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INSTRUCTIONAL GUIDE CONTENT STRUCTURE SUMMARY FOR EDUCATORS

Dear Educator,

The Transatlantic Outreach Program has orchestrated a 'Grand Vision' combining authors' research and talents, on-site interviews, panelists' critical advice, teachers' and students' feedback, and editors' expertise. The TOP curriculum is designed to support educators and engage students!

The program's newest instructional guides, *LET'S EXPLORE MODERN GERMANY* for elementary/middle-level classrooms and *GERMANY IN FOCUS* for secondary classrooms, are aligned with National Council for Social Studies Curriculum Standards and Common Core Standards for Literacy in History/Social Studies. Embedded with elements from *Understanding by Design* and other models for curriculum, instruction, and assessment, Focus Areas and Lessons include instructional strategies for individual and collaborative learning, complex thinking skills, and literacy standards: reading, writing, researching, listening, speaking, and taking actions. Focus Areas include Geography, Culture and Society, History, Reunification, Political Systems, Economy, and Sustainability. A summary of the key instructional components featured in *LET'S EXPLORE MODERN GERMANY* is as follows:

- **Flexibility:** Focus Areas and Lessons to enhance existing curriculum
- **Standards:** Lessons aligned with two types of standards: NCSS and Common Core History/Social Studies
- **Focus Questions:** Overarching questions that frame Focus Areas and Lessons
- **Lesson Overviews:** Descriptions of 'Lessons in a Nutshell'
- **Anticipatory Sets:** Engaging 'Hooks' to Set the Stage
- **Teacher Background Information:** In-depth research of challenging and interesting content
- **Instructional Resource Disc:** Resources to support teachers and students for each lesson
- **Procedures:** A variety of instructional strategies, performance tasks, activities, formative assessments for students as individual and collaborative learners
- **Individual and Whole Group Reflections:** Opportunities for students to reflect on their learning with Standards, Focus Questions, Procedures and Performance Tasks
- **Modifications and Extensions:** Rigorous standards and opportunities for each student to provide evidence of learning

We are confident that the latest instructional guides from the Transatlantic Outreach Program will help you on your journey to create a classroom learning environment that can "span continents." Should these materials inspire you to take a workshop leadership role, then we invite you to request a copy of the TOP *Toolkit* for professional development. For more information on leading TOP workshops and all-expenses-paid study tours to Germany, please visit the TOP website at www.goethe.de/top.

Sincerely,

Constance Manter & Jacqueline Littlefield
TOP Toolkit Authorship Team

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES: THEMATIC STRANDS INDEX

The lessons of this text have been aligned by the authors to the National Curriculum Standards for Social Studies as revised in September 2010. Refer to the following website for an in-depth explanation of the thematic strands: www.socialstudies.org/standards/strands

STANDARD #1 *CULTURE.*

Lessons: 2.1 2.2 4.1 4.2 4.3 4.4

STANDARD #2 *TIME, CONTINUITY AND CHANGE.*

Lessons: 3.1 3.2 3.3 3.4 3.5

STANDARD #3 *PEOPLE, PLACES AND ENVIRONMENTS.*

Lessons: 1.1 1.2 1.3 2.4 2.5 4.4

STANDARD #5 *INDIVIDUALS, GROUPS AND INSTITUTIONS.*

Lessons: 2.3

STANDARD #6 *POWER, AUTHORITY AND GOVERNANCE.*

Lessons: 1.4 2.6

STANDARD #7 *PRODUCTION, DISTRIBUTION AND CONSUMPTION.*

Lessons: 1.4 2.6 2.7

STANDARD #8 *SCIENCE, TECHNOLOGY AND SOCIETY.*

Lessons: 1.5 2.4 2.5

STANDARD #9 *GLOBAL CONNECTIONS.*

Lessons: 1.4 2.7

COMMON CORE STANDARDS (ABBREVIATED) LESSON ALIGNMENT INDEX

Reading Standards in Literacy – History / Social Studies, 6-12

Key Ideas and Details

RH/SS.1 – cite specific textual evidence to support conclusions

Lessons: 1.1 1.2 1.3 1.4 2.2 2.4 2.5 3.2 3.4 4.2

RH/SS.2 – determine and summarize central ideas and themes

Lessons: 2.5 3.1 3.3 4.1 4.3

RH/SS.3 – analyze text related to individuals, events or ideas

Lessons: 3.3 3.5 4.1

Craft and Structure

RH/SS.4 – determine meaning of words/phrases

Lessons: 3.3 3.4 4.1

Integration of Knowledge and Ideas

RH/SS.7 – integrate and evaluate content presented in diverse formats/media

Lessons: 2.2

RH/SS.9 – analyze and/or compare primary/secondary source materials

Lessons: 1.4 1.5 2.6 3.3

Range of Reading and Level of Complexity

RH/SS.10 – read and comprehend literary and informational texts

Lessons: 2.3 4.1

Writing Standards for Literacy in History / Social Studies, 6-12

Text Types and Purposes

WH/SS.1 – write persuasive texts

Lessons: 3.2

WH/SS.2 – write informative and explanatory texts

Lessons: 2.2 2.3 2.4 2.6 3.2 3.3 4.1

WH/SS.3 – write narrative texts

Lessons: 2.5 3.3 4.1 4.2 4.2 4.4

Research to Build and Present Knowledge

WH/SS.7 – conduct research based on focus question(s)

Lessons: 1.3 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.3
3.4 3.5 4.1 4.2 4.3 4.4

WH/SS.8 – gather relevant information

Lessons: 1.2 1.3 1.4 2.2 2.3 2.4 2.5 2.6 2.7

WH/SS.9 – draw evidence from literary and informational texts

Lessons: 2.6 4.1

Speaking and Listening for Literacy in History / Social Studies, 6-12

Comprehension and Collaboration

SL.1 – prepare and participate in a range of collaborations and/or conversations

Lessons: 1.3 1.4 1.5 2.1 2.3 2.6 2.7 3.3 3.4
3.5 4.1 4.3

SL.2 – integrate and evaluate diverse media/formats

Lessons: 1.2

SL.3 – evaluate point of view, reasoning, use of evidence, or rhetoric

Lessons: 1.5 3.4 4.2 5.2 5.3 6.5

Presentation of Knowledge and Ideas

SL.4 – present information and supporting evidence

Lessons: 1.3 1.4 1.5 2.2 2.6 2.7 3.2 4.1 4.2
4.3

SL.5 – use multimedia components

Lessons: 2.2 2.7 3.5

SL.6 – adapt speech/presentation to variety of contexts and communicative tasks

Lessons: 3.3

Note:

RH/SS= Reading History/Social Studies

WH/SS= Writing History/ Social Studies

SL= Speaking and Listening