

Curriculum Unit Overview for German 1

McKeesport Area School District

Subject: German 1	Grades: 9-12	Timeline: one academic year
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First Semester:

Unit #1: Introductions and Greetings

Unit #2: Life at School

Unit #3: Life at the University

Unit #4: Sports and Free Time

Second Semester:

Unit #5: Family Life in Germany

Unit #6: Friends and Friendship

Unit #7: Food at Home and on the Go

Unit #8: Dining Out

Module Title: Unit 1: Introductions

Subject: German 1	Grades: 9-12	Timeline: Level 1, three weeks
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Module Overview:

In Unit #1 we will learn how to have a basic introductory conversation in German with someone in both informal and formal conjugations. We will practice German cultural greetings and basic statements of identity.

Module Objectives:

1. The students will be able to (TSWBAT) start and end conversations in novice-level German with common greetings and introductory and parting phrases, in front of a class or with a partner.
2. TSWBAT make basic statements and ask basic questions about people and things, using the verb “to be” (“sein”), conjugating it in all three persons, both in the singular and plural and in the “You” formal forms.
3. TSWBAT pronounce accurately most of the basic sounds of the German alphabet which differ from the English pronunciation.
4. TSWBAT recognize these words, phrases, and pronunciations when presented in the form of the textbook video soap opera.
5. TSWBAT know the basic grammatical differences between basic German and English (i.e. genders for all nouns, gender evident in articles both definite and indefinite, common formation of compound nouns, multiple forms of plural formation, nominative pronouns, importance of the four cases in German—nominative, accusative, dative, & genitive).

Thematic Focus:

1. The German idioms of greeting and farewell. This includes geographic variations of such idioms—e.g. different expressions used in Austria, Switzerland, and in southern and northern Germany.
2. The predictability of German pronunciation—especially when contrasted to English or French pronunciation.
3. German is essentially a communication-based class. Students need to be communicating aloud, right away, and they need to build confidence in communicating in German correctly with one partner and in group settings.

Essential Questions:

1. What are appropriate ways to converse with someone you’ve just met in Germany? (including different greetings and farewells based on geographic location)
2. How does reading a German word aloud differ from reading an English word aloud? How do I need to change my instincts on how letters and letter-groups sound differently in German compared to English?
3. What are the basic questions and answers in German, both formal and informal, for sharing name, emotional status, and hello and goodbye?
4. How is the grammatical structure of German significantly different from English?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
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<p>1.1 Students engage in basic conversation of greeting and farewells, providing and obtaining information about identity and one's emotional state.</p> <p>1.2 Students gain comfort speaking in German to the entire class.</p>	<p>2.1 Students demonstrate an understanding of the cultural and geographical variety of German-speaking regions.</p> <p>2.1A Students become aware of the recent re-unification of West and East German...and the resultant lingering cultural differences.</p>	<p>-distinction between informal and formal conjugations -genders for all nouns -gender evident in articles both definite and indefinite -formation of compound nouns -multiple forms of plural nouns -nominative pronouns -use of the nominative case & importance of the four cases (nominative, accusative, dative, & genitive) in German</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standard 3.1 (but not 3.2)</p> <p>3.1 = Students reinforce their understanding of the Cold War split between capitalism and communism with their introduction to the division of Berlin between capitalist West Berlin and communist East Berlin.</p>	<p>Standards 4.1-4.2</p> <p>4.1 = Linguistic contrasts with informal/formal, gender, cases, compound noun formation & plural formation.</p> <p>4.2 = Contrast between frequent German use of public-transportation and less common American usage.</p>	<p>Standard 5.2 (but not 5.1)</p> <p>5.2 = Students watch “Zapping” TV advertisement for the German Railway to compare German rail service to American rail service.</p>

Order of Instruction (approximately 11 lessons):

Lesson and Textbook Schedule:

<p>Anchor Text: <i>Mosaik 1</i> Lesson #1 Activities: Vocabulary “Wie geht’s?” (pp. 2-3)</p>	<p>Reading Assessments: Lesson #10 & #11 Activities: text of Fotoroman 1A; “Eine</p>
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<p>Text: <i>Mosaik 1</i> Lesson #2 Activities: Practice greetings (pp. 3-4 & “Fotoroman” 1A video & text on pp. 6-7)</p>	<p>Geistergeschichte”</p>
<p>Text: <i>Mosaik 1</i> Lesson #3 Activities: German pronunciation of the alphabet (p. 5)</p>	<p>Writing Prompts & Assessments: vocab quizzes on greetings and farewells, genders, plurals, & pronouns; Test #1</p>
<p>Text: <i>Mosaik 1</i> Lesson #4 Activities: Greetings by German-speaking region (pp. 8-9)</p>	<p>Grammar Assessments: vocab quizzes on greetings and farewells, genders, plurals, & pronouns; Unit #1 Test #1</p>
<p>Text: <i>Mosaik 1</i> Lesson #5 Activities: Grammar: gender, articles, compound nouns (pp. 10-13)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #6 Activities: Grammar: plurals (pp. 14-15)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #7 Activities: Grammar: pronouns, “to be” (“sein”), cases—the nominative (pp. 16-19)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #8 Activities: “Zapping” TV ad on German Rail (p. 21)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #9 Activities: Review (p. 20)</p>	

Ongoing Standards Addressed in This Unit #1 (those “**not addressed**” are followed by this in bold text):

Communication

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written German on a variety of topics.
- 1.3 Students present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and

- perspectives of German-speaking cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of German-speaking cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through German.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the German language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between German and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between German-speaking cultures and their own.

Communities

- 5.1 Students use German both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using German for personal enjoyment and enrichment.

McKeesport Area School District German (World Languages)
Module Title: Unit 2: School Life in German-speaking Lands

Subject: German 1	Grades: 9-12	Timeline: Level 1, three weeks
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Module Overview:

In Unit #2 we will learn about life for school students in German-speaking countries, ranging from the basic German vocabulary which we will use for items in our classroom to the significant contrasts between school culture in the US and in German-speaking lands. Building upon the basic grammar learned in Unit (e.g. the German alphabet, genders, cases, 'to be' conjugations, & plurals) we will focus on learning the accusative case, the pronunciation of German vowels, the numbers 1-100, and basic word order and inverted word order to ask questions. We will also continue learning about the culture of the German-speaking world and about the unusual number of "cognates" between English and German.

Module Objectives:

6. The students will be able to (TSWBAT) describe in German what they see in our classroom, reviewing the use of the most common verb in German, 'to be' ("sein"). Practicing these descriptions with a partner, they will gain comfort doing so in front of the class.
7. TSWBAT use the accusative case to describe what nouns they, I, or their classmates 'have' ("haben"). Practicing these descriptions with a partner, they will gain comfort doing so in front of the class.
8. TSWBAT pronounce accurately the German vowels and explain how they differ from the English pronunciation.
9. TSWBAT recognize these words, phrases, and pronunciations when presented in the form of the textbook video soap opera ("Fotoroman #1.B: 'Oh, George!").
10. TSWBAT identify word order patterns in normal German sentences, focusing on identifying the verb as owning the "second position" and the subject usually taking the first position or—if displaced by an adverbial phrase like one describing the time an action occurs—taking the third position. Then TSWBAT change this word order to ask questions, placing the verb in the first position and the subject in the second position.
11. TSWBAT recognize "cognates" and "false cognates", appreciating that the German and English languages share more cognates in their basic vocabularies than English does with any other language.

Thematic Focus: School Life in the "German-Speaking World"

4. School vocabulary
5. Public schools in German-speaking countries, grades 1-12 (e.g. contrast between American "Kindergarten" and German start with "Erstklässler" ['first-graders'] or tracked schooling from grade 5 onwards)
6. The shorter school day but longer school year—all without sports teams or other extracurricular school-based activities.
7. Prevailing patterns throughout the "German-speaking World" ("Die deutschsprachige Welt") in Germany, Austria, & Switzerland

Essential Questions:

5. How can we describe our daily school life in German?
6. What are the main contrasts between the school systems in German-speaking countries and the US?
7. How is the nation of "Germany" just the largest part of the "German-speaking World"

8. How are the German vowels and vowels with umlauts pronounced?

Instructional Focus of Module:		
<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
<p>1.4 Students engage in basic conversation describing daily school life in German, providing and obtaining information about what they or their classmates ‘have’.</p> <p>1.5 Students understand conversations about school (Fotoroman #1.B)</p> <p>1.6 Students build comfort speaking in German to the entire class, presenting a “German Culture Report #1” with a few German sentences.</p>	<p>2.1 Students demonstrate an understanding of the extent, statistics, and varied cultures of the German-speaking World.</p> <p>2.2.A Students become aware of the medieval existence of a larger German-speaking world—e.g. the Hanseatic League.</p> <p>2.2.B Students understand contrasts between German & American schooling.</p>	<p>-“haben” conjugation</p> <p>-“haben” & the accusative case endings for articles preceding masculine nouns</p> <p>-word order in statements & questions</p> <p>-numbers 0-99 & 100+</p> <p>-cognates & false cognates</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standard 3.2 (but not 3.1)</p> <p>3.2 = Students understand contrasts between German & American schooling.</p>	<p>Standards 4.1-4.2</p> <p>4.1 = Linguistic contrasts of strict word order but unusual number of “cognates” shared between German and English</p> <p>4.2 = Students understand contrasts between German & American schooling.</p>	<p>Standard 5.2 (but not 5.1)</p> <p>5.2 = Students research the conditions, cultural traditions, and history of a prominent German-speaking city and present on it to the class.</p>

Order of Instruction (approximately 10 lessons):

Lesson and Textbook Schedule:

<p>Anchor Text: <i>Mosaik 1</i></p> <p>Lesson #1 Activities: Vocabulary “In der Schule”</p>	<p>Reading Assessments:</p> <p>Lesson #10 Activities: text of Fotoroman 1B;</p>
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<p>(pp. 22-23)—e.g. “Was ist das?” & “Im Rucksack” (p. 24)</p>	<p>Start “<i>Fritz Abenteuer in Amerika</i>” (Chapters 1-4)</p>
<p>Text: <i>Mosaik 1</i> Lesson #2 Activities: German pronunciation of the vowels “a, e, I, o, & u” (p. 25)</p>	<p>Writing Prompts & Assessments: In English, write a paragraph contrasting the main differences between the American and German school systems.</p>
<p>Text: <i>Mosaik 1</i> Lesson #3 Activities: “Fotoroman” 1B video & text (pp. 26-27)</p>	<p>Grammar Assessments: quizzes on school vocab, conjugation of “haben”, accusative case endings, word order in statements & questions, German numbers; Unit #2 Test #2</p>
<p>Text: <i>Mosaik 1</i> Lesson #4 Activities: ‘School Time’ (“Die Schulzeit”) + “Ein süßer Beginn”; “Der Schultag” (pp. 28-29)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #5 Activities: Grammar: “Haben and the accusative case” with accusative endings for masculine articles preceding nouns (p. 30) + questions about what people ‘have’ (“Was haben wir?” + “Was haben sie?”) (p. 31)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #6 Activities: Grammar: word order in statements, with adverbial phrases, & questions (p. 32); “Ein paar Fragen” etc. (p. 33)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #7 Activities: Vocabulary: numbers 0-99, 100+ & mathematical expressions (pp. 34-35) + practice (e.g. “Matheprofi” & “Wie viele?” pp. 36-37)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #8 Activities: “Review” (pp. 38-39) & “cognates” v. “false cognates” (p. 42)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #9 Activities: The German-speaking World (“Die deutschsprachige Welt” (pp. 40-41): statistics & geography (p. 40) & culture (p. 41): Alps, Swiss chocolate, Berlin Wall, & Hanseatic League</p>	

Ongoing Standards Addressed in This Unit #2 (those “not addressed” are followed by this in bold text):

Communication

- 1.3 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.4 Students understand and interpret spoken and written German on a variety of topics.
- 1.7 Students present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of German-speaking cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of German-speaking cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through German.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the German language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between German and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between German-speaking cultures and their own.

Communities

- 5.1 Students use German both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using German for personal enjoyment and enrichment.

McKeesport Area School District German (World Languages)
Module Title: Unit #3: Life at the University in German-speaking Lands

Subject: German 1	Grades: 9-12	Timeline: Level 1, three weeks
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Module Overview:

In Unit #3 we will learn about life for students at German universities, starting with the major cultural contrasts between the German and American systems of higher education and incorporating new vocabulary appropriate to describing the German system and learning new grammar to enable this—specifically the conjugation of “regular verbs”, the use of “interrogative words” and the grammatical structures and vocabulary German speakers use to discuss time and dates. Compared to Units #1 and #2, this is somewhat shorter and contains less challenging grammatical concepts but quite challenging pronunciation (i.e. the different “consonant” sounds for letters “g” “j” “v” and “w”—all very different than English!). Finally, the unit’s content is supplemented with a focus on the traditional university of Basel and the technical university of Berlin.

Module Objectives:

12. The students will be able to (TSWBAT) describe in German the basic vocabulary used to describe life at the university in German-speaking countries.
13. TSWBAT conjugate “regular verbs” in the present tense, memorizing the six/eight different patterns for such conjugation.
14. TSWBAT pronounce accurately the German consonants “g”, “j”, “v”, and “w”, and TSWBAT explain how they differ from the English pronunciation.
15. TSWBAT recognize these words and phrases, and the pronunciation of consonants when presented in the form of the textbook video soap opera (“Fotoroman #2.A: ‘Checkpoint Charlie’”).
16. TSWBAT use “interrogative words” to ask questions, memorizing the definition and usage of the ten most common such words. Students will practice asking their classmates questions using these words, using the appropriate word order.
17. TSWBAT discuss time and dates in German, including reading clocks and watches, distinguishing between “cardinal” and “ordinal” numbers, formulating the “ordinal” numbers properly, and speaking about months, days, and days of the week.

Thematic Focus: University Life in the “German-Speaking World”

8. University vocabulary
9. University life in German-speaking countries.
10. Cultural contrasts—e.g. generally “free” university tuition and subsidized food and accommodations—again all without sports teams or many other extracurricular university-based activities.
11. Efforts in the “German-speaking World” (“Die deutschsprachige Welt”) in Germany, Austria, & Switzerland, and the broader European Union states to “standardize” the university system—i.e. the “Bologna Process”.

Essential Questions:

9. How can we describe university life in German?
10. What are the main contrasts between the university systems in German-speaking countries and the US?
11. How are the German consonants pronounced very differently than in English?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
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<p>1.8 Students engage in basic conversation describing daily school life in German, providing and obtaining information about what they or their classmates will 'do' when they go to the university.</p> <p>1.9 Students understand conversations about university life (Fotoroman #2.A).</p>	<p>2.1 Students demonstrate an understanding of the contrast between university life in German-speaking lands compared to that in the USA.</p> <p>2.2. Students become aware of the medieval existence of German-speaking universities.</p>	<p>-“regular verb” conjugation -“interrogative words” -“talking about time and dates” -pronunciation rules for the German consonants “g”, “j”, “v”, & “w”</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standard 3.2 (but not 3.1)</p> <p>3.2 = Students understand contrasts between German and American university systems.</p>	<p>Standards 4.1-4.2</p> <p>4.1 = Linguistic contrasts of the pronunciation rules for the German consonants “g”, “j”, “v”, & “w” compared to English</p> <p>4.2 = Students understand contrasts between German & American university systems.</p>	<p>Standard 5.2 (but not 5.1)</p> <p>5.2 = Students learn about the extensive and old German-speaking university system, dating from the 14th century.</p>

**Order of Instruction (approximately 12 lessons):
Lesson and Textbook Schedule:**

<p>Anchor Text: <i>Mosaik I</i> Lesson #1 Activities: Vocabulary “An der Universität” (pp. 48-49)—e.g. “Was passt zusammen?”, “Das Unileben” listening exercise (p.</p>	<p>Reading Assessments: Lesson #11 & #12 Activities: review text of Fotoroman 1B; Start “Fritz Abenteuer in Amerika” (Chapters 5-8)</p>
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<p>49), & “Ihr Studium” (p. 50)</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #2 Activities: German pronunciation of the vowels “g”, “j”, “v”, & “w” (p. 51)—exercises #1-#3</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #3 Activities: “Fotoroman” 2A video & text (pp. 52-53) w/ “Wer ist das?”</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #4 Activities: University Culture: ‘University Time: Cramming Time’ (“Uni-Zeit, Büffel-Zeit”) + “Die Uni”, “Der Bologna-Prozess” & “Uni Basel” (pp. 54-55)</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #5 Activities: Grammar: conjugation of regular verbs (pp. 56-57) + a list of “common regular verbs” to learn (p. 57)—ex. #1 (p. 57), #1 (p. 58), #2, & #3 (p. 58)</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #6 Activities: Grammar: continue w/ conjugation of regular verbs on p. 59 ex. #4, 5, & 6</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #7 Activities: Grammar: interrogative words (p. 60)—ex. #1 (p. 60), ex. #1 (p. 61)-#3 (p. 61)</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #8 Activities: Grammar & vocabulary: talking about time and dates (pp. 62-63)—ex. #1 (p. 63), ex. #1-#3.</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #9 Activities: Continue talking about time and dates (p. 65)—ex. #1-#3</p> <p>Text: <i>Mosaik 1</i></p> <p>Lesson #10 Activities: video clip on the Berlin technical university (p. 67 & audio on supersite) continue talking about time and dates (p. 65)—use ‘comprehension’ & ‘discussion’ questions.</p>	<p>Writing Prompts & Assessments: In English, write a paragraph contrasting the main differences between the American and German university systems.</p> <p>Grammar Assessments: quizzes on university vocab, conjugation of “regular verbs”, use of “interrogative words”, and the “talking about time and dates”; Unit #3 Test #3</p>
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Ongoing Standards Addressed in This Unit #3 (those “not addressed” are followed by this in bold text):

Communication

- 1.5 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.6 Students understand and interpret spoken and written German on a variety of topics.
- 1.10 Students present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics (**not addressed**)

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of German-speaking cultures when compared to the American university system.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of German-speaking cultures with regards to higher education.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through German—e.g. history.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the German language and its cultures (**not addressed**).

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between German and English (e.g. the contrast between pronunciation & grammar in German and English).
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between German-speaking cultures and their own.

Communities

- 5.1 Students use German both within and beyond the school setting (**not addressed**).
- 5.2 Students show evidence of becoming life-long learners by using German for personal enjoyment and enrichment (**not addressed**).

Module Title: Unit #4: “Sports and Free Time” in German-speaking Lands

Subject: German 1	Grades: 9-12	Timeline: Level 1, three weeks
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Module Overview:

In Unit #4 we will learn how German-speakers discuss sports and free time, including the use of very common but difficult-to-conjugate “stem-changing” verbs. Much easier will be learning how to pronounce diphthongs in German and how to use the present tense in combination with time expressions to lend sentences a future tense meaning. Lastly, students will learn how to negate the meaning of a sentences using three common words (“nicht”, “kein”, & “doch”). The unit’s “culture” content is supplemented with an article in English about the role of skiing in Alpine regions and two short descriptions in German focused on bicycling and soccer.

Module Objectives:

18. The students will be able to (TSWBAT) describe in German the basic vocabulary used to describe sports and free time in German-speaking countries.
19. TSWBAT conjugate “stem-changing verbs” in their four vowel-shifts in the present tense and according to the six/eight different patterns for such conjugations.
20. TSWBAT pronounce accurately the diphthongs of “au”, “ei/ai”, & “eu/äu” in German.
21. TSWBAT use the “present tense” with a future tense meaning, introducing sentences with a time expression which transforms the present tense verb to have a future meaning.
22. TSWBAT negate the meaning of sentences, using the words “nicht” and “kein”, or to negate the meaning of a negative sentence with the affirming idiom “doch”.
23. TSWBAT recognize these words and phrases, and the pronunciation of diphthongs when presented in the form of the textbook video soap opera (“Fotoroman #2.B: ‘Ein Picknick im Park’”).

Thematic Focus: Sports and Free Time in the “German-Speaking World”

12. Sports and free time vocabulary
13. Sports—e.g. skiing, cycling, & soccer—in German-speaking countries.
14. Cultural contrasts—e.g. descriptions in German of a “Panorama” of Berlin (WW II bombing, famous Berliners, tourist attractions), the Olympic Games of 1936, the German Parliament, & Berlin’s “Karneval der Kulturen”

Essential Questions:

12. How can we describe sports and free time activities in German?
13. How does the emphasis on sports differ between the US and German-speaking countries?
14. How is the culture of modern Berlin influenced by Germany’s time under Nazi rule and the impact of World War II?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
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<p>1.11 Students engage in basic conversation describing sports and free time in German, providing and obtaining information about what they or their classmates like to ‘do’ for sports and free time.</p> <p>1.12 Students understand conversations about sports and free time (Fotoroman #2.B).</p>	<p>2.1 Students demonstrate an understanding of the contrast between sports and free time in German-speaking lands compared to that in the USA.</p> <p>2.2. Students become aware of the culture of 20th and 21st century Berlin + skiing Alpine regions.</p>	<p>-“stem-changing verb” conjugation -“negation words” -“present tense” with a future meaning -pronunciation rules for the German diphthongs</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standard 3.2 (but not 3.1)</p> <p>3.2 = Students understand contrasts between German & American cultures of sports and free time.</p>	<p>Standards 4.1-4.2</p> <p>4.1 = Linguistic contrasts of the pronunciation rules for the German diphthongs compared to English</p> <p>4.2 = Students understand contrasts between German & American cultures of sports and free time.</p>	<p>Standard 5.2 (but not 5.1)</p> <p>5.2 = Students learn about the urban culture of Berlin and the historical factors shaping it.</p>

Order of Instruction (approximately 12 lessons):

Lesson and Textbook Schedule:

<p>Anchor Text: <i>Mosaik 1</i> Lesson #1 Activities: Vocabulary “Sport und Freizeit” (pp. 68-69)—e.g. “Was passt nicht?”,</p>	<p>Reading Assessments: Lesson #10 & #11 Activities: review text of Fotoroman 2B; Continue “Fritz Abenteuer in</p>
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<p>“Das Wochenende” listening exercise (p. 69), & “Berühmte Sportler” + “Was machst du gern?” (p. 70)</p>	<p>Amerika” (Chapters 5-8)</p> <p>Writing Prompts & Assessments: Lesson #12: In German, write a paragraph on your favorite sport, athlete, cultural activity or celebrity.</p> <p>Lesson #11: Culture Report #2 (on a famous German-speaking person)</p> <p>Grammar Assessments: quizzes on sports and free time vocab, conjugation of “stem-changing verbs”, use of “negation words”, and the use of the present tense to express future meaning; Unit #4 Test #4</p>
<p>Text: <i>Mosaik 1</i></p> <p>Lesson #2 Activities: German pronunciation of the diphthongs “au”, “ei/ai” & “eu/äu” (p. 71)—exercises #1-#3</p>	
<p>Text: <i>Mosaik 1</i></p> <p>Lesson #3 Activities: “Fotoroman” 2B video & text (pp. 72-73) w/ “Ergänzen Sie”</p>	
<p>Text: <i>Mosaik 1</i></p> <p>Lesson #4 Activities: Kultur ‘Skiing in the blood’ (“Skifahren im Blut”) + “Die Deutschen und das Fahrrad”, “Tooooooor!” (pp. 74-75)</p>	
<p>Text: <i>Mosaik 1</i></p> <p>Lesson #5 Activities: Grammar: conjugation of stem-changing verbs (pp. 76-77) + a list of “common stem-changing verbs” to learn (p. 77)—ex. #1 (p. 77), #1 & #2 (p. 78)</p>	
<p>Text: <i>Mosaik 1</i></p> <p>Lesson #6 Activities: Grammar: continue w/ conjugation of stem-changing verbs, practicing w/ ex. #3, #4, & #6 (pp. 78-79)</p>	
<p>Text: <i>Mosaik 1</i></p> <p>Lesson #7 Activities: Grammar: present tense used as future (p. 80)—ex. #1 (p. 80), ex. #1-#3 (p. 81)</p>	
<p>Text: <i>Mosaik 1</i></p> <p>Lesson #8 Activities: Grammar & vocabulary: negation using “nicht”, “kein”, & “doch” (pp. 82-83)—ex. #1 (p. 83), ex. #1-#3 (p. 84).</p>	
<p>Text: <i>Mosaik 1</i></p> <p>Lesson #9 Activities: “Panorama” on Berlin—stats, WW II bombing, 1936 Olympics, German Parliament, ‘Karneval der Kulturen’ (pp. 88-89)—ex. #1 (p. 89)</p>	

Ongoing Standards Addressed in This Unit #4 (those “not addressed” are followed by this in bold text):

Communication

- 1.7 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.8 Students understand and interpret spoken and written German on a variety of topics.
- 1.13 Students present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics.

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of

- 2.2 German-speaking cultures regarding sports and free time when compared to the American customs. Students demonstrate an understanding of the relationship between the products and perspectives of German-speaking cultures (**not addressed**).

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through German—e.g. history of Berlin.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the German language and its cultures (**not addressed**).

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between German and English (e.g. the contrast between pronunciation & grammar in German and English).
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between German-speaking cultures and their own.

Communities

- 5.1 Students use German both within and beyond the school setting (**not addressed**).
- 5.2 Students show evidence of becoming life-long learners by using German for personal enjoyment and enrichment.

McKeesport Area School District German (World Languages)
Module Title: Unit #5: “Family Life” in German-speaking Lands

Subject: German 1	Grades: 9-12	Timeline: Level 1, three weeks
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Module Overview:

In Unit #5 we will learn how German-speakers describe their families and relatives, requiring a familiarity with possessive adjectives and descriptive adjectives. In addition, we will learn how to express likes and dislikes and how the German pronunciation of final consonants differs significantly from both English and from how English-speakers would expect Germans to pronounce these sounds. The unit’s “culture” content consists of several articles in German about the ‘average’ German family, about expressions of ‘love’ in German, and about German Chancellor Angela Merkel and her husband.

Module Objectives:

- The students will be able to (TSWBAT) describe in German the basic vocabulary used to family members and relatives in German-speaking countries.
- TSWBAT memorize and use possessive adjectives.
- TSWBAT pronounce accurately the final consonants “b”, “d”, “g” take on the sounds of “p”, “t”, & “ch” in German.
- TSWBAT understand how “descriptive adjectives” differ from “possessive adjectives”, learning how adjective endings for both depend upon gender, number, and case.
- TSWBAT use the words “gern” and “nicht gern” to express what they ‘like to’ do and what they ‘dislike’.
- TSWBAT recognize these words and phrases, and the pronunciation of diphthongs when presented in the form of the textbook video soap opera (“Fotoroman #3.A: ‘Ein Abend mit der Familie’”).

Thematic Focus: Family Life in the “German-Speaking World”

- Vocabulary describing family and relations.
- Families in German-speaking countries—e.g. Angela Merkel’s and other celebrities.
- Cultural contrasts—e.g. the auto company “Volkswagen”

Essential Questions:

- How can we describe family members and relatives in German?
- How do rates of marriage, child birth, separation and divorce compare between German-speaking lands and the USA?

Instructional Focus of Module:		
<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>

<p>Students engage in basic conversation describing family relations and relatives in German, providing and obtaining information about their own families and those of their classmates.</p> <p>Students understand conversations about family life (e.g. Fotoroman #3.A).</p>	<p>Students demonstrate an understanding of the contrasts and comparisons between German family life in German-speaking lands compared to that in the USA.</p> <p>Students learn the contrasting usages of a ‘kiss’ and ‘love’ in German-speaking lands compared to the USA.</p>	<p>-possessive adjectives</p> <p>-descriptive adjectives & adjective agreement</p> <p>-the use of “gern” and “nicht gern” to express likes and dislikes</p> <p>-pronunciation rules for the German final consonants</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standard 3.2 (but not 3.1)</p> <p>3.2 = Students understand contrasts between German & American customs of marriage, childbirth, separation, & divorce.</p>	<p>Standards 4.1-4.2</p> <p>4.2 = Students understand contrasts between German & American customs of marriage, childbirth, separation, & divorce.</p>	<p>Standard 5.2 (but not 5.1)</p> <p>5.2 = Students learn about the German auto industry—e.g. Volkswagen.</p>

Order of Instruction (approximately 12 lessons):

Lesson and Textbook Schedule:

<p>Anchor Text: <i>Mosaik 1</i></p> <p>Lesson #1 Activities: Vocabulary “Sabine Schmidts Familie” (pp. 96-97)—e.g. “Kombinieren</p>	<p>Reading Assessments:</p> <p>Lesson #10 & #11 Activities: review text of Fotoroman 3A; Finish “Fritz Abenteuer in</p>
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<p>Sie”, “Identifizieren Sie”, “Hören Sie zu” listening exercise (p. 97)</p>	<p>Amerika” (Chapters 5-8)</p> <p>Writing Prompts & Assessments: Lesson #12: In German, write a paragraph about your family members and their most interesting features.</p> <p>Lesson #11: Culture Report #3 (on postwar Germany, 1945-1990)</p> <p>Grammar Assessments: quizzes on family and relatives vocab, possessive and descriptive adjectives, use of “gern” and “nicht gern”, and the pronunciation of final consonants; Unit #5 Test #5</p>
<p>Text: <i>Mosaik 1</i> Lesson #2 Activities: German pronunciation of the final consonants “b”, “d”, & “g” (p. 99)—exercises #1-#3</p>	
<p>Text: <i>Mosaik 1</i> Lesson #3 Activities: “Fotoroman” 3A video (“Ein Abend mit der Familie”) & text (pp. 100-101) w/ “Richtig oder falsch?”</p>	
<p>Text: <i>Mosaik 1</i> Lesson #4 Activities: Kultur ‘A German family’ (“Eine deutsche Familie”) + “Die Liebe”, “Angela Merkel” (pp. 102-103)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #5 Activities: Grammar: possessive adjectives (pp. 104-105)—ex. #1 (p. 105), #1 & #2 (p. 106)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #6 Activities: Grammar: continue w/ possessive adjectives, practicing w/ ex. #4 & #5 (pp. 106-107)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #7 Activities: Grammar: descriptive adjectives and adjective agreement (pp. 108-109)—ex. #1 (p. 109), ex. #1-#4 (p. 110)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #8 Activities: Grammar & vocabulary: “gern” and “nicht gern” to express likes and dislikes (pp. 112-113)—ex. #1 (p. 112), ex. #1 & #2 (p. 113).</p>	
<p>Text: <i>Mosaik 1</i> Lesson #9 Activities: “Zapping” TV clip on “Volkswagen” (p. 115).</p>	

Ongoing Standards Addressed in This Unit #6 (those “not addressed” are followed by this in bold text):

Communication

- 1.9 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.10 Students understand and interpret spoken and written German on a variety of topics.
- 1.16 Students present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics.

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of

- German-speaking cultures on family life and relations compared to American family life.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of German-speaking cultures (**not addressed**).

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through German (**not addressed**).
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the German language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between German and English (e.g. the contrast between pronunciation & grammar in German and English).
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between German-speaking cultures and their own.

Communities

- 5.1 Students use German both within and beyond the school setting (**not addressed**).
- 5.2 Students show evidence of becoming life-long learners by using German for personal enjoyment and enrichment (**not addressed**).

Module Title: Unit #6: “Social Life with Friends” in German-speaking Lands

Subject: German 1	Grades: 9-12	Timeline: Level 1, three weeks
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Module Overview:

In Unit #6 we will learn how German-speakers describe their friends, using more descriptive adjectives, understanding the new grammatical structures of how to use modal verbs, prepositions with the accusative case, and the imperative voice. Also, we will learn the non-intuitive pronunciation of “consonant clusters” and those letters which sound like them. The unit’s “culture” content begins with a passage explaining how Germans use the term “friend” much more selectively than do Americans and also includes one on German wedding traditions and another on the vestigial German nobility. The unit concludes with similar passages on German-Americans like Sandra Bullock and their traditions.

Module Objectives:

31. The students will be able to (TSWBAT) describe in German the basic vocabulary used to describe friends and people in society in general in German-speaking countries.
32. TSWBAT pronounce accurately the consonant clusters “kn”, “pf”, “gn”, “ps”, “ng”, “ts”, & “tz” in German—as well as those German letters like “x”, “z”, & the consonant-vowel pair “qu” which are often pronounced as if they were a consonant cluster.
33. TSWBAT understand how modal verbs supplement the main verb, are conjugated differently, and have similar meanings to their modal equivalents in English.
34. TSWBAT understand the definitions and uses of the most common German prepositions used in the accusative case.
35. TSWBAT use the “imperative voice” to express commands in the four conjugations in which it can be used.
36. TSWBAT recognize these words and phrases, and the pronunciation of consonant clusters when presented in the form of the textbook video soap opera (“Fotoroman #3.B: ‘Unsere Mitbewohner’”).

Thematic Focus: Social Life with Friends in the “German-Speaking World”

18. Vocabulary describing friends and society in general.
19. Social customs in German-speaking countries contrasting American customs—e.g. “friendship”, marriage, & nobility.

Essential Questions:

17. How can we describe “friends” and people in society in general in German?
18. How in “friendship” different among German-speaking lands than in the USA?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
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<p>1.17 Students engage in basic conversation describing social life with friends in German, providing and obtaining information about their own friends and those of their classmates.</p> <p>1.18 Students understand conversations about social life with friends (e.g. Fotoroman #3.B).</p>	<p>2.1 Students demonstrate an understanding of the contrasts and comparisons between German social life with friends in German-speaking lands compared to that in the USA.</p> <p>2.2. Students learn the contrasting wedding traditions in German-speaking lands compared to the USA.</p> <p>2.3 Students internalize the vestigial existence of a nobility in German-speaking lands.</p>	<p>-modal verbs -accusative prepositions -the imperative mood -the use of descriptive adjectives to describe friends and members in society -pronunciation rules for the German consonant cluster</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standard 3.2 (but not 3.1)</p> <p>3.2 = Students understand contrasts between German and American customs of friendship and weddings.</p>	<p>Standards 4.1-4.2</p> <p>4.2 = Students understand contrasts between German and American customs of friendship, weddings, and the existence of a vestigial nobility in German-speaking lands and a large German-American ancestry in the USA.</p>	<p>Standard 5.1 & 5.2 (neither addressed)</p>

Order of Instruction (approximately 13 lessons):

Lesson and Textbook Schedule:

<p>Anchor Text: <i>Mosaik 1</i> Lesson #1 Activities: Vocabulary “Wie sind sie?” (pp. 116-117)—e.g. “Kombinieren Sie”, “Ergänzen</p>	<p>Reading Assessments: Lesson #10 & #11 Activities: review text of Fotoroman 3B; Finish “Fritz Abenteuer in</p>
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<p>Sie”, “Was fehlt”, “Hören Sie zu” listening exercise (p. 117)</p>	<p>Amerika” (Chapters 7-8)</p>
<p>Text: <i>Mosaik 1</i> Lesson #2 Activities: German pronunciation of consonant clusters “gn”, “kn”, “pf” & “ps” (p. 119)—exercises #1-#3</p>	<p>Writing Prompts & Assessments: Lesson #12: Translate in groups ONE of the passages on German-Americans (pp. 136-137). Lesson #13: Read “Hunde und Katzen” (pp. 138-139) & complete exercises on it (p. 139)</p>
<p>Text: <i>Mosaik 1</i> Lesson #3 Activities: “Fotoroman” 3B video (“Unsere Mitbewohner”) & text (pp. 120-121) w/ “Wer ist das?”</p>	<p>Grammar Assessments: quizzes on social life with friends vocab, use of modals, accusative prepositions, and the imperative voice. Unit #6 Test #6</p>
<p>Text: <i>Mosaik 1</i> Lesson #4 Activities: Kultur ‘Auf unsere Freunde!’ + “Es wird geheiratet!”, “Ernst August von Hannover” (pp. 122-123)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #5 Activities: Grammar: modals (pp. 124-125)—ex. #1 (p. 125), #1-#3 (p. 126)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #6 Activities: Grammar: continue w modals, practicing w/ ex. #5-#7 (p. 127)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #7 Activities: Grammar: prepositions with the accusative (p. 128)—ex. #1 (p. 128), ex. #1-#4 (p. 129)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #8 Activities: Grammar: “imperative voice” to express commands (pp. 131-132)—ex. #1 (p. 131), ex. #1-#3 (p. 132).</p>	
<p>Text: <i>Mosaik 1</i> Lesson #9 Activities: continue w/ “imperative voice”—ex. #5 & #7 (p. 133)</p>	

Ongoing Standards Addressed in This Unit #6 (those “not addressed” are followed by this in bold text):

Communication

- 1.11 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.12 Students understand and interpret spoken and written German on a variety of topics.
- 1.19 Students present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics.

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of

- German-speaking cultures on family life and relations compared to American family life.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of German-speaking cultures (**not addressed**).

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through German (**not addressed**).
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the German language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between German and English (e.g. the contrast between pronunciation & grammar in German and English).
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between German-speaking cultures and their own.

Communities

- 5.1 Students use German both within and beyond the school setting (**not addressed**).
- 5.2 Students show evidence of becoming life-long learners by using German for personal enjoyment and enrichment (**not addressed**).

Module Title: Unit #7: “Food and Buying Groceries” in German-speaking Lands

Subject: German 1	Grades: 9-12	Timeline: Level 1, three weeks
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Module Overview:

In Unit #7 we will learn how German-speakers describe food and buying groceries, using the very common modal verb “mögen” (to like) and its subjunctive form “mögen” (would like) along with learning the usage of adverbs and separable and inseparable prefix verbs. Also, we will practice the different pronunciation of the letters “s”, “z”, and “c”. The unit’s “culture” content begins with a description of a Viennese open-air market as typical of German-speaking cities, and it clarifies how vocabulary for various food items differs by region. The Austrian chef Wolfgang Puck is featured as an example of the extent of German culinary influence worldwide.

Module Objectives:

- 37. The students will be able to (TSWBAT) describe in German the basic vocabulary used to describe food and groceries in German-speaking countries.
- 38. TSWBAT pronounce accurately the letters “s”, “ss”, “ß”, “z”, and “c” in German, noting how the pronunciation of “s”, “ss”, “ß”, and “c” differs depending upon where they appear in a word and on whether the word is a “loan word”.
- 39. TSWBAT understand how the sixth modal verb “mögen” is conjugated like the other five learned in the previous Unit #6 but is used differently—including the use of its subjunctive form “möchten”.
- 40. TSWBAT use adverbs in German properly, learning how they add details about ‘when?’, ‘how?’, and ‘where?’ and in what word order they do so. To do so, students will learn about 20 of the most commonly-used adverbs.
- 41. TSWBAT understand the usage and definitions of the most common separable and inseparable prefix verbs, learning the unusual word order required to use separable prefix verbs.
- 42. TSWBAT recognize these the new vocabulary and grammar when presented in the form of the textbook video soap opera (Fotoroman #4.A: “Börek für alle”).

Thematic Focus: Social Life with Friends in the “German-Speaking World”

- 20. Vocabulary describing food and buying groceries.
- 21. How buying food differs in German-speaking countries when contrasted with American practices.

- 19. How can we describe food and buying groceries in German?
- 20. How in food and buying groceries different in German-speaking lands than in the USA?

Instructional Focus of Module:		
<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>

<p>Students engage in basic conversation describing food and buying groceries in German, providing and obtaining information about the culinary likes and dislikes of their classmates.</p> <p>Students understand conversations about food and buying groceries (e.g. Fotoroman #4.A).</p>	<p>Students demonstrate an understanding of the contrasts between German customs towards food and buying groceries and those in the USA.</p> <p>Students learn how vocabulary for food differs for various German-speaking regions.</p> <p>Students learn through the “Porträt” of Wolfgang Puck an example of the international impact of German food.</p>	<p>-the modal verb “mögen/möchten”</p> <p>-adverbs</p> <p>-separable and inseparable prefix verbs (most common such verbs & word order rules)</p> <p>-pronunciation rules for the German letters “s”, “z”, “c”</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standard 3.1-3.2</p> <p>3.1 = Students understand German culture through becoming expert on either a German song or poem and presenting it to the class.</p> <p>3.2 = Students acquire information and recognize the distinctive viewpoints through music that are only available through the German language and its cultures.</p>	<p>Standard 4.1-4.2</p> <p>4.1 = Students practice pronunciation of the letters “s”, “z”, & “c”</p> <p>4.2 = Students understand contrasts between German and American approaches towards food and buying groceries.</p>	<p>Standard 5.1 (not addressed) & 5.2</p> <p>5.2 = Students learn about the variety of German songs and poems, choosing one to become expert on and present to the class.</p>

**Order of Instruction (approximately 14 lessons):
Lesson and Textbook Schedule:**

<p>Anchor Text: <i>Mosaik 1</i></p> <p>Lesson #1 Activities: Vocabulary “Lebensmittel” (pp. 144-145)—e.g. “Was passt zusammen”, “Lebensmittel”, “was essen Sie</p>	<p>Reading Assessments:</p> <p>Lesson #11 & #12 Activities: review text of Fotoroman 4A; Start “Hänsel und Gretel” (first half)</p>	
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<p>gern?”, “Samstag ist Markttag” listening exercise (p. 145)</p>	<p>Writing Prompts & Assessments: Lesson #13: “German Culture Report #4” on a German-language song or poem. Lesson #14: Watch “Zapping” TV clip on “Yello Strom” (p. 163) & answer “Verständnis” & “Diskussion” question #2</p>
<p>Text: <i>Mosaik 1</i> Lesson #2 Activities: German pronunciation of the letters “s”, “z”, and “c” (p. 147)—exercises #1-#3</p>	<p>Grammar Assessments: quizzes on vocab. for food and buying groceries, the use of “mögen/möchten”, adverbs, and separable and inseparable prefix verbs. Unit #7 Test #7</p>
<p>Text: <i>Mosaik 1</i> Lesson #3 Activities: “Fotoroman” #4A video (“Börek für alle”) & text (pp. 148-149) w/ “Ergänzen Sie” & “Zum Besprechen” (i.e. partners prep for a dinner party)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #4 Activities: Kultur: “Der Wiener Naschmarkt” + “Das ist eine Tomate, oder?” & “Wolfgang Puck” (pp. 150-151) w/ ex. #1 (“Der Wiener Naschmarkt”), #2 (“Richtig oder falsch?”), & #3 (“Ein Gespräch auf dem Naschmarkt”)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #5 Activities: Grammar: the modal “mögen” (pp. 152)—ex. #1 (p. 153)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #6 Activities: Grammar: “möchten”, the subjunctive form of modal “mögen” (pp. 152)—ex. #1 (p. 152: “mögen” v. “möchten”) & ex. #2 (p. 153)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #7 Activities: Grammar: adverbs (pp. 154-155) w/ ex. #1 (“Jetzt”; p. 155) & #1 (“Wählen Sie”; p. 156)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #8 Activities: Grammar: continue w/ adverbs w/ word order practice (pp. 156-157) w/ ex. #2 (“Alltagsleben auf dem Campus”, #3 (“Was machen diese Leute?”), & #5 (“Partnergespräch”)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #9 Activities: start “separable and inseparable prefix verbs” (pp. 158-159) w/ list of most common ones and proper word order—ex. #1 (“Jetzt”; p. 159)</p>	
<p>Text: <i>Mosaik 1</i> Lesson #10 Activities: continue “separable and inseparable prefix verbs” w/ practice (pp. 160-161)—ex. #1 (“Befehle”), #2 (“Fragen”), #3 (“Was machen diese Personen?”), & #4 (“Mein Tag”)</p>	

Ongoing Standards Addressed in This Unit #7 (those “not addressed” are followed by this in bold text):

Communication

- 1.13 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.14 Students understand and interpret spoken and written German on a variety of topics.
- 1.22 Students present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics.

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of German-speaking cultures on family life and relations compared to American family life.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of German-speaking cultures (**not addressed**).

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through German (**not addressed**).
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the German language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between German and English (e.g. the contrast between pronunciation & grammar in German and English).
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between German-speaking cultures and their own.

Communities

- 5.1 Students use German both within and beyond the school setting (**not addressed**).
- 5.2 Students show evidence of becoming life-long learners by using German for personal enjoyment and enrichment (**not addressed**).

McKeesport Area School District German (World Languages)
Module Title: Unit #8: “Dining Out” in German-speaking Lands

Subject: German 1	Grades: 9-12	Timeline: Level 1, three weeks
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Module Overview:

In Unit #8 we will learn how German-speakers discuss dining out in Restaurants. This will include learning the dative case and the dative prepositions and usages which go along with it. Also, we will practice the different pronunciation of the letters “s” when used in combination with other letters. The unit’s “culture” content begins with a description of Viennese ‘coffee houses’ as a dining experience common in many German-speaking cities, and it clarifies some of the common vocabulary used to order food in a restaurant. It continues to point out the large influence that foreign-born populations have on the restaurant industry in German-speaking regions, and it concludes with an example of a famous Viennese restaurant serving traditional Austrian food.

Module Objectives:

- 43. The students will be able to (TSWBAT) describe in German the basic vocabulary used to describe dining in restaurants in German-speaking countries.
- 44. TSWBAT pronounce accurately the letter “s” when used in combination with several other letters in German.
- 45. TSWBAT understand how the “dative case” describes indirect objects and is also used with common prepositions which require the dative case.
- 46. TSWBAT recognize these the new vocabulary and grammar when presented in the form of the textbook video soap opera (Fotoroman #4.B: “Die Rechnung, bitte!”).

Thematic Focus: Social Life with Friends in the “German-Speaking World”

- 22. Vocabulary describing dining out.
- 23. How the dining experience in German-speaking countries is slightly different than practices in the USA.

Essential Questions:

- 21. How can we describe dining out in German?
- 22. How is dining out different in German-speaking lands than in the USA?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
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<p>1.23 Students engage in basic conversation describing dining out in German, providing and obtaining information to describe this with their classmates.</p> <p>1.24 Students understand conversations about dining out (e.g. Fotoroman #4.B).</p>	<p>2.1 Students demonstrate an understanding of the contrasts between German customs towards dining out and those in the USA.</p> <p>2.2. Students learn the specialized vocabulary used to describe the dining process in German-speaking regions.</p> <p>2.3 Students learn through the “Porträt” of “Figlmüller” about an example of a traditional German restaurant.</p>	<p>-the dative case -dative prepositions and how to use them -pronunciation rules for the German letter “s” in combination with other letters.</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>Standard 3.1-3.2</p> <p>3.1 = Students understand German culture through becoming expert on either a German song or poem and presenting it to the class.</p> <p>3.2 = Students acquire information and recognize the distinctive viewpoints through music that are only available through the German language and its cultures.</p>	<p>Standards 4.1-4.2</p> <p>4.1 = Students practice pronunciation of pronunciation of the German letter “s” in combination with other letters.</p> <p>4.2 = Students understand contrasts between German & American approaches towards dining out.</p>	<p>Standard 5.1 (not addressed) & 5.2</p> <p>5.2 = Students learn about the variety of German songs and poems, choosing one to become expert on and present to the class.</p>

Order of Instruction (approximately 13 lessons):

Lesson and Textbook Schedule:

<p>Anchor Text: <i>Mosaik 1</i> Lesson #1 Activities: Vocabulary “Im Restaurant” (pp. 164-165)—e.g. “Was passt nicht”, “Wie</p>	<p>Reading Assessments: Lesson #10 & #11 Activities: review text of Fotoroman 4B; Finish “<i>Hänsel und Gretel</i>”</p>
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schmeckt's", "Was bestellen wir" listening exercise (p. 165)	(second half)
Text: <i>Mosaik 1</i> Lesson #2 Activities: German pronunciation of the letters "s" in combination w/ other letters (p. 167)—exercises #1-#3	Writing Prompts & Assessments: Lesson #12: "German Culture Report #4" on a German-language song or poem. Lesson #13: Read passage "Die ersten Monate in Graz" (pp. 182-183)
Text: <i>Mosaik 1</i> Lesson #3 Activities: "Fotoroman" #4B video ("Die Rechnung, bitte!") & text (pp. 168-169) w/ "Richtig oder falsch?" & "Zum Besprechen" (i.e. guess a dish based on its ingredients)	Grammar Assessments: quizzes on vocab. for dining out, the use of the dative and dative prepositions. Unit #8 Test #8
Text: <i>Mosaik 1</i> Lesson #4 Activities: Kultur: "Wiener Kaffeehäuser" + "Am Tisch", "Ausländische Spezialitäten" & "Figlmüller" (pp. 170-151) w/ ex. #1 & #2 ("Wiener Kaffeehäuser" & "Richtig oder falsch?")	
Text: <i>Mosaik 1</i> Lesson #5 Activities: Grammar: 'the dative case' (p. 172)—ex. #1 (pp. 172-173)	
Text: <i>Mosaik 1</i> Lesson #6 Activities: Grammar: continue w/ the dative case (p. 173)—ex. #1 (p. 174: "Wählen Sie") & ex. #2 ("Pluralformen" (p. 174)	
Text: <i>Mosaik 1</i> Lesson #7 Activities: Grammar: start "prepositions with the dative" (p. 176) w/ ex. #1 ("Jetzt"; p. 176) & #1 ("Wählen Sie"; p. 177)	
Text: <i>Mosaik 1</i> Lesson #8 Activities: Grammar: start "prepositions with the dative" (p. 176) w/ ex. #2 "Wer ist das?", & #3 ("Seit wann?")	
Text: <i>Mosaik 1</i> Lesson #9 Activities: Translation groups for sections in "Weiter geht's" (pp. 180-181)	

Ongoing Standards Addressed in This Unit #8 (those "not addressed" are followed by this in bold text):

Communication

- 1.15 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.16 Students understand and interpret spoken and written German on a variety of topics.
- 1.25 Students present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics.

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices of German-speaking

- cultures towards dining out compared to American habits.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of German-speaking cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through German (music “Culture Report #4”).
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the German language and its cultures (“Culture Report #4”).

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between German and English (e.g. the contrast between pronunciation & grammar in German and English).
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between German-speaking cultures and their own.

Communities

- 5.1 Students use German both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using German for personal enjoyment and enrichment (music “Culture Report #4”).

