

Fairy tales by the brothers Grimm

Content Area: **World Language**
Course(s): **German III**
Time Period: **Marking Period 1**
Length: **7 weeks**
Status: **Published**

Course Pacing Guide

| Unit | MP/Trimester | Weeks |
|---|--------------|-------|
| Summer and the beginning of school in German-speaking countries | 1 | 2 |
| Fairy tales by the brothers Grimm | 1 | 7 |
| Physical, economic, and cultural geography of German-speaking countries | 2 | 9 |
| German fantasy stories | 3 | 9 |
| Political structure of German-speaking countries and current events | 4 | 7 |
| Music and entertainment in German-speaking countries | 4 | 6 |

NJ Standards

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| WL.7.1.IL.A | Interpretive Mode |
| WL.7.1.IL.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. |
| WL.7.1.IL.A.3 | Compare and contrast the use of verbal and non - verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. |
| WL.7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions |
| WL.7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics. |
| WL.7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts. |
| WL.7.1.IL.A.8 | Compare and contrast unique linguistic elements in English and the target language |
| WL.7.1.IL.A.C | Cultural |

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| WL.7.1.IL.A.C.2 | The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) |
| WL.7.1.IL.A.C.6 | The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) |
| WL.7.1.IL.A.C.8 | Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) |
| WL.7.1.IL.A.C.9 | Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) |
| WL.7.1.IL.A.L.1 | The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to: |
| WL.7.1.IL.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.IL.A.L.1.b | Understand the gist and some supporting details of conversations dealing with everyday life. |
| WL.7.1.IL.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.IL.B | Interpersonal Mode |
| WL.7.1.IL.B.1 | Use digital tools to participate in short conversations and to exchange information related to targeted themes. |
| WL.7.1.IL.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities. |
| WL.7.1.IL.B.3 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations |
| WL.7.1.IL.B.4 | Ask and respond to factual and interpretive questions of a personal nature or on school - related topics. |
| WL.7.1.IL.B.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas. |
| WL.7.1.IL.B.C.5 | Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.) |
| WL.7.1.IL.B.C.7 | Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) |
| WL.7.1.IL.B.L.1 | The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to: |
| WL.7.1.IL.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.IL.B.L.1.b | Handle simple transactions related to everyday life: |
| WL.7.1.IL.B.L.1.b.1 | Initiate, maintain, and end a conversation. |
| WL.7.1.IL.B.L.1.b.2 | Ask for and give permission. |
| WL.7.1.IL.B.L.1.b.3 | Express needs. |

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| WL.7.1.IL.B.L.1.b.4 | Give reasons. |
| WL.7.1.IL.B.L.1.b.5 | Request, suggest, and make arrangements. |
| WL.7.1.IL.B.L.1.b.6 | Extend, accept, and decline an invitation. |
| WL.7.1.IL.B.L.1.b.7 | Express an opinion and preference. |
| WL.7.1.IL.C | Presentational Mode |
| WL.7.1.IL.C.3 | Use language creatively to respond in writing to a variety of oral or visual prompts. |
| WL.7.1.IL.C.4 | Compare and contrast age - and level - appropriate culturally authentic materials orally and in writing. |
| WL.7.1.IL.C.5 | Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture. |
| WL.7.1.IL.C.C.2 | The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) |
| WL.7.1.IL.C.C.3 | Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) |
| WL.7.1.IL.C.L.1 | The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to: |
| WL.7.1.IL.C.L.1.a | Handle simple transactions related to everyday life |
| WL.7.1.IL.C.L.1.a.2 | Give reasons. |
| WL.7.1.IL.C.L.1.a.3 | Express an opinion and preference. |

Technology Standards

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| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.B.2 | Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of |

digital environments and media.

21st Century Themes/Careers

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Financial Literacy

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| PFL.9.1.12.A.3 | Analyze the relationship between various careers and personal earning goals. |
| PFL.9.1.12.A.9 | Analyze how personal and cultural values impact spending and other financial decisions. |

Unit Overview

Over a 7 week period, students will explore German folklore through the study of linguistic, societal, and cultural themes as presented in Brothers Grimm' fairy tales.

Enduring Understandings

Detailed knowledge of universal themes of human existence in the Grimm's fairy tales and their elements

Essential Questions

What can fairy tales by the Grimm Brothers teach us and why do we still read them today?

Instructional Strategies & Learning Activities

Weekly reading and listening activities on fairy tales, authentic materials from print media and other online resources, films and podcasts

Weekly discussions of literary items, cultural meaning and student opinion and experience

Weekly student presentation on characters and motifs with discussion framework

Weekly analysis of short film/video pieces from news and podcasts on themes related to fairy tales

Weekly comparison between print and audio resources

Jigsaws

Reciprocal learning

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Relationship-Building & Team-Building
- Self-Directed Learning
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Biweekly vocabulary, concept, and grammar written and oral quizzes

Summative Assessment

Bi-weekly journal entries on personal themes related to the fairy tale discussion or reflections on reading

Bi-weekly Google Voices on personal themes related to the fairy tale discussion

Periodic grammar review points based on student need

Individual research projects on the German fairy-tale road

Benchmark Assessments

Power Point and audiovisual presentations on fairy tales not read in class

Written versions of student-created fairy tales

Alternate Assessments

Group project on Germany's Fairy Tale Road

Student-created and performed dialogs between fairy tale characters not found in actual fairy tales

Resources & Technology

Kinder- und Hausmärchen (Children's and Household Tales) – Brothers Grimm

<https://www.deutsche-maerchenstrasse.com/de/?lang=de>

<https://www.youtube.com/watch?v=7CdWIBZI35Y>

<https://www.deutsche-maerchenstrasse.com/de/die-brueder-grimm/lebensdaten-gedenktage-jubilaen/>

www.audio-lingua.eu

www.slowgerman.com

www.neuneinhalb.de

<http://www.goethe.de/lrn/prj/mlg/miu/mak/deindex.htm>

BOE Approved Texts

James C. Davidheiser: Die Maerchen der Brueder Grimm: A Communicative Reader for Intermediate/Advanced German. Sewanee, The University of the South, 2011.

Kinder- und Hausmärchen (Children's and Household Tales) – Brothers Grimm.

Deutsch Perfekt. Authentic German language magazine for German-language learners.

Closure

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed

- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.

ELL

Special Education

- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Stand near the student when giving directions or presenting a lesson.

504

- preferential seating
- extended time on tests and assignments
- verbal, visual, or technology aids
- behavior management support
- verbal testing
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Pace long-term projects
- Preview test procedures
- Use peer supports and mentoring
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Gifted and Talented

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking