



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:		Introduction to Middle School German				
Grade Level(s):		6, 7, 8				
Duration:	<i>Full Year:</i>		<i>Semester:</i>	X	<i>Marking Period:</i>	
Course Description:	<p>This course is an interactive introduction to the German language emphasizing communicative-based listening, speaking, reading and writing in the target language and the cultural nuances of the German-speaking world. Students will learn to apply their German language skills within the context of a daily school day and in a predictable daily life scenario.</p> <p>Classroom and homework activities are designed to develop the student's mastery of the four linguistic skills: listening, speaking, reading and writing at the Novice High level and move students towards the Intermediate Low. Tests and quizzes are designed to measure to what degree the student has successfully mastered these four skills along the ACTFL proficiency guidelines/State standards.</p>					
Grading Procedures:	<p>The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the Novice mid to the Novice high level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.</p> <p><u>Grading on report cards is as follows:</u></p> <p>50% Primary Assessments (Benchmarks, Tests, Major Projects)</p> <p>35% Secondary Assessments (Quizzes, Class Participation, Minor Projects)</p> <p>15% Support Assessments (Homework, Classwork)</p>					

		NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
	Interpersonal Communication	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.
	Presentational Speaking	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.
	Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.
	Interpretive Listening	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
	Interpretive Reading	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.
Primary Resources:	The textbook used for this course is Portfolio Deutsch, written by Ute Koithan, Theo Scherling, Cordula Schurig, Anna Hila, Michael Koenig, Sarah Fleer and Alicia Pa-drós, Langenscheidt KG 2010.			

Washington Township Principles for Effective Teaching and Learning

NJ World Language Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

NJ World Language Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.

- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Washington Township Goal: All Seniors who achieve a level 4 or AP level will pass the Seal of Biliteracy.

Effective Teaching and Learning Principles:

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Michael McCloskey
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Under the	Rosemarie Armstrong
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Written:August 2016

Revised: August 2017 and July 2021

BOE Approval: _____

Unit Title: The German Speaking World and Me

Unit Description: Students will be given background knowledge/understanding in an introduction to the German-speaking countries and their influence on the U.S., as well as contributions these countries have made to our culture. Culture is inter-twined within every theme and the concepts noted here are continuously reinforced within each thematic unit as well as at every level. Stereotypes of the German-speaking cultures are addressed and distinctions are taught. Major differences in cultural perceptions about time and themes related to time (dining, travel, entertainment, celebrations) are discussed.

Unit Duration: 2-4 weeks**Desired Results****Standard(s):****Interpretive Mode of Communication**

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Students begin Introduction to Middle School German as Novice Low Learners, and move on a continuum toward Novice Mid through this course.

CORE IDEA	STANDARDS
Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.• 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.• 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).• 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

<p>Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences
<p>Presentational: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
<p>Intercultural Statements:</p>	<p>Possible Topics</p>
<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p>	<p>Family, food, school supplies, pets, preferences, weather, authentic songs and dances.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in</p>

the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Understandings:

Students will understand that...

- Language is made up of various parts including, but not limited to, culture, stereotypes, and geography.
- German-speaking countries have unique cultural customs and perceptions.
- History affects culture.
- By learning about different cultures, the perception of the home culture is slightly altered.

Essential Questions:

- How does culture affect language?
- How has the German-speaking word influenced the U.S.?
- What can we learn about our own culture through the study of another?
- How can history affect culture?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Teacher/class should be 90% in **target language**.

Interpretive (reading and listening)

- Have students label a blank European map with the German speaking countries
- Have students research various cultural aspects of German-speaking countries
 - Have students complete a WebQuest about German-speaking countries ([WebQuest](#))
- Have students identify American words that stem from German cognates ([Online List](#))

Interpersonal (dialogue with each other and with teacher)

- Discuss German-speaking countries and their cultures
- Interview classes from other countries about their culture when possible using [Skype](#), etc.

Presentational (writing and speaking to an audience)

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. All About Me) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpretive readings with questions
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls

<ul style="list-style-type: none"> – Stereotypes Presentation: Have students research and create a presentation about the stereotypes that one could find in German-speaking countries – Have students sequence and/or create a comic strip to tell a story or create a scene about German-speaking countries and their culture (Comic Strip – Version A or Version B) – Have students create a poster about one of the German-speaking countries <ul style="list-style-type: none"> ○ Have students create a poster about their family with descriptions for each person 	<ul style="list-style-type: none"> • Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc. • Student Blogs • Matching vocabulary with photos • Reading comprehension using authentic sources • Cloze Statements - where students must insert appropriate vocabulary. • Concentration game with vocabulary • <u>Word Splash Activity</u> - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram • Chapter Tests- Portfolio Deutsch <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Unit Test • Integrated Performance Assessment or a component • Performance Assessment showing proficiency with "Can Do" statements and rubric
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Benchmarks:

Integrated Performance Assessment Tasks:

- Interpretive:
 - Read an article about German-speaking countries and their cultures and answer the questions that follow in English. ([Example Article](#))
 - Interpret a list of German words that Americans used to develop their language. Answer teacher-made questions to assess understanding.
- Presentational:
 - You have been selected for a study abroad program scholarship. Create a multimedia presentation to present to others looking to study abroad about one of the German-speaking countries and their culture.
 - After learning about German-speaking countries and their culture, your German teacher has asked you to present information to the 5th graders to help them make their decision about which language they will take in middle school. Create a presentation about one of the German-speaking countries and its culture.
- Interpersonal:
 - You have just come back from studying abroad in Germany. After presenting to a new group of students who will be studying abroad, answer questions about Germany and its culture

Proficiency Based-Assessment:

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- List the behaviors that would identify someone as an “American Tourist” based on the perceptions/culture of a German-speaking country.
- Using technology and graphic organizers, identify and label German-speaking cities/countries
- Photo/Vocabulary identification
- Compare/Contrast activities (Venn Diagrams)
- Use Tourist pamphlets to recognize symbols, monuments, locate key regions/cities and use basic direction words
- Jigsaw activity to explore the regions of Germany and present information
- Jigsaw to investigate German influences in the U.S.
- Map Identification and mnemonic devices
- Find partner - city/capital game
- Label maps
- Use reading strategies to interpret poems, biographies, comic strips and pamphlets in the target language.
- Discuss why it is important to learn another language – benefits/career advantages
- Create trading cards of famous Germans
- Audio of German speakers with different dialects ([Identifying dialects](#))
- Textbook Activities:
 - Pgs 232-233 Ex 2b-e: Identify information about the various German-speaking countries

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of German](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[Portfolio Deutsch](#) (Online Textbook)

[123 Teach Me](#) – All Types of Resources (some things are free others you have to pay for)

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

[CIA](#) – Facts About Countries Around The World

[Class Tools](#)

[Colby College](#) – Culture and Grammar Instruction

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos](#) – Video Series

[Digital Dialects](#)

[EdModo](#)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[FLENJ](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

[FORVO](#) – Speak with Native Speakers from Around the World

[Fotobabble](#) – Share and Narrate Pictures

[Goethe-Institut](#)

[Glogster](#)

[Haverford Township Schools](#) – Integration of Authentic Materials

[iCulture](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Klett-Resources](#)

[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org](#) – Integrated Lessons for the World Language Classroom

[Lingorilla](#) – Video Clips and Interactive lessons

[Lingt](#) – Create speaking exercises for your students

[Lingus](#) – Videos for all levels

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[My Languages](#) - Grammar Guides and Short Vocabulary quizzes

[NCLRC](#)

[Nthuleen](#) (online grammar and worksheets)

[Online German Resources](#) (navigation site that leads to various sites)

[Picture Dictionary](#)

[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)

[Poll Everywhere](#)

[Popstar Profiles](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Shelby County Schools World Languages](#)

[Teacher's Discovery and Carlex](#) – Video Worksheets

[TES](#) – Lesson Plans and Activities

[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)

[Today's Meet](#) – Create Chat Rooms

[Travel and Culture](#) – Video Worksheets

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

News Papers and Magazines

[Bild](#)

[Deutsche Welle](#)

[Die Norddeutsche](#)

[Focus](#)

[Frankfurter Allgemeine](#)

[Grimm Fairy Tales](#)- German/English Fairy Tales

[MIT Humanities Library](#)

[PaperBoy](#)

[Spiegel](#)

[Stuttgarter Zeitung](#)

[Süddeutsche Zeitung](#)

[World Stories](#) – Stories From Around The World

Online Activities

[BBC Languages](#)

[Kahoot](#)

[Lingt](#) – Create speaking exercises for your students

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

Presentation Software

[Blogger](#) - Blog

[Book Creator](#) (for writing stories and or essays)

[EdDraw](#) – Visulation Solutions (Charts and Diagrams)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

Google Drive

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt](#) – Create Speaking Exercises For Your Students

[Live Journal](#) - Blog

OneNote

[Padlet](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

PowerPoint

[Prezi](#)

[SeeSaw](#) – Digital Portfolio

[Storify](#)

[Storyboard That](#) - Create Stories

[Today's Meet](#) – Create Chat Rooms

[Twitter](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

Radio Stations from Around the World

[Deutschland FM](#)

[Surfmusic](#)

Rubrics

[FLENJ Rubrics](#) – By Level

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

4.0	Students will be able to: <ul style="list-style-type: none"> • Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to celebrations, history and similarities/differences between German speaking cultures and the USA. • Explain how important German figures and events have shaped their own nation's history and culture (and vice versa).
3.0	Students will be able to: <ul style="list-style-type: none"> • Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • Create a presentation that discusses cultural information about one or more of the various German-speaking countries.
2.0	Students will be able to: <ul style="list-style-type: none"> • Recall geographic vocabulary • Show knowledge of German names • Recognize cognates • Identify German-speaking countries on a map • Compare important cultural aspects of various German-speaking countries. • Identify German celebrations • Identify important German cities/regions
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Gifted and Talented Resources
Struggling Learners	<ul style="list-style-type: none"> – Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. – Provide students with a list of specific words and phrases you want them to know. – Model different ways in which they can combine words and phrases for communication. – Have students create a section of their notebook for vocabulary and a separate section for grammar. – Allow students to accompany vocabulary words with pictures and English translations. – Teach content in chunks – Use of TPRS
English Language Learners	ELL Resources ELL Support Links <ul style="list-style-type: none"> – Highlight academic vocabulary. – Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. – Use of TPRS, songs and visuals. – Provide a buddy – Use of iPad to revisit videos, etc.
Special Needs Learners	Special Education Resources <ul style="list-style-type: none"> – Extended time, multiple choice possibilities, matching, visuals, use of iPads to revisit the video, special apps that assist with disability – Teach content in chunks – Use of highlighters, study guides, organizational aids – Allow use of word banks (as per IEP). – Provide students with a copy of notes (as per IEP) and partner with a buddy – Use of TPRS, songs and visuals.

Interdisciplinary Connections

Indicators:

Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET)

• Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>
ELA: <https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit Title: All About Me- Small Talk
Unit Description: Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)
Unit Duration: 6-8 weeks
Desired Results
<u>Standard(s):</u>
SEE UNIT ONE
<u>Indicators:</u>
<u>Interpretive:</u> <ul style="list-style-type: none"> • Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age). • Match pictures based on oral descriptions of physical and/or personality traits. • Read and listen to information about people (e.g. physical characteristics, personality qualities, and age). • Recognize common gestures, intonation, and other visual or auditory cues of the target language.
<u>Interpersonal:</u> <ul style="list-style-type: none"> • Ask and answer memorized and/or simple questions regarding personal information (e.g. physical characteristics, personality qualities, and age). • Engage in short unrehearsed/unscripted conversations with classmates and teacher as well as heritage speakers, on online platforms and in-person, in which they ask and answer questions about personal information (e.g. physical characteristics, personality qualities, and age). • Introduce myself and others • Speak about personal information (e.g. physical characteristics, personality qualities, and age). • Discuss how friendships are formed and maintained in German-speaking countries.
<u>Presentation:</u> <ul style="list-style-type: none"> • Use lists and or chunks of language, memorized phrases, and simple sentences to introduce myself and others to an audience • Use phrases to present information about personal information (e.g. physical characteristics, personality qualities, and age). • Present and or write about personal information (e.g. physical characteristics, personality qualities, and age). • Present and discuss information about personal information (e.g. physical characteristics, personality qualities, and age). • Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level • Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions
<u>Cultural Content Statement(s):</u> 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 relationships)

<p><u>Understandings:</u> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> – Pronunciation, intonation, and word order differ between English and German. – There are appropriate and inappropriate ways to respond to greetings and farewells in various cultures. – Social media uses and platforms differ between the U.S. and the German-speaking cultures. – There are strategies one can use to communicate without speaking a different language fluently. – The German languages uses two forms of you (du/Sie) depending on levels of respect, and to whom one is talking to. – German gives all objects a gender, which creates multiple forms of definite/indefinite articles and adjectives. – There is often more than one way to say something in various languages. – Questions and statements are expressed differently. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> – How does culture influence how one responds appropriately when it comes to greetings and farewells? – How is technology used in various countries with regard to social media/friendship? – How can you communicate your needs when you have not yet learned a language fluently? – When do you use the formal versus the informal forms of you in German? – How does gender change definite and indefinite articles in German sentences? – How does intonation change when expressing questions versus statements?
<p style="text-align: center;">Assessment Evidence</p>	
<p><u>Performance Tasks:</u></p> <p><u>5 Rules for the 3 Modes</u></p> <p>In order to help students better master this unit remember these rules when selecting activities:</p> <ul style="list-style-type: none"> – They must be <u>authentic</u>. – They should always be <u>engaging</u>. – Activities should be <u>varied</u>. – They need to be <u>focused</u> around the unit theme. – Teacher/class should be 90% in <u>target language</u>. <p><u>Interpretive (reading and listening)</u></p> <ul style="list-style-type: none"> – Have students listen to a dialogue about greetings and farewells and answer teacher-made questions. (Dialogue) – Have students listen to a greeting song and identify words that they know. (Video) – Have students fill in words that are missing from a dialogue using greetings and farewell vocabulary. <p><u>Interpersonal (dialogue with each other and with teacher)</u></p>	<p><u>Other Evidence:</u></p> <p><u>Pre-Assessment:</u></p> <ul style="list-style-type: none"> • Vocabulary evaluation/analysis • KWL Chart KWL Chart KWL Chart - Example • "Can Do" self-assessment • Quick Write • <u>Graffiti Wall</u> - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. All About Me) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later. <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading / Interpretive readings with questions • Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)

<ul style="list-style-type: none"> – Students divide into pairs and interview each other about personal information information (e.g. physical characteristics, personality qualities, and age). <ul style="list-style-type: none"> ○ Interview a student or the teacher about his or her personal information ○ – Each student will receive a situation card stating who they are and if they are or are not meeting another person for the first time. Students must travel around the room greeting one another appropriately for the situation they have been given. – Have students practice greetings, introducing themselves, and farewells in a instant messaging setting. (Use Office 365) – Create/write a dialogue between two people meeting for the first time and saying farewells – Interview classes from other countries about personal information and introducing themselves using Skype, etc. <p><u>Presentational (writing and speaking to an audience)</u></p> <ul style="list-style-type: none"> – Create a video introduction of themselves <ul style="list-style-type: none"> ○ Create a blog introducing themselves – Write an e-mail introducing themselves to someone. – Create/write a multimedia presentation about the different greetings and farewells in various German-speaking countries. – Have students sequence and/or create a comic strip to tell a story or create a scene about greetings and farewells in German (Comic Strip – Version A or Version B) 	<ul style="list-style-type: none"> • TPR response • Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry • Whiteboard responses • Smartboard responses • Exit slips / Polls • Grammar: Pronunciation in context • Grammar: Definite articles in context • Grammar: Word Order in context • Grammar: Questions and statement intonation in context • Grammar: ‘Sein’ conjugation in context • Grammar: ‘Heißen’ conjugation in context • Grammar: ‘Mein’ and ‘dein’ in context • Grammar: Verb conjugation for ‘ich’ and ‘du’ in context • Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc. • Student Blogs • Matching vocabulary with photos • Reading comprehension using authentic sources • Cloze Statements - where students must insert appropriate vocabulary. • Concentration game with vocabulary • <u>Word Splash Activity</u> - content vocabulary is placed on a board, chart, large paper in a random ‘splash’. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram • Chapter Tests- Portfolio Deutsch <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Unit Test • Integrated Performance Assessment or a component • Performance Assessment showing proficiency with “Can Do” statements and rubric
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Benchmarks:

Integrated Performance Assessment Tasks:

- Unit A Portfolio Deutsch Test (Listening Ex 3)
- Interpretive:
 - You are being assigned a German exchange student. Listen to a profile about your future exchange partner and answer teacher-made questions.
- Presentational:
 - Create a multimedia presentation about yourself. Be sure to include your name, last name, age, telephone number, and school name.
 - Write an e-mail to your exchange partner to introduce yourself. Be sure to include your name, last name, age, telephone number, and school name. Make sure to ask a few questions about them as well.
- Interpersonal:
 - You have been given the phone number of your exchange partner. Call them to introduce yourself (give your name, last name, age, telephone number, and school name). Be ready to answer questions and ask questions about your exchange partner.

Proficiency Based-Assessment:

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- Make TPR for vocabulary for school supplies, numbers and greetings
- Practice pronunciation by using tongue twisters in German
- Learn the German alphabet song
- Create an alphabet book using German words
- Create a list of “tips” to help with pronunciation
- Songs/mnemonic devices for conjugation of ‘sein’ and other difficult vocabulary/grammar concepts
- Bingo games for numbers
- Listen to teens from target language culture describe themselves and gather important information
- Living sentences (questions). Put parts of a sentence/question on individual sheets of paper and have students put them in the correct order
- Photo/vocabulary identification
- Der, die das vocabulary sorting
- Four corners – have photos of different individuals/ages in each corner of the room, and students must practice appropriate greeting to that person.
- Count up to 100. Count by 2’s, 5’s, 10’s
- Beach ball game – pass beach ball and count
- Play math games (bingo, multiplication/division/addition/subtraction drills in German)
- Use of art, realia, music, digital media to reinforce concepts and provide visuals
- Play telephone with vocabulary words
- Textbook Activities:
 - Pg 8 Ex 1: Listen to the dialogues and then act them out for the class.

- Pg 9 Ex 3: Listen to the dialogue and practice asking and answering questions with classmates
- Pg 9 Ex 4: Listen and read along
- Pg 9 Ex 5: Listen to the dialogue and read along. Then fill in the blanks and practice asking and answering questions with classmates
- Pg 9 Ex 6: Write a dialogue about asking for and giving others your name. Then, act it out for the class.
- Pg 10 Ex 7: Listen to the dialogues and match the picture to the correct one.
- Pg 10 Ex 8-9: Listen to the ABC-rap and repeat
- Pg 11 Ex 11: Listen and read the numbers 0-20
- Pg 11 Ex 12: Listen to the numbers and draw a line from one number to the next in order to make a picture
- Pg 11 Ex 13: Listen to the dialogue and read it with a partner
- Pg 11 Ex 14: Listen to the dialogue and read it with a partner
- Pg 12 Ex 15: Listen to the dialogues and match them to their corresponding picture.
- Pg 14 Ex 1: Identify the classroom objects you see in the picture in German
- Pg 14 Ex 2: Guess who the objects belong to, and then listen to check your answers
- Pg 15 Ex 3: Sort the words by gender
- Pg 15 Ex 4: Give the singular forms for the plural nouns
- Pg 15 Ex 5: Match the plural forms to the singular forms
- Pg 16 Ex 6: Listen to the dialogue and decide what Nadja thinks about Robbie
- Pg 16 Ex 7: Listen for intonation and decide which phrases are questions and which are statements
- Pg 17 Ex 9: Listen to the dialogues and match them to the picture
- Pg 17 Ex 10: Have students create cards and practice using 'mein' and 'dein'
- Pg 18 Ex 12: Listen to the numbers and then read along. Practice counting using different increase rates (5s, 10s, 20s, etc.)
- German Names Practice: Pg 128 Ex 2, 4, Pg 130 Ex 10
- Greetings and Farewells Practice: Pg 128 Ex 1, Pg 132 Ex 15
- Heißen Practice: Pg 128 Ex 3, Pg 129 Ex 5a
- Sein Practice: Pg 129 Ex 5b, Pg 137 Ex 9
- Alphabet Practice: Pg 131 Ex 12, Pg 133 Ex 16
- Numbers Practice (0-20): Pg 130 Ex 11, Pg 131 Ex 13
- Questions and Answers Practice: Pg 129 Ex 6-7, Pg 131 Ex 14, Pg 133 Ex 7
- Classroom Objects Vocabulary Practice: Pg 134 Ex 1-3, Pg 139 Ex 14-15
- Plurals Practice: Pg 135 Ex 4-5
- Questions Practice: Pg 136 Ex 6-8
- Mein and Dein Practice: Pg 137 Ex 10
- Numbers Practice (20-100): Pg 138 Ex 11-12
- Verb Conjugation Practice: Pg 138 Ex 13, Pg 139 Ex 16
- Workbook Activities:
 - Mögen Practice: Pg 34 Ex 1
 - Verb Forms Practice Pgs 34-35 Ex 2-4
 - Möchten Practice: Pg 35 Ex 5-6
 - Für and the Accusative Practice: Pg 36 Ex 7
 - Questions Practice: Pg 36 Ex 8-9
 - Personal Pronouns Practice: Pg 37 Ex 1-3
 - Dative Pronouns Practice: Pgs 37-38 Ex 4-8
 - Welch- Practice: Pg 39 Ex 9-11
 - Wo and Wohin Practice: Pg 47 Ex 3

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of German](#)

[Real Academia Española](#)
[World Culture Encyclopedia](#)
[Portfolio Deutsch](#) (Online Textbook)

[123 Teach Me](#) – All Types of Resources (some things are free others you have to pay for)

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

[CIA](#) – Facts About Countries Around The World

[Class Tools](#)

[Colby College](#) – Culture and Grammar Instruction

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos](#) – Video Series

[Digital Dialects](#)

[EdModo](#)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[FLENJ](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

[FORVO](#) – Speak with Native Speakers from Around the World

[Fotobabble](#) – Share and Narrate Pictures

[Goethe-Institut](#)

[Glogster](#)

[Haverford Township Schools](#) – Integration of Authentic Materials

[iCulture](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Klett-Resources](#)

[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org](#) – Integrated Lessons for the World Language Classroom

[Lingorilla](#) – Video Clips and Interactive lessons

[Lingt](#) – Create speaking exercises for your students

[Lingus](#) – Videos for all levels

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[My Languages](#) - Grammar Guides and Short Vocabulary quizzes

[NCLRC](#)

[Nthuleen](#) (online grammar and worksheets)

[Online German Resources](#) (navigation site that leads to various sites)

[Picture Dictionary](#)

[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)

[Poll Everywhere](#)

[Popstar Profiles](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Shelby County Schools World Languages](#)

[Teacher's Discovery and Carlex](#) – Video Worksheets

[TES](#) – Lesson Plans and Activities

[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)

[Today's Meet](#) – Create Chat Rooms

[Travel and Culture](#) – Video Worksheets

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

News Papers and Magazines

[Bild](#)

[Deutsche Welle](#)

[Die Norddeutsche](#)

[Focus](#)

[Frankfurter Allgemeine](#)

[Grimm Fairy Tales](#)- German/English Fairy Tales

[MIT Humanities Library](#)

[PaperBoy](#)

[Spiegel](#)

[Stuttgarter Zeitung](#)

[Süddeutsche Zeitung](#)

[World Stories](#) – Stories From Around The World

Online Activities

[BBC Languages](#)

[Kahoot](#)

[Lingt](#) – Create speaking exercises for your students

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

Presentation Software

[Blogger](#) - Blog

[Book Creator](#) (for writing stories and or essays)

[EdDraw](#) – Visulation Solutions (Charts and Diagrams)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

Google Drive

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt](#) – Create Speaking Exercises For Your Students

[Live Journal](#) - Blog

OneNote

[Padlet](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

PowerPoint

[Prezi](#)

[SeeSaw](#) – Digital Portfolio

[Storify](#)

[Storyboard That](#) - Create Stories

[Today's Meet](#) – Create Chat Rooms

[Twitter](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

Radio Stations from Around the World

[Deutschland FM](#)

[Surfmusic](#)

Rubrics

[FLENJ Rubrics](#) – By Level

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class
- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop an oral or written presentation after reading/ watching culturally authentic material in which the student compares and contrasts the difference in greetings and customs in the German-speaking world and the U.S.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify familiar people, places and objects based on simple oral and/or written descriptions. • Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • Draw conclusions based on reading, listening, or watching culturally authentic material. • Construct and present a presentation about themselves and their personal information.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify and use greetings and farewells in German. • Ask and respond to questions about themselves. • Comprehend and use simple oral and written commands using culturally relevant materials. • Identify numbers from 0-100 • Recite the German alphabet • Identify classroom vocabulary • Conjugate simple verbs for the pronouns 'ich' and 'du' • Use appropriate gender with objects • Classify nouns based on their gender • Use 'mein' and 'dein' to show possession • Use memorized questions and phrases to ask about/talk about personal information (age, telephone number, name, etc.)
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Gifted and Talented Resources
Struggling Learners	<ul style="list-style-type: none"> – Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. – Provide students with a list of specific words and phrases you want them to know. – Model different ways in which they can combine words and phrases for communication. – Have students create a section of their notebook for vocabulary and a separate section for grammar. – Allow students to accompany vocabulary words with pictures and English translations. – Teach content in chunks – Use of TPRS
English Language Learners	ELL Resources ELL Support Links <ul style="list-style-type: none"> – Highlight academic vocabulary. – Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. – Use of TPRS, songs and visuals. – Provide a buddy – Use of iPad to revisit videos, etc.
Special Needs Learners	Special Education Resources <ul style="list-style-type: none"> – Extended time, multiple choice possibilities, matching, visuals, use of iPads to revisit the video, special apps that assist with disability – Teach content in chunks – Use of highlighters, study guides, organizational aids – Allow use of word banks (as per IEP). – Provide students with a copy of notes (as per IEP) and partner with a buddy – Use of TPRS, songs and visuals.

Interdisciplinary Connections

Indicators:

Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>
ELA: <https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLs-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an

indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit Title: All About Me- Free-Time Activities and Professions
Unit Description: Students will utilize the three modes of language acquisition (interpretive, presentational and interpersonal) to describe/interpret details about their daily life and community. Students will also be able to compare and contrast their own culture with that of the target language in respect to this theme. Topics covered will include expanding on the personal profile to incorporate an interview, free-time activities, life at school, and professions.
Unit Duration: 6-8 weeks
Desired Results
<u>Standard(s):</u> SEE UNIT 1
<u>Indicators:</u> <u>Interpretive:</u> <ul style="list-style-type: none"> • Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about people (relating to national origin, professions, and free-time activities) • Match pictures based on oral descriptions about people (relating to national origin, professions, and free-time activities). • Read and listen to information about people (relating to national origin, professions, and free-time activities). • Recognize common gestures, intonation, and other visual or auditory cues of the target language. <u>Interpersonal:</u> <ul style="list-style-type: none"> • Ask and answer memorized and/or simple questions regarding personal information (relating to national origin, professions, and free-time activities). • Engage in short unrehearsed/unscripted conversations with classmates and teacher as well as heritage speakers, on online platforms and in-person, in which they ask and answer questions about personal information (relating to national origin, professions, and free-time activities). • Introduce myself and others (including age, national origin, address, telephone number, free-time activities, profession) • Speak about personal information (relating to national origin, professions, and free-time activities). • Discuss different free-time activities that teenagers enjoy in German-speaking countries. <u>Presentational:</u> <ul style="list-style-type: none"> • Use lists and or chunks of language, memorized phrases, and simple sentences to introduce myself and others to an audience (including age, national origin, address, telephone number, free-time activities, profession) • Use phrases to present information about personal information (relating to national origin, professions, and free-time activities). • Present and or write about personal information (relating to national origin, professions, and free-time activities). • Present and discuss information about personal information (relating to national origin, professions, and free-time activities). • Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level

- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions

Cultural Content Statement(s):

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 relationships)

Understandings:

Students will understand that...

- National origin is a part of personal identity.
- Free-time activities differ between teenagers in the U.S. and the German-speaking countries.
- Products that come from different countries vary based on the resources available in that country.
- Communicating about countries and the languages spoken in those countries is an essential skill.

Essential Questions:

- How does national origin impact personal identity?
- How do teenagers spend their free-time in Germany versus the U.S.?
- Why do certain products come from certain countries?
- Why would you need to talk about countries and the languages they speak?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Teacher/class should be 90% in **target language**.

Interpretive (reading and listening)

- Have students create a Steckbrief about themselves or other individuals ([Blank Steckbrief](#))
- Have students read profiles and answer teacher-made questions about them. ([Profiles](#))
- Have students read a map in German and label it with the languages the countries speak. ([Map](#))
- Have students listen to personal profiles and fill in a table. ([Video 1](#), [Video 2](#))
 - Have students listen to personal profiles and answer teacher-made questions.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. All About Me) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpretive readings with questions
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry

<ul style="list-style-type: none"> ○ Have students listen to personal profiles and label where each person comes from. <p><u>Interpersonal (dialogue with each other and with teacher)</u></p> <ul style="list-style-type: none"> – Students divide into pairs and interview each other about personal information (relating to national origin, professions, and free-time activities). <ul style="list-style-type: none"> ○ Interview a student or the teacher about his or her personal information – Discuss free-time activities they enjoy/ don't enjoy, and activities they can and cannot do. – Have students introduce themselves using an instant messaging setting. (Use Office 365) – Create/write a dialogue between two people introducing themselves <ul style="list-style-type: none"> ○ Create/write a dialogue between a famous person from a German-speaking country and a television host interviewing them about personal information – Interview classes from other countries about personal information and introducing themselves using Skype, etc. <p><u>Presentational (writing and speaking to an audience)</u></p> <ul style="list-style-type: none"> – Create a video introduction of themselves <ul style="list-style-type: none"> ○ Create a blog introducing themselves (Expanding using new and previously learned vocabulary.) – Write an e-mail introducing themselves to someone. (Expanding using new and previously learned vocabulary.) – Create/write a multimedia presentation about the different countries and the languages they speak – Have students sequence and/or create a comic strip to tell a story or create a scene about introductions and/or interviewing someone in German (Comic Strip – Version A or Version B) 	<ul style="list-style-type: none"> • Whiteboard responses • Smartboard responses • Exit slips / Polls • Grammar: Pronunciation in context • Grammar: Indefinite articles in context • Grammar: 'kein' in context • Grammar: Plural forms in context • Grammar: Word Order in context • Grammar: Questions and statement intonation in context • Grammar: 'Wohnen' conjugation in context • Grammar: 'Kommen' conjugation in context • Grammar: 'Können' conjugation in context • Grammar: 'Sein' conjugation in context • Grammar: Negation in context • Grammar: Feminine and masculine in context • Grammar: Regular verb conjugation in context • Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc. • Student Blogs • Matching vocabulary with photos • Reading comprehension using authentic sources • Cloze Statements - where students must insert appropriate vocabulary. • Concentration game with vocabulary • <u>Word Splash Activity</u> - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram • Chapter Tests- Portfolio Deutsch <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Unit Test • Integrated Performance Assessment or a component • Performance Assessment showing proficiency with "Can Do" statements and rubric
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Benchmarks:

Integrated Performance Assessment Tasks:

- Unit A Portfolio Deutsch Test (Listening Ex 1-2, Reading Ex 1 & 4, Interpersonal Writing Ex 1, Presentational Speaking Ex 1)
- Interpretive:
 - You are preparing to receive an exchange partner for the next year. Your teacher has asked you to fill out a personal profile in German to send to the German-school in order for the coordinator to pick a good match for your family.
 - You are preparing to receive an exchange partner for the next year. Your teacher has asked you to read 2 personal profiles and pick the one you think has more in common with you. Answer teacher-made questions to explain your preference.
- Presentational:
 - Create a Venn diagram in which you include at least three pastime activities in each category:
 - Activities I like to do
 - Activities that are more popular in German-speaking countries
 - Activities that we like here and in German-speaking countries
 - You have selected the perfect match for your family. In preparation for the arrival of your exchange student, you want to share with his/her family a short multimedia presentation in which you introduce yourself and tell a little about yourself, your friends at school, and your school. Be sure to include some of the activities that you and the exchange student have in common.
- Interpersonal:
 - Your family has decided to host an exchange student over summer vacation. You have been asked to interview potential exchange students to find one who will best fit in your family. Introduce yourself to the potential exchange student and ask and answer questions regarding personal information and what you like to do during your free time.

Proficiency Based-Assessment:

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- Four corners – students are given four activities (one for each corner) and move to the corner which best represents their preference. Count how many prefer this activity. Which had the most? Least? Make a list.
- Categorize various activities by the time of year they are done.
- Create dialogues on preferences for activities.
- Pair students by common likes/dislikes of activities
- Compare and contrast pastimes in the U.S. with other countries.
- Research via technology what activities teens in other countries enjoy.
- Write and sing a song about the things you like.
- Present picture of leisure activities and traits. Students must identify the activity or trait (orally or written).
- Create a collage about themselves and present it to the class.
- Match nouns with the correct definite/indefinite article.
- Match picture with the correct vocabulary word.
- Compare and contrast places of leisure for teens in German-speaking countries and the USA.
- Ball toss: student will orally state an activity they like/dislike to do.
- Use TPR to say and act out leisure activities. Students will imitate the actions.
- Present pictures of activities and students will use the correct TPR action and vocabulary phrase.
- Categorize vocabulary flashcards into activities or traits.
- Categorize vocabulary words based on gender.
- Summarize current events in German speaking countries.
- Split up information into groups and use “Jigsaw” to present information.

- Use reading strategies to interpret poems, biographies, comic strips and pamphlets in the target language.
- Use “think-pair-share” to discuss the meaning of common German phrases/expressions and the strategies they used to decipher the meaning.
- Textbook Activities:
 - Pg 20 Ex 1: Listen to the dialogue and write down the names of the countries you hear.
 - Pg 21 Ex 2: Guess where these products are made and then listen to double-check your answers.
 - Pg 21 Ex 3: Write sentences that describe where the different products come from using *kommen aus/ kommt aus*
 - Pg 21 Ex 4: Students have a country card and have to ask others where they come from and tell others their country.
 - Pg 22 Ex 5: Use indefinite articles to identify the objects.
 - Pg 22 Ex 6: Draw a table and change definite articles to their indefinite forms.
 - Pg 23 Ex 7: Tell what you can and cannot have at the airport using ‘kein’
 - Pg 23 Ex 8: Tell what is and is not in the bag.
 - Pg 23 Ex 9: Listen to the sounds to write about what is in the bag and what is not in the bag using ‘kein’
 - Pg 24 Ex 10: Read the chat and tell whether the statements about it are true or false.
 - Pg 24 Ex 11: Practice asking where someone lives and responding to others who ask you where you live.
 - Pg 24 Ex 12: Listen closely and answer the questions about the profiles.
 - Pg 26 Ex 1: Listen and match the pictures of the young versions of the people to the new people.
 - Pg 26 Ex 2: Read what the people said and form questions to answer as a class.
 - Pg 27 Ex 3: Read the personal profile and complete the sentences.
 - Pg 27 Ex 4: Practice making negative sentences with a partner using ‘nicht’
 - Pg 28 Ex 5: Match each activity to its picture.
 - Pg 28 Ex 6: Listen to the profiles, and tell whether the statements are true or false.
 - Pg 28 Ex 7: Tell what you can and cannot do, and ask others what they can and cannot do.
 - Pg 29 Ex 8: Read and answer the questions. Then, listen to the interview and tell what he answers during his interview.
 - Pg 29 Ex 9: Create a profile about yourself telling what you can and cannot do.
 - Pg 30 Ex 11: Listen to the rap that matches nouns to activities.
 - Pg 30 Ex 12: Make a poster about classroom sayings.
 - Countries and Products Practice: Pg 140 Ex 1-3, Pg 144 Ex 11, Pg 145 Ex 14-15
 - Kommen Aus Practice: Pg 141 Ex 3-4
 - Indefinite Articles Practice: Pgs 141-142 Ex 5-6
 - Kein Practice: Pg 142 Ex 7
 - Kein and Ein Practice: Pg 143 Ex 8-9
 - Wo and Woher Practice: Pg 143 Ex 10
 - Profile Practice: Pg 144 Ex 12, Pg 145 Ex 16
- Workbook Activities:
 - Countries Practice: Pg 10 Ex 1
 - Kommt aus VS Wohnen in Practice: Pg 10 Ex 3-4
 - Kommt aus Practice: Pg 10 Ex 2, Pg 11 Ex 5
 - Verb Conjugation Practice: Pg 11 Ex 6
 - Profile Questions Practice: Pg 11 Ex 7-8
 - Ein and Kein Practice: Pgs 11-12 Ex 9-13
 - Negation Practice: Pg 13 Ex 1-4
 - Können Practice: Pg 14 Ex 5-8
 - Conjugation Practice: Pg 15 Ex 9-12

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of German](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[Portfolio Deutsch](#) (Online Textbook)

[123 Teach Me](#) – All Types of Resources (some things are free others you have to pay for)

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

[CIA](#) – Facts About Countries Around The World

[Class Tools](#)

[Colby College](#) – Culture and Grammar Instruction

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos](#) – Video Series

[Digital Dialects](#)

[EdModo](#)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[FLENJ](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

[FORVO](#) – Speak with Native Speakers from Around the World

[Fotobabble](#) – Share and Narrate Pictures

[Goethe-Institut](#)

[Glogster](#)

[Haverford Township Schools](#) – Integration of Authentic Materials

[iCulture](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Klett-Resources](#)

[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org](#) – Integrated Lessons for the World Language Classroom

[Lingorilla](#) – Video Clips and Interactive lessons

[Lingt](#) – Create speaking exercises for your students

[Lingus](#) – Videos for all levels

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[My Languages](#) - Grammar Guides and Short Vocabulary quizzes

[NCLRC](#)

[Nthuleen](#) (online grammar and worksheets)

[Online German Resources](#) (navigation site that leads to various sites)

[Picture Dictionary](#)

[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)

[Poll Everywhere](#)

[Popstar Profiles](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Shelby County Schools World Languages](#)

[Teacher's Discovery and Carlex](#) – Video Worksheets

[TES](#) – Lesson Plans and Activities

[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)

[Today's Meet](#) – Create Chat Rooms

[Travel and Culture](#) – Video Worksheets

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

News Papers and Magazines

[Bild](#)

[Deutsche Welle](#)

[Die Norddeutsche](#)

[Focus](#)

[Frankfurter Allgemeine](#)

[Grimm Fairy Tales](#)- German/English Fairy Tales

[MIT Humanities Library](#)

[PaperBoy](#)

[Spiegel](#)

[Stuttgarter Zeitung](#)

[Süddeutsche Zeitung](#)

[World Stories](#) – Stories From Around The World

Online Activities

[BBC Languages](#)

[Kahoot](#)

[Lingt](#) – Create speaking exercises for your students

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

Presentation Software

[Blogger](#) - Blog

[Book Creator](#) (for writing stories and or essays)

[EdDraw](#) – Visulation Solutions (Charts and Diagrams)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

Google Drive

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt](#) – Create Speaking Exercises For Your Students

[Live Journal](#) - Blog

OneNote

[Padlet](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

PowerPoint

[Prezi](#)

[SeeSaw](#) – Digital Portfolio

[Storify](#)

[Storyboard That](#) - Create Stories

[Today's Meet](#) – Create Chat Rooms

[Twitter](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

Radio Stations from Around the World

[Deutschland FM](#)

[Surfmusic](#)

Rubrics

[FLENJ Rubrics](#) – By Level

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop an oral or written presentation after reading/ watching culturally authentic material in which the student compares and contrasts the difference in free-time activities, professions, and national origin in the German-speaking world and the U.S.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify familiar people, places and objects based on simple oral and/or written descriptions. • Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • Draw conclusions based on reading, listening, or watching culturally authentic material. • Construct and present a presentation about themselves and their personal information.
2.0	Students will be able to: <ul style="list-style-type: none"> • Ask and respond to questions about themselves. • Comprehend and use simple oral and written commands using culturally relevant materials. • Identify classroom sayings • Conjugate regular verbs • Conjugate 'sein' to talk about themselves and others • Use the modal verb 'können' to talk about things they can and cannot do • Identify the gender of various objects • Use the plural forms of nouns in context • Use indefinite articles to talk about objects • Use memorized questions and phrases to ask about/talk about personal information (age, telephone number, name, free-time activities, abilities, national origin, address, and professions etc.)
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Gifted and Talented Resources
Struggling Learners	<ul style="list-style-type: none"> – Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. – Provide students with a list of specific words and phrases you want them to know. – Model different ways in which they can combine words and phrases for communication. – Have students create a section of their notebook for vocabulary and a separate section for grammar. – Allow students to accompany vocabulary words with pictures and English translations. – Teach content in chunks – Use of TPRS
English Language Learners	ELL Resources ELL Support Links <ul style="list-style-type: none"> – Highlight academic vocabulary. – Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. – Use of TPRS, songs and visuals. – Provide a buddy – Use of iPad to revisit videos, etc.
Special Needs Learners	Special Education Resources <ul style="list-style-type: none"> – Extended time, multiple choice possibilities, matching, visuals, use of iPads to revisit the video, special apps that assist with disability – Teach content in chunks – Use of highlighters, study guides, organizational aids – Allow use of word banks (as per IEP). – Provide students with a copy of notes (as per IEP) and partner with a buddy – Use of TPRS, songs and visuals.

Interdisciplinary Connections
<p><u>Indicators:</u></p> <p>Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.</p> <p>Comprehensive & Physical Education: https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf Science: https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and</p>

Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-VPA.pdf>
ELA: <https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSL-S-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and

open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an

indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.