

# celebrations- Oktoberfest1/St Martins Day1/Weihnachten2/ Martin Luther King, Jr. -Martin Luther1.5

Content Area: **World Language**  
Course(s): **Generic Course, German I CP**  
Time Period: **2nd Marking Period**  
Length: **5.5**  
Status: **Published**

## Unit Overview

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Students will learn about the cultural differences through the holidays and celebrations. Students will gain a working knowledge of phrases, foods, songs, skits, decorations, and media forms that show the holiday and/or celebration. Students will recognize differences about the holiday and celebrations and why they are important to the German-speaking cultures. Emphasis will be placed on the cultural connection and how the celebration/holiday effects the economy of Bavaria. Emphasis will be placed on the cultural connection to our Fall fest, halloween and traditions we have in America.

## Transfer

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By the end of this unit students will be able to:

1. Understand the relevance of celebrations in the German speaking countries
2. Talk and write about the connections they can make or the understanding they walk away
3. have a better understanding of how cultures can have different holidays/celebrations that do not necessarily have to be celebrated in their home culture
4. Relate to the history that shaped the German speaking countries
5. Compare German and American culture through the lens of hoidays and celebrations

## MEANING:

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## Understandings

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Students will understand:

1. The similarities and differences between German speaking countries (Europe) and those of the United States
2. The similarities and differences of holidays and celebrations
- 3 have an appreciation of the holiday and culture behind the celebrations

## **Essential Questions**

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1. Why do they celebrate?
2. Where do they celebrate?
3. How do they celebrate?
4. When do they celebrate?
5. Who celebrates?
6. Is there a certain age or demographic that the celebration appeals to more?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. about the history of the celebrations
2. where they celebrate
3. how they celebrate
4. Which country/countries celebrate
5. Why the celebration traditions continue

### **Students will be skilled at...**

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Students will be skilled at:

1. cultural connections
2. the norms of societal importance
3. expressing relevance of holidays and celebrations to society
4. compare the significance of celebrations to each culture
5. recognizing the historical people involved

## **Academic Vocabulary**

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Songs, poems, phrases, peoples names, dates and time, places. names of foods, drinks, events, rides, etc.

## **Learning Goal**

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Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

## **Target 1 - Level 1 Retrieval**

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SWBAT:

1. Identify important facts surrounding the holiday/celebration
  2. list people, places, food, beverage etc
  3. identify historical people and importance
  - 4 know when and where the holiday/celebration took place
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. importance of holidays and celebrations to a culture and a people
  2. be able to know some simple phrases or poems and their relevance to history and culture of the people
  3. Explain differences and similarities to the German speaking and American cultures and celebration style
  - 4 the importance to the German economy
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## **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast historical relevance of holidays and celebrations
  2. Compare and contrast where people live and come from to participate in the celebration
  3. Why does a celebration or holiday like this not fit into the American culture
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### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Read about and research the celebrations and holidays
  2. create forms of elements present at the celebration or holiday
  3. participate in a classroom celebration using songs, phrases and poems while immersing themselves in the cultural activity
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### **Summative Assessment**

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1. Mid or end of unit projects
2. Class presentations
- 3, recitation verbal assessment

### **Formative Assessment and Performance Opportunities**

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1. . "Do Now" activity
2. Exit slips. Surveys
3. . Think-pair-share activities
4. Peer-teaching and mentoring. Dictation exercises
5. . Question and answer. Choral response

6. Teacher observation
7. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students will supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. On-line resources
2. teacher created worksheets
3. Writing, audio, and visual representations listed in lesson plans
4. Leveled vocabulary and grammar from web resources
5. current event reading from DW

