

# All About Me- your summer vacation

Content Area: **World Language**  
Course(s): **German IV Honors**  
Time Period: **1st Marking Period**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

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During week 1 and 2 as a review of concepts learned in level 3 students will learn about Urlaub and Ferein. Students will work on learning how to talk about what they did during their summer vacation and what they would have done, their dream vacation and vacation faux pas.

[https://www.focus.de/reisen/service/tid-15366/skurrile-urlaubsbeschwerden-der-strand-war-zu-sandig\\_aid\\_386986.html](https://www.focus.de/reisen/service/tid-15366/skurrile-urlaubsbeschwerden-der-strand-war-zu-sandig_aid_386986.html)

## Transfer

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

1. Listen to, read and speak about themselves, their family and vacations in multiple tenses
2. Talk and write about dream vacations and or vacations nightmares
3. Describe how they get there and cost
4. compare and contrast European to American trends

## MEANING:

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## Understandings

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Students will understand:

1. The similarities and differences between teenagers of German speaking countries (Europe) and those of the United States
2. The similarities and differences of common teenage and family vacations, dream vacations, and nightmare vacations

## **Essential Questions**

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1. How do Europeans spend their summer vacation? How do they compare to US trends?
2. What challenges are there for vacationers around the world?
3. How can I become a better traveler?
4. What strategies can I develop to increase my accuracy in speaking in German about past or future events? Why is this important?

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

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

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Students will know:

1. how to ask questions and respond to another student about their vacation
2. vocabulary of the topic and related activities
3. about European destinations
4. about how the cost of fuel dictates destinations
5. how to address letters/emails to hotels/etc in search of information about said place, destination, etc

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

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Students will be skilled at:

1. conducting an interview using target language
2. knowing the difference between trends for vacations in NJ and German speaking countries
3. expressing information on past and future vacation destinations
4. compare European countries to US states a destination like Ruegen to the Jersey Shore
5. looking at vacation problems and grouping problems according to vacation impact

## Academic Vocabulary

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students will create a list of 70 verbs and pertinent nouns they would need to have meaningful discussions and also to be able to ask and respond to questions about going on and/or taking a vacation. Vocabulary will be added as students create the list

## Learning Goal

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students will be able to talk about summer vacation, gather information for taking a vacation, write an e-mail to request additional information, and present to the class about their vacation or a dream vacation, and write what makes a good vacation. students will also be able to generate questions to ask the presenters about their vacations. Students will also be able to talk about vacation problems and offer solutions.

swbat discuss where their problems are with the language, and where they need to improve.

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.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.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.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
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.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.5	Request, suggest, and make arrangements.
WL.7.1.IL.C.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.)
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.

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

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SWBAT:

1. Identify vocabulary
  2. List associated nouns both new and learned
  3. identify unique vocabulary associated with writing e-mails to companies
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

- 1.generate questions to ask about vacations
  2. show their understanding of professional style greetings, leave-takings etc
  3. Explain differences or similarities between the shores in North Germany and at the NJ shore
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast vacation trends
  2. Compare and contrast where people go on vacation, cost factors such as fuel, and norms
  3. Categorize how they feel about their family vacations, problems that can occur, about their dream vacation
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### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Read about and research the north German beach resorts, cities and vacation spots
  2. Research hotel stays and costs, travel costs, length of stays vs the US
  3. be able to have a short conversation ask a partner and responding to a partner about their summer vacation
  4. be able to present in target language using multiple tenses a concise synopsis of their vacation
  5. write a formal e-mail requesting information
  - 6 write an informal essay about their vacation
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### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. partner verbal interviews
3. unit projects
4. Class presentations

5. Research reports
6. formal e-mail
7. in class essay- What makes a good summer vacation?
8. Students synthesize what they have learned for themselves and from others by answering the question- How do vacation trends and difficulties in Germany compare with those in your culture?

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

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts- discussion of elements of a strong essay
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. outline for essay
9. Question and answer
10. partner response- classroom questions
11. Teacher observation
12. 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 with 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. German in review- past tense exercises
2. essay template and outline template
3. Writing, audio, and visual representations listed in lesson plans
4. Leveled vocabulary and grammar -student/teacher generated
5. <https://www.ruegen-forum.net/magazin/tagesausflug-nach-stralsund/>
6. <https://de.bab.la/phrasen/geschaeflich/email/deutsch-deutsch>
7. <https://www.ruegen.de/>