

# Music and entertainment in German-speaking countries

Content Area: **World Language**  
Course(s): **German III**  
Time Period: **Marking Period 4**  
Length: **6 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
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.
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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VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications

	embedded in artworks.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.

## 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.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.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
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.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

## 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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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 the 6 weeks period, students discuss the role of music and entertainment in German society, compare and contrast major themes in contemporary German music in comparison with the classics.

## **Enduring Understandings**

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Music is a universal language. Entertainment is a global phenomenon. Music and entertainment are crucial to understand German culture, mentality and life style.

## **Essential Questions**

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How am I entertained? How is music cultural, historical, and social force?

## **Instructional Strategies & Learning Activities**

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Explain cultural significance of music in US vs German daily life

Interview a partner about his/her favorite music/entertainment form

Interpret authentic videos by contemporary German music bands.

Interpret an infographic about entertainment forms in Germany

Provide audio commentary to series of silent videos by German music bands.

Classify music instruments.

Compare and contrast classic and pop music.

Create a presentational writing piece about a classical vs contemporary music piece.

Discuss leisure time of German teenagers.

Research classical composers and contemporary German artists.

## **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 music and entertainment

Bi-weekly Google Voices on personal themes related to music and entertainment

Periodic grammar review points based on student need

## **Benchmark Assessments**

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Write a presentational biographical essay on contemporary and classical artists.

Compare two favorite music pieces - a contemporary and a classic.

## **Alternate Assessments**

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Perform a favorite music piece in German

## **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)

[www.stepintogerman.org](http://www.stepintogerman.org)

## **BOE Approved Texts**

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*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.

## **ELL**

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## **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.

## **504**

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- 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