

# German fantasy stories

Content Area: **World Language**  
Course(s): **German III**  
Time Period: **Marking Period 3**  
Length: **9 weeks**  
Status: **Published**

## Course Pacing Guide

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| 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.   |

## Inter-disciplinary Connections

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|               | Key Ideas and Details  |
| LA.RL.9-10.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| LA.RL.9-10.6  | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.   |
| LA.RI.9-10.1  | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.                    |
| LA.RI.9-10.3  | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   |
| LA.RI.9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).           |
| LA.W.9-10.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons   |

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|                | and evidence, and between claim(s) and counterclaims.  |
| LA.W.9-10.2.C  | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  |
| LA.W.9-10.3.C  | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| LA.W.9-10.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.SL.9-10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.                              |

## Technology Standards

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| 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.CS1 | Understand and use technology systems.   |
| 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.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |

## 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. |

## Financial Literacy Integration

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| PFL.9.1.12.A.8 | Analyze different forms of currency and how currency is used to exchange goods and services. |
| PFL.9.1.12.A.9 | Analyze how personal and cultural values impact spending and other financial decisions.      |

## Unit Overview

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Over a 9 week period, students will read and analyze an unabridged children's phantasy story by Peter Hacks "Kathrinchen".

## **Enduring Understandings**

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Main themes of German children's phantasy story "Kathrinchen" by Peter Hacks are different yet similar to phantasy stories written in other languages and for other cultures.

## **Essential Questions**

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How does reading fantasy and magic help us to think about our lives?

## **Instructional Strategies & Learning Activities**

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Read authentic print source

Compare and contrast the characters of Kathrinchen and Alice in Wonderland

Analyze contemporary relevance of literary ideas

Self-exploration of interest under main theme

Weekly posts of reading journals

Daily updates and discussions

Weekly journal entries on personal themes

Period grammar review points based on student need

Jigsaws, reciprocal learning, Power Point and audiovisual presentations

## **Differentiated Instruction**

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- 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**

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Biweekly vocabulary, concept, and grammar written and oral quizzes

### **Summative Assessment**

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Bi-weekly journal entries on personal themes related to book themes

Bi-weekly Google Voices on personal themes related to the book

Periodic grammar review points based on student need

Individual research projects

### **Benchmark Assessments**

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Skits and/or songs written and performed by students as an extension of the story

Impromptu partner interviews on book themes discussed in class

### **Alternate Assessments**

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Student-written and illustrated children's book

## Resources & Technology

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<http://www.tatsachen-ueber-deutschland.de>

<http://www.lernspass-fuer-kinder.de>

[www.audio-lingua.eu](http://www.audio-lingua.eu)

[www.slowgerman.com](http://www.slowgerman.com)

[www.neuneinhalb.de](http://www.neuneinhalb.de)

## BOE Approved Texts

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Hacks, P. (1996). *Kathrinchen ging spazieren*. Koeln: Gertraud Middelhauve Verlag.

Teacher-compiled reading guide to the book.

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

## Closure

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- 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.

**Special Education**

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- 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.

- 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**

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- 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**

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- 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