



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

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| <b>Course Title:</b> Panorama of German Culture<br><b>Grade Level(s):</b> 11-12<br><b>Units of Credit:</b> 1<br><b>Classification:</b> Elective | <b>Length of Course:</b> 30 cycles<br><b>Periods Per Cycle:</b> 6<br><b>Length of Period:</b> 43 minutes<br><b>Total Instructional Time:</b> 129 hours |
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***Course Description***

This course is designed to use the language in its natural order: listening, speaking, reading, and writing. The students will use vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of the German culture. The students will explore art, literature, music, history, and more in the target language.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

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| Maps<br>Listening CDs<br>Question/Answer<br>Technology | PowerPoint Presentations<br>Communication Activities<br>Songs | Games<br>White Boards<br>Discussion |
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***Assessments***

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| Self-Directed Class Activities<br>Quizzes<br>Class Participation | Group Activities<br>Tests<br>Verbal Communication Activities | Homework<br>Projects |
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***Materials/Resources***

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| Ein Neuer Anfang<br>Handouts<br>Technology | Workbook<br>Realia<br>Teacher-made Materials | Worksheets<br>Media Center<br>Authentic Materials (audio, video and text) |
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Adopted: 5/21/18

Revised: Departmental Review 12/21/18

| Theme: Geography   |  |
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| CONTENT/KEY CONCEPTS   | OBJECTIVES/STANDARDS   |
| <p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify states and capitals of Germany.</li> <li>• Identify countries surrounding Germany.</li> <li>• Learn vocabulary terms associated with geography.</li> <li>• Explain some details about the history of the Berlin Wall and its borders.</li> <li>• Examine facts about each of the states.</li> <li>• Recognize the geography, climate, and landscape of northern, middle, and southern Germany.</li> <li>• Discuss the make-up of how cities were formed.</li> <li>• Examine facts about the larger cities of Germany.</li> <li>• Analyze the information on geography, climate, and landscape to research more in-depth information from a country /state/ city that speaks the target language.</li> <li>• Design a virtual tour.</li> </ul> | <p><b><u>COMMUNICATION</u></b><br/>           Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br/> <b>1.1</b> ~ Interpersonal Communication<br/> <b>1.2</b> ~ Interpretive Communication<br/> <b>1.3</b> ~ Presentational Communication</p> <p><b><u>CULTURES</u></b><br/>           Interact with cultural competence and understanding.<br/> <b>2.1</b> ~ Relating Cultural Practices to Perspectives<br/> <b>2.2</b> ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b><br/>           Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.<br/> <b>3.1</b> ~ Making Connections<br/> <b>3.2</b> ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b><br/>           Develop insight into the nature of language and culture in order to interact with cultural competence.<br/> <b>4.1</b> ~ Language Comparisons<br/> <b>4.2</b> ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b><br/>           Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.<br/> <b>5.1</b> ~ School and Global Communities<br/> <b>5.2</b> ~ Lifelong Learning</p> |

| <b>Theme: History</b>   |  |
|---|--|
| <b>CONTENT/KEY CONCEPTS</b>   | <b>OBJECTIVES/STANDARDS</b>  |
| <p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe famous German historical figures and the impact they had.</li> <li>• Read and explain about important historical events.</li> <li>• Learn vocabulary terms associated with history.</li> </ul> <p><u>Early German History – 1100</u></p> <p>Figures</p> <ul style="list-style-type: none"> <li>• The Germanic, Franken, and Anglo Sachsen tribes</li> <li>• Karl the Great</li> <li>• The successors after Karl the Great</li> <li>• Otto the Great</li> </ul> <p>Events</p> <ul style="list-style-type: none"> <li>• Mass migration of German tribes</li> <li>• Holy Roman Empire of the German nation (843-1806)</li> </ul> <p><u>The Middle Ages 1100 – 1700</u></p> <p>Figures</p> <ul style="list-style-type: none"> <li>• Barbarossa</li> <li>• The Habsburger Family</li> <li>• Martin Luther</li> </ul> <p>Events</p> <ul style="list-style-type: none"> <li>• The Crusades</li> <li>• The Reformation</li> <li>• The Thirty-Year War</li> </ul> | <p><b><u>COMMUNICATION</u></b><br/>           Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p><b>1.1</b> ~ Interpersonal Communication<br/> <b>1.2</b> ~ Interpretive Communication<br/> <b>1.3</b> ~ Presentational Communication</p> <p><b><u>CULTURES</u></b><br/>           Interact with cultural competence and understanding.</p> <p><b>2.1</b> ~ Relating Cultural Practices to Perspectives<br/> <b>2.2</b> ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b><br/>           Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p><b>3.1</b> ~ Making Connections<br/> <b>3.2</b> ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b><br/>           Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p><b>4.1</b> ~ Language Comparisons<br/> <b>4.2</b> ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b><br/>           Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p><b>5.1</b> ~ School and Global Communities<br/> <b>5.2</b> ~ Lifelong Learning</p> |

| Theme: History (Continued)   |                      |
|--|----------------------|
| CONTENT/KEY CONCEPTS   | OBJECTIVES/STANDARDS |
| <p><u>The Prussians 1800</u><br/>           Figures<br/> <ul style="list-style-type: none"> <li>• Frederick the Great</li> </ul>           Events<br/> <ul style="list-style-type: none"> <li>• The Napoleon War</li> </ul> </p> <p><u>The Second Reich 1900 – 1918</u><br/>           Figures<br/> <ul style="list-style-type: none"> <li>• Otto von Bismarck</li> </ul>           Events<br/> <ul style="list-style-type: none"> <li>• World War I</li> </ul> </p> <p><u>The Weimar Republic 1918 – 1933</u><br/>           Figures<br/> <ul style="list-style-type: none"> <li>• Friedrich Ebert</li> </ul>           Events<br/> <ul style="list-style-type: none"> <li>• Great Depression</li> </ul> </p> <p><u>The Third Reich 1933 – 1945</u><br/>           Figures<br/> <ul style="list-style-type: none"> <li>• Adolf Hitler</li> </ul>           Events<br/> <ul style="list-style-type: none"> <li>• World War II</li> </ul> </p> <p><u>The DDR and the BRD 1945 – 1989</u><br/>           Figures<br/> <ul style="list-style-type: none"> <li>• Konrad Adenauer</li> <li>• Willy Brandt</li> </ul>           Events<br/> <ul style="list-style-type: none"> <li>• The Cold War</li> <li>• The Berlin Wall</li> </ul> </p> |                      |

| <b>Theme: History (Continued)</b>   |                             |
|---|-----------------------------|
| <b>CONTENT/KEY CONCEPTS</b>   | <b>OBJECTIVES/STANDARDS</b> |
| <p><u>The BRD 1990 – Today</u></p> <p>Figures</p> <ul style="list-style-type: none"><li>• Helmut Kohl</li><li>• Gerhard Schröder</li><li>• Angela Merkel</li></ul> <p>Events</p> <ul style="list-style-type: none"><li>• The Reunification of Germany</li></ul> |                             |

| Theme: Music   |   |
|--|---|
| CONTENT/KEY CONCEPTS   | OBJECTIVES/STANDARDS  |
| <p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> <li>Recognize classical music based on time periods, composers and types of instruments.</li> <li>Identify classical composers and their works based on listening.</li> <li>Learn vocabulary terms associated with each music time period.</li> </ul> <p><u>Christian Church Music</u></p> <ul style="list-style-type: none"> <li>Before 1100</li> <li>Offertory to Palm Sunday</li> </ul> <p><u>Renaissance</u></p> <ul style="list-style-type: none"> <li>1100 – 1500</li> <li>Martin Luther</li> </ul> <p><u>Baroque</u></p> <ul style="list-style-type: none"> <li>1600 – 1750</li> <li>Johann Sebastian Bach</li> <li>Gregor Mandal</li> <li>Johann Pachelbel</li> </ul> <p><u>Classical</u></p> <ul style="list-style-type: none"> <li>1750 – 1820</li> <li>Franz Joseph Haydn</li> <li>Wolfgang Amadeus Mozart</li> </ul> | <p><b><u>COMMUNICATION</u></b><br/>           Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication<br/>           1.2 ~ Interpretive Communication<br/>           1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b><br/>           Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives<br/>           2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b><br/>           Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections<br/>           3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b><br/>           Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons<br/>           4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b><br/>           Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities<br/>           5.2 ~ Lifelong Learning</p> |

| Theme: Music (Continued)   |                      |
|--|----------------------|
| CONTENT/KEY CONCEPTS   | OBJECTIVES/STANDARDS |
| <p><u>Romantic</u></p> <ul style="list-style-type: none"> <li>• 1820 – 1900</li> <li>• Ludwig von Beethoven</li> <li>• Franz Schubert</li> <li>• Robert Schumann</li> <li>• Johann Strauss I</li> <li>• Richard Wagner</li> <li>• Felix Mendelssohn</li> <li>• Johannes Brahms</li> <li>• Johann Strauss II</li> </ul> <p><u>Modern</u></p> <ul style="list-style-type: none"> <li>• 1900 – Today</li> <li>• Gustav Maler</li> <li>• Richard Strauss</li> <li>• Arnold Schonberg</li> <li>• Kurt Weil</li> <li>• Bands and artists from the 1980 – 2000</li> <li>• Bands and artists of today</li> </ul> |                      |

| <b>Theme: Architecture</b>  |   |
|---|---|
| <b>CONTENT/KEY CONCEPTS</b>   | <b>OBJECTIVES/STANDARDS</b>   |
| <p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Learn vocabulary terms associated with each architectural style.</li> <li>• Describe typical architectural styles of German buildings.</li> <li>• Design a model of a style of architecture and defend the style in the form of a writing.</li> </ul> | <p><b><u>COMMUNICATION</u></b><br/>           Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br/>           1.1 ~ Interpersonal Communication<br/>           1.2 ~ Interpretive Communication<br/>           1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b><br/>           Interact with cultural competence and understanding.<br/>           2.1 ~ Relating Cultural Practices to Perspectives<br/>           2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b><br/>           Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.<br/>           3.1 ~ Making Connections<br/>           3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b><br/>           Develop insight into the nature of language and culture in order to interact with cultural competence.<br/>           4.1 ~ Language Comparisons<br/>           4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b><br/>           Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.<br/>           5.1 ~ School and Global Communities<br/>           5.2 ~ Lifelong Learning</p> |



| <b>Theme: Science</b>   |   |
|---|---|
| <b>CONTENT/KEY CONCEPTS</b>   | <b>OBJECTIVES/STANDARDS</b>   |
| <p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Implement the passive voice by writing sentences based on the invention a scientist discovered.</li> <li>• Recognize the scientists that invented certain discoveries in science, medicine, technology, and philosophy.</li> <li>• Create a new invention that just won the Nobel Prize and support the invention in a form of writing.</li> <li>• Learn vocabulary terms associated with science.</li> </ul> | <p><b><u>COMMUNICATION</u></b><br/>           Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br/>           1.1 ~ Interpersonal Communication<br/>           1.2 ~ Interpretive Communication<br/>           1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b><br/>           Interact with cultural competence and understanding.<br/>           2.1 ~ Relating Cultural Practices to Perspectives<br/>           2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b><br/>           Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.<br/>           3.1 ~ Making Connections<br/>           3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b><br/>           Develop insight into the nature of language and culture in order to interact with cultural competence.<br/>           4.1 ~ Language Comparisons<br/>           4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b><br/>           Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.<br/>           5.1 ~ School and Global Communities<br/>           5.2 ~ Lifelong Learning</p> |

| <b>Theme: Literature</b>   |   |
|--|---|
| <b>CONTENT/KEY CONCEPTS</b>  | <b>OBJECTIVES/STANDARDS</b>   |
| <p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Read and describe various forms of German literature.</li> <li>• Interpret the stories by retelling them with the use of pictures.</li> <li>• Differentiate forms of literature based on the time frame it was written.</li> <li>• Design a children's book in German paying attention to various grammar points.</li> </ul> | <p><b><u>COMMUNICATION</u></b><br/>           Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br/>           1.1 ~ Interpersonal Communication<br/>           1.2 ~ Interpretive Communication<br/>           1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b><br/>           Interact with cultural competence and understanding.<br/>           2.1 ~ Relating Cultural Practices to Perspectives<br/>           2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b><br/>           Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.<br/>           3.1 ~ Making Connections<br/>           3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b><br/>           Develop insight into the nature of language and culture in order to interact with cultural competence.<br/>           4.1 ~ Language Comparisons<br/>           4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b><br/>           Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.<br/>           5.1 ~ School and Global Communities<br/>           5.2 ~ Lifelong Learning</p> |

| Theme: Art  |   |
|---|---|
| CONTENT/KEY CONCEPTS  | OBJECTIVES/STANDARDS  |
| <p>Within the above theme, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Classify various forms of art detailing the time period and the artist.</li> <li>• Learn vocabulary terms associated with each style of art.</li> <li>• Create an original piece or art or a replica and critiquing it in a form of writing.</li> </ul> | <p><b><u>COMMUNICATION</u></b><br/>           Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.<br/>           1.1 ~ Interpersonal Communication<br/>           1.2 ~ Interpretive Communication<br/>           1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b><br/>           Interact with cultural competence and understanding.<br/>           2.1 ~ Relating Cultural Practices to Perspectives<br/>           2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b><br/>           Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.<br/>           3.1 ~ Making Connections<br/>           3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b><br/>           Develop insight into the nature of language and culture in order to interact with cultural competence.<br/>           4.1 ~ Language Comparisons<br/>           4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b><br/>           Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.<br/>           5.1 ~ School and Global Communities<br/>           5.2 ~ Lifelong Learning</p> |