

**Course Title – German III Honors**

**Implement start year – 2015-2016**

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**Unit 3 – Entertainment**

**Transfer Goal –** Students will be able to independently use their learning to discuss present-day entertainment opportunities in German-speaking countries.

**Stage 1 – Desired Results**

**Established Goals**

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

7 . 1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communications.

- A. Interpretative Mode
- B. Interpersonal Mode
- C. Presentational Mode

**21<sup>st</sup> Century Themes**  
( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- X Global Awareness
- \_\_\_ Financial, Economic, Business and Entrepreneurial Literacy
- \_\_\_ Civic Literacy
- \_\_\_ Health Literacy
- \_\_\_ Environmental Literacy

**21<sup>st</sup> Century Skills**

*Learning and Innovation Skills:*

- X Creativity and Innovation
- X Critical Thinking and Problem Solving
- X Communication and Collaboration

*Information, Media and Technology Skills:*

- X Information Literacy
- \_\_\_ Media Literacy
- \_\_\_ ICT (Information, Communications and Technology) Literacy

*Life and Career Skills:*

- X Flexibility and Adaptability
- X Initiative and Self-Direction
- X Social and Cross-Cultural Skills
- X Productivity and Accountability
- \_\_\_ Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>Überenduring Understanding:</i></p> <ul style="list-style-type: none"> <li>• living a day in a German-speaking country involves cultural and linguistic understanding as well as adaptive skills</li> </ul> <p><i>EU 1</i>  Entertainment is multi-faceted (encompassing more than sports and hobbies), defined by personal preference, and influenced by cultural standards.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What comes to mind when hearing the word “entertainment” besides sport and hobbies?</li> <li>• What types of entertainment are popular in the United States?</li> <li>• What types of entertainment are popular in German-speaking countries?</li> <li>• How are American and German types of entertainment similar and/or different?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the vocabulary for entertainment venues.</li> <li>• verbs with prepositional objects in Dative and Accusative.</li> <li>• “da-” and “wo-” compound.</li> <li>• the endings of unpreceded adjectives.</li> <li>• the statistics on German-speaking countries (e.g. film, theater, music, art, television and radio, literature).</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• use appropriate vocabulary to discuss one’s entertainment preferences.</li> <li>• create sentences orally and in writing using unpreceded adjectives.</li> <li>• create declarative and questions orally and in writing using verbs with prepositional objects in Accusative or Dative case.</li> <li>• create declarative sentences or questions orally and in writing using “wo-“ and “da-“ compounds.</li> <li>• compare and contrast German and American perceptions of various entertainment options apart from sports and hobbies.</li> <li>• examine aspects of German entertainment (e.g. film, theater, music, art, television and radio, literature).</li> </ul>

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

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**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- test and/or quizzes on vocabulary of this unit (entertainment)
- create sentences/questions using unpreceded adjectives, “da-“ and “wo-“ compounds and verbs with prepositional objects
- test and/or quizzes on using unpreceded adjectives, “da-“ and “wo-“ compounds and verbs with prepositional objects
- read and respond about a German television guide, a movie guide and corresponding realia
- read and respond to questions about a German television guide, a movie guide and corresponding realia
- ticket to leave, student summarizer, dip sticking
- self-assessment mini-quiz from the textbook website: [www.cengage.com/german/wiegehts](http://www.cengage.com/german/wiegehts)

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- use the following for vocabulary: flashcards, concentration game and crossword puzzles (A)
- complete textbook written and listening exercises and activities on vocabulary and grammar (A)
- complete workbook/online written and listening exercises and activities on vocabulary and grammar (A)
- complete teacher made worksheets on vocabulary and grammar (A)
- reinforce vocabulary and concepts through songs (A)
- apply Sabine and Michael materials as a TPRS component [www.sabineundmichael.com](http://www.sabineundmichael.com) (A)
- [www.tprstorytelling.com](http://www.tprstorytelling.com) (A)
- repeat vocabulary for entertainment after the teacher and after native speakers on CDs (A)
- memorize the verbs with prepositional objects in the Accusative and Dative cases with their corresponding meaning (A)
- memorize the endings of the unpreceded adjectives in all cases (A)
- use “da-“ and “wo-“ compounds in questions and answers (A)
- identify the entertainment options in German-speaking countries (A)
- use computer websites [www.cengage.com](http://www.cengage.com), [www.Quiz.com](http://www.Quiz.com), [www.Voki.com](http://www.Voki.com), and free apps such as Duolingo and Socrative to reinforce pronunciation, grammar and conversational skills (M)
- cultural readings and related activities in German in textbook (M)
- cultural readings and poems in Von Weisen und Narren, Von Helden und Schelmen or German Heritage (M)
- appropriate videos, (in German and English), YouTubes (in German) and related activities (M)
- explore German entertainment websites: (M)
  - [www.musicals.de](http://www.musicals.de), <http://www.goethe.de/ins/gb/lon/prj/pop/msc/enindex.htm>, <http://www.last.fm/tag/german/wiki>
  - [www.musicals.de](http://www.musicals.de), <http://www.last.fm/tag/klassische%20musik>, <http://www.andreas-praefcke.de/operlink.htm>,
  - <http://www.theguardian.com/music/2011/aug/20/top-50-operas>, [http://www.ranker.com/list/german-operas/reference?var=2&utm\\_expid=16418821-27.IWS5qTkdt1y0VVg72wOjSw.1&utm\\_referrer=http%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D4%26ved%3D0CD0QFjAD%26url%3Dhttp%253A%252F%252Fwww.ranker.com%252Flist%252Fgerman-operas%252Freference%26ei%3DYW2sU8XMhomusASUmYDYBw%26usg%3DAFQjCNGUg99fJWJ3gFiKcXluJEDTh1PHlw%26sig2%3DOSKHmU76l\\_cVu6ydvI8R1w%26bvm%3Dbv.69837884%2Cd.cWc](http://www.ranker.com/list/german-operas/reference?var=2&utm_expid=16418821-27.IWS5qTkdt1y0VVg72wOjSw.1&utm_referrer=http%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D4%26ved%3D0CD0QFjAD%26url%3Dhttp%253A%252F%252Fwww.ranker.com%252Flist%252Fgerman-operas%252Freference%26ei%3DYW2sU8XMhomusASUmYDYBw%26usg%3DAFQjCNGUg99fJWJ3gFiKcXluJEDTh1PHlw%26sig2%3DOSKHmU76l_cVu6ydvI8R1w%26bvm%3Dbv.69837884%2Cd.cWc),
  - [http://www.lsa.umich.edu/german/hmr/links/film\\_fernsehen.html](http://www.lsa.umich.edu/german/hmr/links/film_fernsehen.html), <http://www.moviepilot.de>, [www.google.at](http://www.google.at), [www.yahoo.at](http://www.yahoo.at), [www.yahoo.de](http://www.yahoo.de), [www.yahoo.ch](http://www.yahoo.ch)
- identify and discuss entertainment options in the German-speaking countries (M)
- translate vocabulary terms from German to English and from English to German (M)
- use “da-“ and “wo-“ in context (M)
- use verbs with prepositional objects in the Accusative and Dative cases (M)
- apply appropriate endings to unpreceded adjectives in all cases (M)

- take students on a virtual tour of an entertainment venue in a German-speaking country (e.g. Passion Play Theater, an opera house, a concert hall, a movie theater) (M)  
<http://www.worldtour360.com/gallery.php?country=Germany&>, [http://www.deutscheoperberlin.de/en\\_EN/service](http://www.deutscheoperberlin.de/en_EN/service),  
<http://europeforvisitors.com/munich/staatsoper/nationaltheater.htm>, <http://www.wiener-staatsoper.at/Content.Node/home/opernhaus/panoramatour/Panoramatour.en.php>,
- explore websites/youtubes of various theaters, especially the Passion Play Theater in Oberammergau, Germany: (M)  
<http://www.dentsadventure.com/?tag=germany>, <http://www.youtube.com/watch?v=Q2UpVJVkF4>,  
<http://www.youtube.com/watch?v=VYMdiKvVKGc>,
- analyze endings to unpreceded adjectives in all cases (M)
- play a class game such as Flyswatter, Hot seat, vocabulary Bingo, Jeopardy (M)
- explore German entertainment realia for unpreceded adjectives in all cases (M)
- summarize a reading on German entertainment (M)
- complete a cloze exercise based on a selection of German popular music, “Wenn ein Mensch Lebt” by the Puhdys (M)
- create mini-dialogues incorporating German entertainment as the theme (T)
- create mini-dialogues with a partner incorporating “da-“ and “wo-“ compounds (T)
- create mini-dialogues using appropriate endings to unpreceded adjectives in all cases (T)
- create mini-dialogues using verbs with prepositional objects in the Accusative and Dative cases (T)
- listen to and summarize in German dialogues about German entertainment (T)
- listen to native speakers discuss German entertainment (T)
- write a paragraph in German about one’s favorite German entertainment venue (T)
- create/answer original sentences and/or questions using appropriate endings to unpreceded adjectives in all cases (T)
- create/answer original sentences and/or questions verbs with prepositional objects in the Accusative and Dative cases (T)
- create/answer original sentences and/or questions with “da-“ and “wo-“ compounds (T)
- text a friend in German discussing entertainment plans for the evening (T)
- interpret orally and in writing a German piece of realia on entertainment (T)
- interpret a graph surveying German entertainment interests and answer corresponding interpretative questions (T)
- summarize and compare the themes of two German poems “Du mußt das Leben nicht verstehen” by Rainer Maria Rilke and “Vergnügungen” by Bertolt Brecht (T)