary <p>Grammar</p> <ul style="list-style-type: none"> • Gender of nouns referring to males and females • Verb form of <i>möchte</i> • Two-part verbs in the present tense • Two-part verbs in German and English • Imperatives (<i>Sie, ihr, and du</i>) • Use of such words as <i>bitte, doch and mal</i> with imperatives • The present perfect tense • English equivalents of the German present perfect tense • The present perfect tense in English and German <p>Culture</p> <ul style="list-style-type: none"> • Closed doors in German-speaking countries • Tourist attractions in Zurich and Vienna • The island of Hiddensee | |
| <p>Assessments</p> | <p>Performance Tasks</p> | <p>Other Evidence</p> |

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| | <p>Listening Skill Speaking Skill Reading Skill Writing Skill</p> <ul style="list-style-type: none"> • Listen for peoples' preferences • Listen for important details • Make spoken plans with other people • Compare what's not in a text with what I s in a text • Write a to-do list for oneself • Compare vacation plans of United States and German-speaking countries | <p>Written quizzes and test Oral pronunciation quizzes Selected written/oral projects Listening/speaking exercises</p> |
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