

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

HONORS GERMAN IV

GRADES 11 - 12

Date of Board Approval: January 18, 2007

Date of Board Reapproval: October 17, 2013

Begins in 2014-2015 School Year

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

Title of Course: Honors German IV Subject Area: World Language Grade Level: 11-12

Course Length: (Semester/Year): Year Duration: 51 minute period Frequency: 5 days per week

Prerequisites: German III Credit: 1 Level: V

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. The study of world languages can foster the ability of students to: communicate and interact with people in the target language; improve their understanding and sensitivity to cultural similarities and differences; develop an appreciation of cultural differences; succeed in an ever-changing and competitive global community; enter into a diverse workplace and/or continued education; improve critical thinking and problem solving skills; engage in life-long learning; and participate in local, national and world communities.

Major Text(s)/Resources:

Kaleidoskop

Curriculum Writing Committee:

Elizabeth Dete

Strand or Unit: 12.1 Communication in a Target language		Subject Area: German III	Grade: 10-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
A. Know and compare the distinct regional accents of the sound system of the target language.	<ul style="list-style-type: none"> Listen to, model, interpret, and discuss distinct regional accents as heard in conversation by native speakers. 	<ul style="list-style-type: none"> Listen to and repeat vocabulary after the instructor and model. 	<ul style="list-style-type: none"> Dictation section of chapter tests Respond to questions about the rap song “die da” as sung by a group from the south western region of Germany known as Schwaben Vocabulary and spelling tests Make a music video with a pre-determined rubric
A. Know and compare the distinct regional accents of the sound system of the target language.	<ul style="list-style-type: none"> Listen to, model, interpret, and discuss distinct regional accents as heard in conversation by native speakers. 	<ul style="list-style-type: none"> Listen to spoken samples of Berlin, Bavarian, Austrian, North German and Schwaben dialect. 	
A. Know and compare the distinct regional accents of the sound system of the target language.	<ul style="list-style-type: none"> Listen to, model, interpret, and discuss distinct regional accents as heard in conversation by native speakers. 	<ul style="list-style-type: none"> Listen to the rap song “die da” by the Fantastischen Vier and discuss the colloquial language, incorrect spelling and dialect. 	
B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communication.	<ul style="list-style-type: none"> Speak and write using enhanced vocabulary and idiomatic expressions for complex oral and written communication. 	<ul style="list-style-type: none"> Create a screenplay and video combining two popular films of the students’ choice with a new twist to the film. 	<ul style="list-style-type: none"> Screenplay assessment based on a pre-established rubric Rate the performances of the videos based on a list of categories Respond to a questionnaire after hearing the dialogues on the stereotypes portrayed in a role-reversal (male and female roles) dialogue
B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communication.	<ul style="list-style-type: none"> Discuss and write about social customs and personal relationships in German. 	<ul style="list-style-type: none"> Discuss the types of relationships found in Germany based on the study from the magazine article “Junge Paare—glückliche Paare” in the woman’s magazine “Brigitte”. 	

Strand or Unit: 12.1 Communication in a target language		Subject Area: German IV	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> Read, discuss and write a composition about or report orally on the environment. 	<ul style="list-style-type: none"> Distinguish between several speakers heard on CD. 	<ul style="list-style-type: none"> Dictation section on each chapter tests. Listening comprehension sections on each chapter test. Fill out a questionnaire after reading a classmate's composition checking for reading comprehension. Apply the characteristics of a ballad to Goethe's ballad "Der Erlkönig". Write an original ballad employing these characteristics based on a pre-established rubric. Draw the story depicted in Goethe's "Der Erlkönig" upon hearing the poem and the music of Schubert's Lied and compare your drawing with Barlach's drawing. The son in the "Erlkönig" is afraid of nature and the supernatural. Students write a composition based on a pre-established rubric discussing their own personal fears.
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> Comprehend, discuss and make a presentation about German art from the masters to modern artists in German-speaking countries. 	<ul style="list-style-type: none"> Read the screenplay of the drama "Das Versprechen" (1994) and discuss the events leading up to and following Nov. 1989, when the Berlin Wall fell. 	
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> Comprehend, discuss and write essays about the history of German – speaking countries and their effect on literature, art, and culture. 	<ul style="list-style-type: none"> Discuss Ernst Barlach's painting "Der Erlkönig I"(1923-24) in conjunction with Goethe's ballad "Der Erlkönig" and Schubert's Lied "Erlkönig". 	
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> Comprehend, discuss and write essays about the history of German – speaking countries and their effect on literature, art, and culture. 	<ul style="list-style-type: none"> Read the Grimm's fairy tale "Die sieben Raben" and recall as many of the fourteen fairy tale motifs found in the story. 	
C. Recognize enhanced vocabulary used in complex listening and reading selections.	<ul style="list-style-type: none"> Comprehend, discuss and write essays about the history of German – speaking countries and their effect on literature, art, and culture. 	<ul style="list-style-type: none"> Write and illustrate an original fairy tale with at least five fairy tale motifs. 	

Strand or Unit: 12.1 Communication in a target language		Subject Area: German IV	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> • Discuss how speakers and writers use various sentence structures to convey meaning. 	<ul style="list-style-type: none"> • Discuss the rhyme scheme aa, bb, cc used in “Der Erlkönig”. 	<ul style="list-style-type: none"> • Using Bertold Brecht’s poem “Vergnügungen” write about your own simple pleasures in your life based on a pre-established rubric. • Write a demonstration speech in the imperative based on a pre-established rubric. • Complete a questionnaire on each demonstration speech. • Write a composition on one’s morning routine using a pre-established rubric with regular and verb last word order conjunctions.
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> • Write compositions using complex syntax and grammar, and various tenses. • Discuss and write about past and future events. 	<ul style="list-style-type: none"> • Discuss the dialect and colloquial speech used in the Wolf Biermann poem “Berliner Liedchen”. 	
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> • Create hypothetical statements. • Discuss and role play complicated survival tasks. 	<ul style="list-style-type: none"> • Discuss the colloquial language, clear, short sentence structure and minimal grammar used in the short story “Die Mittagspause”, describing a single moment in someone’s everyday existence. 	
D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	<ul style="list-style-type: none"> • Listen to and discuss main ideas and details of live and recorded discussions. • Listen to, discuss and write about lectures and multimedia about current and past events. 	<ul style="list-style-type: none"> • View the video “Die Wende” about a former East German teenager adjusting to life without the Iron Curtain. 	
E. Describe the influence of historical events in the target culture/ language that have an impact on the English language and culture.	<ul style="list-style-type: none"> • Select a specific historical even that occurred in German language/culture and the English/American culture. Demonstrate comparisons and/or contrasts of how German vocabulary is used in describing the bicultural event. 	<ul style="list-style-type: none"> • Discuss the European Union, its member nations and the introduction of the Euro in Germany in 2002. 	

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PA Academic Standards	Performance Indicators	Sample Activities	Assessments

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PA Academic Standards	Performance Indicators	Sample Activities	Assessments
E. Describe the influence of historical events in the target culture/ language that have an impact on the English language and culture.	<ul style="list-style-type: none"> • Dramatize/role-play an historical event. • Write an essay or story about an historical event. 	<ul style="list-style-type: none"> • Label the seven new German states since German Unification in 1990. 	<ul style="list-style-type: none"> • Complete questionnaire on various sight seeing attractions presented by classmates • Compare and contrast West German and former East German life between 1961 and 1989 • Write a composition based on a pre-determined rubric on three American values of importance to young Americans. • Make a collage illustrating these values
E. Describe the influence of historical events in the target culture/ language that have an impact on the English language and culture.	<ul style="list-style-type: none"> • Write a poem or song about an historical event. 	<ul style="list-style-type: none"> • Dramatize the interview from the German magazine “Der Spiegel” “Bei den Wessis ist jeder für sich” discussing the differences between growing up in former East Germany and in West Germany. 	
E. Describe the influence of historical events in the target culture/ language that have an impact on the English language and culture.	<ul style="list-style-type: none"> • Make a presentation/do a research a project of an historical event using for example arts, crafts, videos, dioramas. 	<ul style="list-style-type: none"> • Construct a 3-D travel brochure of site or event in a German speaking country. 	

Strand or Unit: 12.1 Communication in a target language		Subject Area: German IV	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Demonstrate mastery of certain German language skills by connecting influences of German in another subject area. 	<ul style="list-style-type: none"> • Have a music teacher visit the German classroom and discuss the great German/Austrian/Swiss composers, (e.g. Brahms, Betthoven and Mozart). 	<ul style="list-style-type: none"> • Write a reflective paragraph while listening to Robert Schumann. Use adjectives from a pre-established list • Write a fable involving Albrecht Dürer's Rhinoceros and the Young Hare based on a pre-determined rubric
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Compare and contrast flamenco or other regional dances and music of Germany with those studied in music classes. 	<ul style="list-style-type: none"> • Receive dance instruction on the waltz and polka. • Read a selection on the husband and wife composing team of Clara and Robert Schumann. 	

Strand or Unit: 12.1 Communication in a target language		Subject Area: German IV	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Compare and contrast stories and poetry in German with English literature. 	<ul style="list-style-type: none"> • Read the story of Albrecht Dürer's "Praying Hands". • Compare and contrast da Vinci's "Study of Hands" and M.C. Escher's "Drawing Hands" with Albrecht Dürer's "Praying Hands". 	<ul style="list-style-type: none"> • Discuss reasons for Albrecht Dürer to be clutching his robe in his final self-portrait • Describe the gifts given to you by the hands of your grandfather, grandmother, parent, person of your choice
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Compare and contrast historical events with American history. 	<ul style="list-style-type: none"> • Interpret Dürer's etchings: "Rhinoceros" and "Young Hare". 	<ul style="list-style-type: none"> • Trace your own hand and describe the good your hands have done and will do using a pre-established rubric
F. Research, analyze and describe the target language's influence in different areas of the school curriculum.	<ul style="list-style-type: none"> • Compare and contrast German artists with American or British artists. 	<ul style="list-style-type: none"> • Distinguish between Dürer's three self portraits, one at 22, another at 26 and finally at 28. 	<ul style="list-style-type: none"> • Devise an original signature with your own initials based on the unique Albrecht Dürer signature

Strand or Unit: 12.3 The role of Culture in World Language Acquisition	Subject Area: German IV	Grade: 11-12
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PA Academic Standards	Performance Indicators	Sample Activities	Assessments
A. Analyze unfamiliar products, customs and institutions of the target culture.	<ul style="list-style-type: none"> • Speak, write and read about unfamiliar products, customs and institutions of German culture. 	<ul style="list-style-type: none"> • Discuss German customs and traditions practiced in America, such as: St.Nikolaus Day, gingerbread houses, hanging up of stockings, (continued below) 	<ul style="list-style-type: none"> • Convert German recipes into German system of measure and sample German foods prepared in class or at home • Assess the quality and quantity of student participation in class discussions
A. Analyze unfamiliar products, customs and institutions of the target culture.	<ul style="list-style-type: none"> • Contrast and compare the governments of Germany with the United States. 	<ul style="list-style-type: none"> • the Christmas tree, baking such Christmas cookies as: Lebkuchen, Pfeffernüsse, Ischel Tartlets, Spritz cookies and Stollen, the Easter bunny, (continued below) 	
A. Analyze unfamiliar products, customs and institutions of the target culture.	<ul style="list-style-type: none"> • Compare and contrast history and economic development of Germany with the United States. 	<ul style="list-style-type: none"> • the Easter egg hunt, Fasching and May Day. • Assemble and discuss the packaging of German products purchased at the USAWC commissary, such as: Nutella, Bahlsen products, Rittersport, Lindt, Marzipan and Kindereier. 	
A. Analyze unfamiliar products, customs and institutions of the target culture.	<ul style="list-style-type: none"> • Compare and contrast educational systems of Germany with the United States. 	<ul style="list-style-type: none"> • Monitor the progress of the European Union, the addition of new member countries and the value of the Euro via the Internet. 	
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Interpret, write about and dramatize cross-cultural situations occurring in the US in order to explain varied cultural traditions and customs. 	<ul style="list-style-type: none"> • Following the table comparing former East German teenagers with West German teenagers compare them with American teenagers. 	

Strand or Unit: 12.3 The role of Culture in World Language Acquisition	Subject Area: German IV	Grade: 11-12
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PA Academic Standards	Performance Indicators	Sample Activities	Assessments
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Role-play social and/or business situations between Germans and Americans. 	<ul style="list-style-type: none"> • Examine German customs practiced in your homes. 	<ul style="list-style-type: none"> • Write a dialogue about a German/Austrian/Swiss exchange student staying with you and your family. Resolve any cultural differences, regarding dress, diet, study habits, social customs, sense of humor, shopping habits, table manners and hygiene
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Compare and contrast home and family customs and traditions of US families and German families. 	<ul style="list-style-type: none"> • Research examples of discrimination occurring worldwide, in Europe and in America. 	
B. Analyze the misconceptions that occur in cross-cultural situations.	<ul style="list-style-type: none"> • Discuss cross cultural situations with. 	<ul style="list-style-type: none"> • Interview German exchange students currently attending CHS. • Discuss cross cultural situations with. 	
C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.	<ul style="list-style-type: none"> • Read, discuss, write about and make a presentation about German and American traditions, customs and lifestyles that represent its perspectives, beliefs, and assumptions. 	<ul style="list-style-type: none"> • Using the table published in the magazine “Focus” compare and contrast German teenagers’ use of free time with American teenagers’ use of their free time. 	<ul style="list-style-type: none"> • Make a Freizeit Pizza based on a pre-established rubric
C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.	<ul style="list-style-type: none"> • Role-play family relationships in Germany. • Discuss, role play and write an essay about gender issues/the role of the German woman in Germany. 	<ul style="list-style-type: none"> • After reading the short story “Eine Postkarte für Herrn Altenkirch” students discuss treatment of older Americans and how Herr Altenkirch was treated in the story. 	

Strand or Unit: 12.3 The role of Culture in World Language Acquisition		Subject Area: German IV	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.	<ul style="list-style-type: none"> Discuss and write about customs surrounding police, health and government in Germany. 	<ul style="list-style-type: none"> After reading the short story “Eine Postkarte für Herrn Altenkirch” students discuss treatment of older Americans and how Herr Altenkirch was treated in the story. 	<ul style="list-style-type: none"> Role play a household with an extended family, living under one roof.
D. Synthesize cultural information acquired in the target language for use in other subject areas.	<ul style="list-style-type: none"> Use German to synthesize topics and events from other subject areas such as civic, government, English literature, history, environment and ecology, art and music. 	<ul style="list-style-type: none"> Using Primo Levi’s novel “The Periodic Table” integrate chemistry, the history of WWII with the German language. 	<ul style="list-style-type: none"> Choose two elements from the Periodic Table and describe feelings and attitudes based on the properties of those two elements Relate the works of Beethoven and Mozart to their own favorite music of today, using a pre-determined vocabulary list Dramatize a protest dialogue on in-line skating or another civil rights cause in a large world city based on a pre-established rubric
D. Synthesize cultural information acquired in the target language for use in other subject areas.	<ul style="list-style-type: none"> Write a comparative essay on US government and the government of a German speaking country. 	<ul style="list-style-type: none"> Compare and contrast traditional German fairy tales with the modern American fairy tales found in film. 	
D. Synthesize cultural information acquired in the target language for use in other subject areas	<ul style="list-style-type: none"> Compare and contrast American literature with the literature of Germany. 	<ul style="list-style-type: none"> Students research the Mozartfestival 250 Jahre held in Salzburg and Wien on line. 	
D. Synthesize cultural information acquired in the target language for use in other subject areas	<ul style="list-style-type: none"> Compare and contrast American artists, poets, and musicians with artists, poets and musicians of Germany. 	<ul style="list-style-type: none"> Read the on-line newspaper article “50000 Skater voll auf der Strasse” from Berlin on legislation on in-line skating in the city. 	

Strand or Unit: 12.5 World Languages in the Community	Subject Area: German IV	Grade: 11-12
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PA Academic Standards	Performance Indicators	Sample Activities	Assessments
A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Research, select and use local authentic materials to determine career opportunities, enrichment activities, and personal enjoyment. 	<ul style="list-style-type: none"> • Visit the Trout Gallery at Dickinson College, focusing on German, Austrian and Swiss works on display. • Visit Cumberland County Historical Society with a focus on German immigrant families' contributions to the county. 	<ul style="list-style-type: none"> • Write a paragraph about the gallery visit, using the various art terms learned on the visit, such as Malerei, Maler, Aquarelle, Zeichnungen
A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Visit local historical sites or business establishments of German heritage and/or products. 	<ul style="list-style-type: none"> • Visit the Kitchen Shoppe for a cooking class on German/Austrian/Swiss cuisine. • Listen to German/Swiss/Austrian speakers from the USAWC and Dickinson College. 	<ul style="list-style-type: none"> • Write a dialogue re-enacting the cooking class experience with a well known chef
A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Participate in or attend local German celebrations and festivals. 	<ul style="list-style-type: none"> • Conduct fundraisers for local and national charities. 	<ul style="list-style-type: none"> • Discuss teaching as a career based on interactions with children at local events
A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Listen to German guest speakers and discuss their point of view. 	<ul style="list-style-type: none"> • Share crafts with local children at the Amani Festival, DCA Arts Festival, CHS Spring Fest and the YWCA Peace Festival. 	
B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Research, select and use national authentic materials to determine career opportunities, enrichment activities, and personal enjoyment. 	<ul style="list-style-type: none"> • Listen to USAWC speakers who have worked in German speaking countries and with German speaking military and diplomats. 	<ul style="list-style-type: none"> • Write a dialogue on a job interview, where one candidate is dressed professionally and the other is not, based on a pre-established rubric

Strand or Unit: 12.5 World Languages in the Community		Subject Area: German IV	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Research and report on job opportunities using German language within the US. 	<ul style="list-style-type: none"> • Talk with Dickinson College professors and students, who have worked with and/or participated in the Junior Year Abroad Program in Germany. 	<ul style="list-style-type: none"> • Make a video/Power Point travel brochure of a site of interest in Germany, Austria, Switzerland or Lichtenstein, based on a pre-determined rubric • Rate foods sampled based on authenticity and presentation using a pre-determined tally sheet
B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Research where German festivals and celebrations are held in the US. 	<ul style="list-style-type: none"> • Meet with retired service people, living in the community discuss their involvement in German international affairs, (e.g. John Light, local author and WWII veteran). 	
B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Research and report on customs and traditions of German and their influence on our society in the US. 	<ul style="list-style-type: none"> • Utilize video to discuss career opportunities in the EU countries with German employers. • Plan and research a trip to three places of interest in a German speaking country. 	
B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Research and report on customs and traditions of German and their influence on our society in the US. 	<ul style="list-style-type: none"> • Participate in Oktoberfest Food Day • Visit the Holocaust Museum in Washington, D.C. • Visit the Milwaukee Chamber of Commerce web-site to learn about the annual German festival held in July. 	
C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Research, select and use local authentic materials to determine career opportunities, enrichment activities, and personal enjoyment. 	<ul style="list-style-type: none"> • Use the Internet and guest speakers to research inter-national businesses using German in America (e.g., Bayer in Pittsburgh, Phoenix Contact in Middletown, Pa., BMW in North Carolina). 	

Strand or Unit: 12.5 World Languages in the Community		Subject Area: German IV	Grade: 11-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Research and report on job opportunities using German language through out the world. • Research and report on travel to German-speaking countries. 	<ul style="list-style-type: none"> • Participate in a school trip to Germany/Austria/Switzerland/Lichtenstein. 	<ul style="list-style-type: none"> • Take an inventory of German products used in their own households, such as Krupps, Braun, Nike, Adidas, Hugo Boss, Karl Lagerfeld and Puma
D. Assess comparisons and connections of available opportunities in the local, national, and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Use speaking, reading, and writing to compare and connect available opportunities in the local, national, and global English speaking communities with German language opportunities to continue involvement for lifelong learning and personal enjoyment. 	<ul style="list-style-type: none"> • Research the World Cup 2006 events held in Germany, focusing on the German speaking countries which participated, the venues used, the history of the cities, where the venues were and the results of the games. 	<ul style="list-style-type: none"> • Prepare a biography of favorite soccer player on one of the teams of a German speaking country based on a pre-established rubric • Write a twelve line dialogue between soccer players of two different countries in which they find they have many similarities and few differences • Write a dialogue where the characters of the German IV video series meet at a 10 year reunion
D. Assess comparisons and connections of available opportunities in the local, national, and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Watch, discuss and write about films from Germany. • Read about and discuss sports in Germany. 	<ul style="list-style-type: none"> • View the ten part video series Deutsch Aktuell with detailed insights into German households. 	
D. Assess comparisons and connections of available opportunities in the local, national, and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.	<ul style="list-style-type: none"> • Take virtual tours of museums in Germany. 	<ul style="list-style-type: none"> • View Euro Tel videos, read Atlantic Monthly newspapers and visit Internet web sites to explore German and Germany in the world today. 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)