

<b>Teacher: M. Donegan</b> <b>Grade: 8</b> <b>Subject: Passport to World Languages</b>	<b>Unit of Study: Spanish Language and Culture</b>
<b>Time Frame/Dates</b>	<ul style="list-style-type: none"> <li>▪ 25 days</li> </ul>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Students will greet and say farewell to someone.</li> <li>▪ Students will introduce themselves to someone.</li> <li>▪ Students will ask and tell someone's name.</li> <li>▪ Students will ask and tell how they feel.</li> <li>▪ Students will ask and tell someone's age.</li> <li>▪ Students will ask and tell someone's birthday.</li> <li>▪ Students will ask and tell where someone is from.</li> <li>▪ Students will ask and describe someone's personality.</li> <li>▪ Students will ask and tell someone's favorite color.</li> <li>▪ Students will respond accurately to classroom commands given in Spanish.</li> <li>▪ Students will identify the months of the year.</li> <li>▪ Students will identify the Spanish numbers 0-31.</li> <li>▪ Students will identify the 11 colors.</li> <li>▪ Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>▪ Students will learn how to identify cognates as well as other relationships between Spanish and English written language.</li> <li>▪ Students will identify the Spanish-speaking countries.</li> <li>▪ Students will identify cultural elements of Spain and other Spanish-speaking countries through group work in centers.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>▪ True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>▪ There are strong similarities between Spanish and English.</li> <li>▪ Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>▪ Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>▪ Language acquisition is a process, not a result.</li> <li>▪ When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ In what ways can learning Spanish benefit me?</li> <li>▪ What should I know about Spanish that can help me to decode unfamiliar words?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>▪ What choices can a language-learner make to communicate clearly?</li> <li>▪ How can I better understand what I hear and read when I have just begun learning a new language?</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Quarterly Formative assessments</li> <li>▪ Vocabulary quizzes</li> <li>▪ Listening and speaking assessments</li> <li>▪ Teacher informal/formal observation</li> <li>▪ Sharing of responses (whole group, small groups, and paired)</li> <li>▪ Teacher feedback after role-plays and presentations.</li> <li>▪ Completion and accuracy of Center work</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ Vocabulary: greetings</li> <li>▪ Vocabulary: Numbers 0-31</li> <li>▪ Spanish-speaking countries-geography</li> <li>▪ Spanish-speaking countries-culture</li> <li>▪ Cultural connections: various greetings which differ based on geographic location</li> <li>▪ Cultural connections: How geography and relationships determine the way Spanish-speaking people greet and say farewell to one another.</li> <li>▪ Cultural connections: what is the difference between formal and informal form of address</li> <li>▪ Vocabulary: sports, music, food, classes at school</li> <li>▪ Vocabulary: feelings/emotions</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>▪ Work with groups at “Centers” to complete various cultural tasks</li> <li>▪ Create a Venn diagram comparing and contrasting the Flamenco dance and the Paso doble after viewing online video clips.</li> <li>▪ Read an article about the running of the bulls in Pamplona and write a journal entry about the experience</li> <li>▪ Read and translate a recipe for a Spanish tortilla</li> <li>▪ Convert Euros to Dollars and vice versa in a pretend “shopping trip”</li> <li>▪ Complete a color coded map of the Mexican states</li> <li>▪ View a clip of the miners being rescued in Chile and write a reaction</li> <li>▪ Discuss reasons to preserve the Costa Rican rainforest and identify various wildlife</li> <li>▪ Design an original logo for the Puerto Rican baseball team</li> <li>▪ Read an article about the World Tango Festival that takes place in Argentina and create a news report or commercial depicting the event.</li> <li>▪ Create a Spanish-speaking country “scrapbook” including various pictures, labels, and descriptions of cultural elements researched.</li> <li>▪ Conversations in pairs to introduce themselves and ask basic questions about their partner</li> <li>▪ Small group conversations to introduce themselves and ask basic questions</li> </ul>

	<p>about their group members</p> <ul style="list-style-type: none"> <li>▪ Role playing various situations in which one would use different greetings and manners of address based on their relationship with the person with whom they are speaking</li> <li>▪ Writing scripts for a variety of scenarios involving people meeting for the first time</li> <li>▪ Curricular connection: mathematics. Students will create simple addition and subtraction problems to ask and answer with other classmates.</li> <li>▪ Pair conversation about what each person likes and dislikes</li> <li>▪ Students will select a party theme for a person based on a short dialogue of what they person likes and dislikes</li> <li>▪ Students will draw pictures which will form the words of their like/dislike vocabulary (example: drawing the word “béisbol” in which the “b” is formed by a baseball bat and ball, etc.)</li> <li>▪ Students will poll classmates about their likes and dislikes</li> <li>▪ Creation of posters about themselves representing name, age, birthday, adjectives to describe themselves, likes/dislikes accompanied by a short in-class presentation</li> <li>▪ Independent reading</li> <li>▪ Students will complete grid with drawings to represent basic questions and phrases used in introductory dialogues.</li> <li>▪ Unscramble words on index cards to create a sentence or question.</li> <li>▪ Play Spanish “tic tac toe” to review learned questions and phrases.</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <b><i>FL.PK-12.7.1.NM.A.A</i></b> - [Content Statement] - <i>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.B</i></b> - [Content Statement] - <i>Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.G</i></b> - [Content Statement] - <i>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.H</i></b> - [Content Statement] - <i>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that</i></li> </ul>

	<p><i>assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</i></p> <ul style="list-style-type: none"> <li>▪ <b><i>FL.PK-12.7.1.NM.A.1</i></b> - <i>[Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.2</i></b> - <i>[Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.3</i></b> - <i>[Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s).</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.4</i></b> - <i>[Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.5</i></b> - <i>[Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.B.A.1</i></b> - <i>Respond to learned questions</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.B.A.2</i></b> - <i>Ask memorized questions.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.B.2</i></b> - <i>[Cumulative Progress Indicator] - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.B.3</i></b> - <i>[Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.B.5</i></b> - <i>[Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.C.2</i></b> - <i>[Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.C.3</i></b> - <i>[Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.C.4</i></b> - <i>[Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.C.5</i></b> - <i>[Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</i></li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Supplemental hand-outs</li> <li>▪ Maps</li> <li>▪</li> </ul>

<b>Teacher: M. Donegan</b> <b>Grade: 8</b> <b>Subject: Passport to World Languages</b>	<b>Unit of Study: French Language and Culture</b>
<b>Time Frame/Dates</b>	<ul style="list-style-type: none"> <li>▪ 15 days</li> </ul>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Students will greet and say farewell to someone.</li> <li>▪ Students will introduce themselves to someone.</li> <li>▪ Students will ask and tell someone's name.</li> <li>▪ Students will ask and tell how they feel.</li> <li>▪ Students will ask and tell someone's favorite color.</li> <li>▪ Students will identify the numbers 0-10.</li> <li>▪ Students will identify the 11 colors.</li> <li>▪ Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>▪ Students will learn how to identify cognates as well as other relationships between French and English written language.</li> <li>▪ Students will identify the French-speaking countries.</li> <li>▪ Students will identify cultural elements of France and other French-speaking countries through group work in centers.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>▪ True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>▪ There are strong similarities between French, Spanish, and English.</li> <li>▪ Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>▪ Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>▪ Language acquisition is a process, not a result.</li> <li>▪ When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ In what ways can learning French benefit me?</li> <li>▪ What should I know about French that can help me to decode unfamiliar words?</li> <li>▪ What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>▪ What choices can a language-learner make to communicate clearly?</li> <li>▪ How can I better understand what I hear and read when I have just begun learning a new language?</li> </ul>

<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Completion and accuracy of Center activities.</li> <li>▪ Quarterly Formative assessments</li> <li>▪ Listening and speaking assessments</li> <li>▪ Teacher informal/formal observation</li> <li>▪ Sharing of responses (whole group, small groups, and paired)</li> <li>▪ Teacher feedback after role-plays, skits, and presentations.</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ Vocabulary: greetings</li> <li>▪ Vocabulary: Numbers 0-10</li> <li>▪ Vocabulary: colors</li> <li>▪ French-speaking countries-geography</li> <li>▪ French-speaking countries-culture</li> <li>▪ Language connections: French words used commonly in the English language</li> <li>▪ Cultural connections: Comics and political cartoons relating to learning French and other languages</li> <li>▪ Culture: fashion, art, geography, landmarks, sports, food, history</li> <li>▪ Cultural connections: Statue of Liberty-a gift from France</li> <li>▪ Promotion of French language</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>▪ Work with groups at “Centers” to complete various cultural tasks</li> <li>▪ Create your own version of a fashion logo based on popular French fashion designers.</li> <li>▪ Using Google Maps, find the shortest route to four famous landmarks around Paris.</li> <li>▪ Play “Go Fish” with a deck of cards representing famous paintings by Renoir and Monet.</li> <li>▪ Create a skit of a sports broadcast relating to the Tour de France to be presented in front of the class.</li> <li>▪ Create a menu including popular French cuisine</li> <li>▪ Create a comic or cartoon relating to learning the French language-class vote</li> <li>▪ Create a poster to promote the French language</li> <li>▪ Read an article about the gift of the Statue of Liberty from France. View Live webcams and write a reaction to the article.</li> <li>▪ Conversations in pairs to introduce themselves and ask basic questions about their partner</li> <li>▪ Small group conversations to introduce themselves and ask basic questions about their group members</li> <li>▪ Role playing various situations in which one would use different greetings and manners of address based on their relationship with the person with whom they are speaking</li> <li>▪ Curricular connection: mathematics. Students will create simple addition and subtraction problems to ask and answer with other classmates.</li> <li>▪ Independent reading</li> <li>▪ Students will complete grid with drawings to represent basic questions and</li> </ul>

	<p>phrases used in introductory dialogues.</p> <ul style="list-style-type: none"> <li>▪ Unscramble words on index cards to create a sentence or question.</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <b><i>FL.PK-12.7.1.NM.A.A</i></b> - [Content Statement] - <i>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.B</i></b> - [Content Statement] - <i>Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.G</i></b> - [Content Statement] - <i>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.H</i></b> - [Content Statement] - <i>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.1</i></b> - [Cumulative Progress Indicator] - <i>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.2</i></b> - [Cumulative Progress Indicator] - <i>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.3</i></b> - [Cumulative Progress Indicator] - <i>Recognize a few common gestures and cultural practices associated with the target culture(s).</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.4</i></b> - [Cumulative Progress Indicator] - <i>Identify familiar people, places, and objects based on simple oral and/or written descriptions</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.A.5</i></b> - [Cumulative Progress Indicator] - <i>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.B.A.1</i></b> - <i>Respond to learned questions</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.B.A.2</i></b> - <i>Ask memorized questions.</i></li> <li>▪ <b><i>FL.PK-12.7.1.NM.B.2</i></b> - [Cumulative Progress Indicator] - <i>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>FL.PK-12.7.1.NM.B.3</b> - [Cumulative Progress Indicator] - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>▪ <b>FL.PK-12.7.1.NM.B.5</b> - [Cumulative Progress Indicator] - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> <li>▪ <b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>▪ <b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</li> <li>▪ <b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>▪ <b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Supplemental hand-outs</li> <li>▪ Maps</li> <li>▪ Center-related culture handouts, worksheets, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>▪</li> </ul>

### World Languages Curriculum Map

<b>Teacher: M. Donegan</b> <b>Grade: 8</b> <b>Subject: Passport to World Languages</b>	<b>Unit of Study: German Language and Culture</b>
<b>Time Frame/Dates</b>	<ul style="list-style-type: none"> <li>▪ 15 days</li> </ul>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Students will greet and say farewell to someone.</li> <li>▪ Students will ask and tell someone's name.</li> <li>▪ Students will introduce someone else</li> <li>▪ Students will ask and tell how things are going.</li> <li>▪ Students will have opportunities for practice in speaking, reading, and writing in the target language</li> <li>▪ Students will learn the German numbers 0-20</li> <li>▪ Students will learn the colors in German</li> <li>▪ Students will learn the family terms and make comparisons between English and German.</li> <li>▪ Students will create a family tree in German.</li> <li>▪ Students will learn the difference between the <i>du</i>, <i>Sie</i>, and <i>ihr</i> forms of address.</li> <li>▪ Students will learn how to pronounce German letters ß ä ö ü and ch</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Students will learn how to identify cognates as well as other relationships between German and English written language.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The history, geography and culture of a country help to determine the specific language used in various situations.</li> <li>▪ True language learning involves not only learning the words and grammar, but also being able to reflect cultural knowledge.</li> <li>▪ Because English is a Germanic language, there are strong similarities between the two languages.</li> <li>▪ Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.</li> <li>▪ Real-world and situational practice in the target language increase the ability to make choices when using a new language.</li> <li>▪ Language acquisition is a process, not a result.</li> <li>▪ When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ In what ways can learning German benefit me?</li> <li>▪ What are the most effective strategies in learning new vocabulary and cultural practices?</li> <li>▪ What techniques are involved in pronouncing unfamiliar German letters, diphthongs and blends?</li> <li>▪ What choices can a language-learner make to communicate clearly?</li> <li>▪ How can I better understand what I hear and read when I have just begun learning a new language?</li> <li>▪ What cultural connections can I make between people from German-speaking countries and where I am from?</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Completion and accuracy of Center activities.</li> <li>▪ Quarterly Formative assessments</li> <li>▪ Listening and speaking assessments</li> <li>▪ Teacher informal/formal observation</li> <li>▪ Sharing of responses (whole group, small groups, and paired)</li> <li>▪ Teacher feedback after role-plays, skits, and presentations.</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ Vocabulary: greetings, farewells and introductions</li> <li>▪ Work with groups at “Centers” to complete various cultural tasks</li> <li>▪ Cultural connections: German dances, car manufacturers, Oktoberfest, Berlin Wall, food, Mozart</li> <li>▪ Geography and culture-German-speaking country project</li> <li>▪ Cultural connections: Popular names for German boys and girls</li> <li>▪ Communicative activity: class survey</li> <li>▪ Language exploration: what are the letters ä ö ü and ß, when to use them and how to pronounce them.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Vocabulary: numbers, colors, question words and phrases.</li> <li>▪ Curricular connection: math. Students will create simple addition and subtraction problems to ask and answer with other classmates.</li> <li>▪ Role playing activity: Students will create practice and present a role play in which they carry on a brief conversation during which they ask questions about one another's name and how they are feeling.</li> <li>▪ Vocabulary: feelings</li> <li>▪ Language exploration: Cognates. Students will learn to identify cognates between English and German</li> <li>▪ Language exploration: When to use <i>du</i>, <i>ihr</i>, or <i>Sie</i>.</li> <li>▪ Cultural connection: students will share their prior knowledge about Germany and the German people.</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>▪ Access prior knowledge of Germany, other German-speaking countries or German words used in English</li> <li>▪ Brainstorm stereotypes about Germany or learning the German language.</li> <li>▪ Provide students with classroom procedures and teacher expectations.</li> <li>▪ Partner and small group communicative activities</li> <li>▪ Read about the history of the Berlin Wall. Discuss modernization (graffiti) Create graffiti to represent the thoughts and emotions of the German people during the Berlin Wall era.</li> <li>▪ Calculate the total charge for gas based on the relationship between the distance from Berlin to Leipzig and the miles per gallon of four different German-manufactured automobiles.</li> <li>▪ Create an 8-question written interview with Mozart</li> <li>▪ Identify German foods by reading written descriptions of each dish and matching the word card with the picture card</li> <li>▪ Compare and contrast the Landler dance and the Viennese Waltz. View video clips of each dance and create a Venn Diagram.</li> <li>▪ Research, identify, and present cultural, geographical, and historical facts about the five primarily German-speaking countries.</li> <li>▪ Compare and contrast the life of a German girl with your own life here in America from <a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li>▪ View video clips from <a href="http://www.Disney.de">www.Disney.de</a> and <a href="http://www.nickjr.de">www.nickjr.de</a></li> <li>▪ View and discuss Schnappi video clip</li> <li>▪ View and discuss video clips of celebrities speaking German, and other languages.</li> <li>▪ Students will compose, practice and present a skit depicting culturally appropriate greetings, introductions and farewells.</li> <li>▪ In small groups, students will discuss their opinions as well as stereotypes about Germany and the German people.</li> <li>▪ Whole class discussion about how their predictions about Germany and German people may or may not have changed.</li> <li>▪ Independent reading</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <b><i>FL.PK-12.7.1.NM.A.A</i></b> - [Content Statement] - <i>The Novice-Mid language</i></li> </ul>

*learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.*

- **FL.PK-12.7.1.NM.A.B** - [Content Statement] - *Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)*
- **FL.PK-12.7.1.NM.A.G** - [Content Statement] - *Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)*
- **FL.PK-12.7.1.NM.A.H** - [Content Statement] - *Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)*
- **FL.PK-12.7.1.NM.A.I** - [Cumulative Progress Indicator] - *Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.*
- **FL.PK-12.7.1.NM.A.2** - [Cumulative Progress Indicator] - *Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.*
- **FL.PK-12.7.1.NM.A.3** - [Cumulative Progress Indicator] - *Recognize a few common gestures and cultural practices associated with the target culture(s).*
- **FL.PK-12.7.1.NM.A.4** - [Cumulative Progress Indicator] - *Identify familiar people, places, and objects based on simple oral and/or written descriptions*
- **FL.PK-12.7.1.NM.A.5** - [Cumulative Progress Indicator] - *Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.*
- **FL.PK-12.7.1.NM.B.A.1** - *Respond to learned questions*
- **FL.PK-12.7.1.NM.B.A.2** - *Ask memorized questions.*
- **FL.PK-12.7.1.NM.B.2** - [Cumulative Progress Indicator] - *Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.*
- **FL.PK-12.7.1.NM.B.3** - [Cumulative Progress Indicator] - *Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.*
- **FL.PK-12.7.1.NM.B.5** - [Cumulative Progress Indicator] - *Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.*

	<ul style="list-style-type: none"> <li>▪ <i><b>FL.PK-12.7.1.NM.C.2</b> - [Cumulative Progress Indicator] - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</i></li> <li>▪ <i><b>FL.PK-12.7.1.NM.C.3</b> - [Cumulative Progress Indicator] - Copy/write words, phrases, or simple guided texts on familiar topics</i></li> <li>▪ <i><b>FL.PK-12.7.1.NM.C.4</b> - [Cumulative Progress Indicator] - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</i></li> <li>▪ <i><b>FL.PK-12.7.1.NM.C.5</b> - [Cumulative Progress Indicator] - Name and label tangible cultural products and imitate cultural practices from the target culture(s)</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Supplemental hand-outs</li> <li>▪ Maps</li> <li>▪ Center-related culture handouts, worksheets, etc.</li> </ul>