

Physical, Economic, and cultural geography of German-speaking countries

Content Area: **World Language**
Course(s): **German III**
Time Period: **Marking Period 2**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Sommer 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

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	Presentation 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.

Interdisciplinary Connections

SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Technology Standards

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.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.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.

21st Century Themes/Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
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 Integration

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
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

Over a 9 week period, students will examine how geography affects population trends, economic growth, culture, and traditions in 16 German Federal States, Austria, Switzerland, and Liechtenstein

Enduring Understandings

Physical, political, economic, and cultural geography of Germany's 16 Federal States, Austria, Switzerland, and Liechtenstein

Essential Questions

How does geography impact German language, society, politics, and culture in the German-speaking world?

Instructional Strategies & Learning Activities

Weekly reading and listening comprehension activities of materials from print media and other online authentic resources, films and podcasts

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

Weekly comparison between print and audio resources

Jigsaws

Reciprocal learning

Web and map activities on key regions

Bi-weekly discussions of news items, cultural meaning, and student opinion and experience

In-depth research of certain region in Germany (according to student interest)

Powerpoint and other visual presentation on a Federal State (Germany), province (Austria) or canton (Switzerland)

Weekly journal entries on personal themes related to geography

Periodic grammar review points based on student need

Partner research projects and activities

Jigsaws, reciprocal learning, Power Point and audiovisual presentations

Waltzing class with HMHS dance teacher for Johann Strauss/Austria lessons

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 geography analysis or reflections on reading and listening

Bi-weekly Google Voices on personal themes related to geography topics

Periodic grammar review points based on student need

Individual research projects

Benchmark Assessments

Power Point and audiovisual presentations on a Federal State (Germany), province (Austria) or canton (Switzerland)

Student-led discussion on “their” German cities and/or Federal States

Alternate Assessments

Group project on favorite leisure time activities in various regions

Student-created and performed dialogs between tourists and travel agency employees

Resources & Technology

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

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

www.audio-lingua.eu

www.slowgerman.com

www.neuneinhalb.de

BOE Approved Texts

Entdeckungsreise D-A-CH. Kursbuch zur Landeskunde. Langenscheidt, 2011.

Franz-Joseph Wehage: DACHL. A Cultural Reader and Workbook for Advanced/Intermediate German and beyond. Hackett Publishing Company, 2018.

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