



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:		Beginning 1 German				
Grade Level(s):		7, 8				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>The purpose of this German course is to reinforce/ introduce the seventh grade middle school student to the German language and culture, and to prepare the student for the next level of German. This course emphasizes communicative-based listening, speaking, reading and writing in the target language, as well as the essentials of the cultures of the German-speaking world.</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 mid level and move students towards the Novice High. 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</p> <p>35% Secondary Assessments</p> <p>15% Support Assessments</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 <u>Portfolio Deutsch</u> , written by Ute Koithan, Theo Scherling, Cordula Schurig, Anna Hila, Michael Koenig, Sarah Fleer and Alicia Padrós, 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:	Kayla Berry
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Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages and ESL, K-12
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Revised: _____ July, 2021 _____

BOE Approval: _____

Unit ONE Title: All About Me

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.

Unit Duration: 4-6 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 start Beginning 1 German as Novice Mid Learners (Unit 1), and move on a continuum toward Novice High (Units 2-4) 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.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.
Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none">• 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

Presentation: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> • 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.
Intercultural Statements:	Possible Topics
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.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	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 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.
Indicators:	
Interpretive:	
<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, age, and profession). • Match pictures based on oral descriptions of physical and/or personality traits • Listen to and watch video introductions about people • Read and listen to personal introductions and/or interviews done by celebrities and/or various people • Recognize common gestures, intonation, and other visual or auditory cues of the target language 	
Interpersonal:	
<ul style="list-style-type: none"> • Ask and answer memorized and/or simple questions regarding personal information such as name, age, nationality, personality traits, and physical characteristics • 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 • Introduce myself and others • Speak about activity preference and ability • Speak about friends and others descriptively • Discuss typical activities in the German-speaking world 	
Presentation:	
<ul style="list-style-type: none"> • Use lists and or chunks of language, and memorized phrases to compare free-time activities in the United States and in German-speaking countries • Use phrases to describe myself and others to an audience • Present and or write about friend, celebrities, and/or various people 	

- Present and discuss information about myself (such as a collage and/or computer-based presentation)
- Explain, identify, and apply understanding of indefinite and definite articles in context
- Explain, identify, and apply knowledge of basic verb conjugations for various verbs such as mögen and können, as well as various activity verbs in context
- 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, celebrations, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- Pronunciation, intonation, and word order differ between German and English
- The German language uses two forms of you (du/Sie) in various formal and informal situations based on who is being spoken to
- German objects have a gender, which creates multiple forms of definite (the) and indefinite (a, no) articles
- Free-time activities, social media, and careers differ between the United States and German-speaking countries
- Negation involves kein (regarding the noun) and nicht (regarding the verb)

Essential Questions:

- What are appropriate greetings/ salutations when meeting new people in German-speaking countries?
- How does culture influence various social settings?
- How does the use of technology and/or social media differ in German-speaking countries?
- How do you differentiate to whom you would use the formal and informal forms of 'you'?
- How does expressing questions in German, differ from statements and/or questions in English?
- When do you use 'kein' versus 'nicht' to negate sentences in German?
- What are common free-time activities and careers in German-speaking countries, and how do they compare to the United States?

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)

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

- Have students read profiles about various people and answer questions about them in English. (Some profiles can be found on: <https://de.islcollective.com/>)
 - Give students a blank personal profile form to fill in about themselves
 - Have students read a profile and fill in a personal profile form about that person
 - Have students read 2-3 profiles about various people and fill in a Venn diagram (or about themselves and one other person)
- **Freunde Buch:** Have students create a “friend book” using information about classmates and themselves in German
- **Have you seen my friend?:** On a note card, have students write self-descriptions in the target language. They should include their physical descriptions, age, favorite activities, and likes and dislikes. Collect the cards. Randomly pull from the cards reading the information and asking students to guess the name of the person who wrote the card. After the teacher, has done this for a few cards, students can volunteer to read the information for the class.
- **Popstars:** Have students watch personal profiles from the contestants on Popstars (<http://www.myspass.de/suche/popstars%20steckbriefe/>)
 - Fill in information about 3-4 people in a table
 - Answer questions about them
- iCulture and infographics from Pinterest can also be used for authentic interpretive sources

Interpersonal (dialogue with each other and with teacher)

- Students divide into pairs and interview each other about themselves and their personal preferences
 - Students record the interview as if it were on a television show
 - Create and/or fill in a dialogue between two friends or two students
 - Perform a skit between two people meeting each other for the first time
 - Pick a TV show or movie character- introduce and describe the movie star, discussing his/her likes and dislikes, age, and other various personal information

Presentational (writing and speaking to an audience)

- **All About Me:** Have students create a presentation about themselves and their preferences using a poster, collage, or various media (iMovie, PowerPoint, Prezi, etc....)
 - Have students create a blog presentation about their friends/family members and/or themselves
- Activities Presentation: Have students research and create a presentation about the differences between

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.

- **Training A (Portfolio Deutsch Text Book):** Students will take the study guide test (Pages 34-35)

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
- Grammar: Activity verbs (tanzen, spielen, essen, singen, lernen, etc....)
- Grammar: Modal Verbs (können and mögen) in context
- Grammar: Indefinite/ Definite Articles in context
- Grammar: Negation in context
- Grammar: Word Order- questions and statements 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
- **Word Splash Activity** - 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

Summative Assessments:

- Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with “Can Do” statements and rubric

<p>free-time activities in the United States versus in German-speaking countries</p> <ul style="list-style-type: none"> – Have students sequence and/or create a comic strip to tell a story or create a scene about greetings/farewells in German (Comic Strip – Version A or Version B) 	
<p><u>Benchmarks:</u></p> <p>Integrated Performance Assessment Tasks:</p> <ul style="list-style-type: none"> – Unit A Portfolio Deutsch Test (Interpersonal Writing Section, Presentational Speaking Section, Reading Section Question 1) – Interpretive: <ul style="list-style-type: none"> ○ Read the short biography written by a German-speaking student. Answer the questions that follow the reading in English. <ul style="list-style-type: none"> ▪ Ich heiße Mia und gehe in die Goethe-Schule in die Klasse 9 a. Wir sind 14 Jungen und 12 Mädchen in meiner Klasse. Meine Freundin Nicoletta kommt aus Griechenland und sie ist 15 Jahre alt. Sie spielt Gitarre und singt. Ich habe eine Katze. Sie heißt Mietze und ist zwei Jahre alt. Ich lerne zwei Sprachen: Englisch und Spanisch und ein bisschen Griechisch von Nicoletta. Wir haben viel Spass. Nicoletta ist meine beste Freundin! ▪ What is this girl's name? ▪ What grade is she in? ▪ How many students are in her class? ▪ What does she say about her friend? ▪ Does she have any pets? If so, what? ▪ Write the languages she learns in school. – Presentational (Pick One): <ul style="list-style-type: none"> ○ 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 and your family. Be sure to include some of the activities that you and the exchange student have in common. ○ You are being assigned a pen pal for your German class. Write a short biography introducing yourself to your pen pal. Make sure to include your grade, interests, hobbies, age, where you are from, what languages you learn in school, and what kinds of activities you participate in. – Interpersonal (Pick One): <ul style="list-style-type: none"> ○ 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. ○ You have been selected to participate in an exchange program at your school and have applied for a scholarship to travel to Germany. Part of the application process is an interview. Be prepared to answer questions about yourself that deal with: your grade, interests, hobbies, age, where you are from, what languages you learn in school, and what kinds of activities you participate in 	

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</i>	<i>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:

- Create a presentation about themselves
- Interview classmates
- Describe 3 friends to class
- Partner activity- ask description questions about best friend and/or themselves
- Play 20 questions as a group with celebrity list- students must guess which celebrity is being described as questions are answered
- Pictures of people on PowerPoint, students describe orally
- Have students create a poster with various celebrity pictures and their physical/personality description
- Interviews about likes / dislikes regarding sports and leisure activities
- Calendar making with sports and activities
- Surveys about sports and leisure activities
- Role-play buying equipment for sports and leisure activities
- 20 Questions- students write a profile about themselves and the class guesses which student is being talked about
- Parent-Child Role-Play using interrogatives
- Journal entry about activities and sports
- Bulletin board showing family members and their favorite sports and leisure activities
- Teacher-Students Role-Play using formal and informal forms of You
- Textbook Activities:
 - Wer Kann Was? Pg 28 Ex 6- listen and determine what free time activities the students can and cannot do
 - Der neue Lehrer: ein Interview Pg. 29 Ex 8- Listen to the interview and pick the answer that best matches what he said during the interview
 - Informationen Pg. 29 Ex 9- Write a personal profile about yourself without using your name and have other students guess which profile belongs to which student
 - Vocabulary Practice: Pgs. 146-151 Ex 1-2, 3, 5, 11, 13-15
 - Negation Practice: Pgs. 147-148 Ex 4, 6-7
 - Interrogative Practice: Pg. 149 Ex 9
 - Formal vs. Informal You Practice: Pg. 148 Ex 8
 - Conjugation Practice: Pg. 150 Ex 11b
- Workbook Activities:
 - Negation Practice: Pg. 13 Ex 1-4
 - Können Practice: Pgs. 14-15 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](#)

[World Culture Encyclopedia](#)

[Portfolio Deutsch](#) (Online Textbook)

[iCulture](#)

[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 or Rick Steves

[Digital Dialects](#)

[EdModo](#)

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

[FLENJ or ACTFL](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

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

[Fotobabble](#) – Share and Narrate Pictures

[Geothe-Institut](#)

[Glogster](#)

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

[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.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.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.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.

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| 4.0 | <p>Students will be able to:</p> <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 socialization between German-speaking countries and the United States • Conduct an interview with a foreign exchange students or a native of a German-speaking country about his or her preferences, physical, and personality traits |
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| 3.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Present information from age and level appropriate, culturally authentic materials orally or in writing. • Compare and contrast free-time activities/ social media use of teenagers in German-speaking countries and the United States • Draw conclusions based on reading, listening, or watching culturally authentic material • Construct and present a presentation about themselves and/or others |
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| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recall greetings/farewells vocabulary • Identify indefinite and definite articles • Ask and answer questions relating to themselves and others • Describe free time activities in German-speaking countries • Describe preferences, likes and dislikes, and personal information about themselves • Recall verb conjugation rules for basic verbs • Use the correct sentence structure when using the modal verbs (können, mögen) • Read, write, and listen to descriptions of others • Identify and use 'nicht' and 'kein' to negate sentences • Understand basic pronunciation rules in German • Identify likes and dislikes related to free-time activities • Understand when to use the formal versus the informal form of 'you' • Construct interrogative sentences • Use 'mein' and 'dein' to talk about possessions |
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1.0	With help, partial success at level 2.0 content and level 3.0 content:
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0.0	Even with help, no success
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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.

Unit TWO Title: School Days

Unit Description: Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture.

Unit Duration: 12-14 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 start Beginning 1 German as Novice Mid Learners (Unit 1), and move on a continuum toward Novice High (Units 2-4) 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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture(s).• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
Presentational: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statements:	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
Indicators:	
Interpretive: <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 school and school-related activities. • Match pictures based on oral descriptions of various school-related activities. • Read and listen to information about a typical school day. • Listen to and watch a video about school and related activities. • Read and listen to descriptions of school and related activities. • Compare schools and related activities in the U.S. to those in various German-speaking countries. • Understand cultural perspectives on school and education. 	

- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to school and related activities.
- Speak about school and related activities.
- Speak about favorite school subjects and activities.
- Extend, accept and refuse offers to purchase school-related items.
- Make plans for oneself and others to engage in school activities.
- Speak about where, when and how often people engage in school-related activities (a class schedule).
- Speak about activities planned for the school day and school year.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare school and related activities in the U.S. and German-speaking countries.
- Use phrases to describe a typical school day and typical school activities.
- Present and discuss information about items needed for a typical school day, according to course.
- Present and or write information about purchases for school.
- 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, celebrations, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- School and related activities are an integral part of life in the German-speaking world.
- Personal identity is developed through and expressed by participation in school activities.
- There are similarities and differences in school and related activities in German-speaking countries compared to those in the United States.
- Both cultures typically value education but may express that value differently.

Essential Questions:

- How are schools and related activities in the United States similar/different to the those in German-speaking countries?
- How and why are school-related activities different in the German-speaking world?
- How do we describe school (using vocabulary for courses, time, activities, supplies, etc.)?
- What special school activities are specific to the German-speaking world?
- What is the importance of education in the German-speaking world?
- What are some of the similarities and differences in school-related activities in German-speaking families compared to that of the US?
- How can one describe a typical school day?

- Although there are differences, what connects us across cultures regarding schools and education?

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 fill in/create their own German school schedule based on readings ([Example](#))
- **Routines: Meine Morgenroutine**
 - Have students watch video about a morning routine and put events in order
 - Have students answer questions about morning routine
- **School Systems in Germany: Schulsystem**
 - Have students watch video and fill in a graphic organizer about the school system in Germany
 - Have students fill in a graphic organizer about the differences between American and German schools
 - Infographics and iCulture have authentic resources for interpretive

Interpersonal (dialogue with each other and with teacher)

- Students divide into pairs and interview each other about their school day (How are they similar? How are they different?) for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
 - Create / Write a dialogue between two people discussing supplies they need for the school day.
 - Interview a student or the teacher about his or her favorite classes.

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
- Grammar: Activity verbs (tanzen, spielen, essen, singen, lernen, etc...)
- Grammar: Time phrases in context
- Grammar: Indefinite/ Definite Articles/ Accusative case in context
- Grammar: Expressing preferences in context
- Grammar: Word Order/ transitional phrases in context
- Grammar: Separable-Prefix verbs in context
- Grammar: Stem-vowel changing verbs in context
- Grammar: Modal Verbs: müssen and wollen in context
- Grammar: Unser and Euer 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
- **Word Splash Activity** - 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

<ul style="list-style-type: none"> ○ Interview (either student to student, student to teacher or teacher to student) about school-related topics (classes, preferences, supplies, activities). – Potential Skype conversation with exchange school – Have students read a schedule and ask/answer questions to fill in their missing classes. (Example) <p><u>Presentational</u> (writing and speaking to an audience)</p> <ul style="list-style-type: none"> – Create a TV commercial advertising a school supply store. – Plan a school event. – Make a supply list to present to a parent for purchases at a school supply store. – Sequence pictures to tell a story and write the captions (Comic Strip – Version A or Version B) – Draw a scene from your favorite class and talk about it. – Present a full-year calendar, indicating the school-related events and vacation days people generally have at different times throughout the school year. – Alltag Video Project: Complete a video project about their daily routine (including school) – Create a PowerPoint, Prezi, iMovie, etc. about a school schedule using vocabulary and grammar points found in the chapter. – Illustrate pictures of people engaged in school subjects and activities. – Write a letter or postcard about the start of the school year and the supplies needed for each class. – Post on Instagram or on a blog about a recent school event. – Write an email to a pen pal talking about your school day (www.epals.com). 	<ul style="list-style-type: none"> • 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 B Portfolio Deutsch Test (Reading Section Question 1, Presentational Writing Question 1)
- Interpretive:
 - Read the following about a student's day and fill in the chart based when she did each activity. (Not every time of day will be filled in.)
 - Ein schrecklicher Tag Am Vormittag möchte ich Fiona treffen, aber ich schlafe zu lange. Ich stehe spät auf und Fiona ist sauer. Sie geht ohne mich shoppen. Ich kaufe Rosen für Fiona, aber der Wolf frisst die Rosen. Zum Mittag möchte ich Spaghetti für Fiona kochen, aber die Mäuse essen die Spaghetti. Fiona möchte am Abend tanzen gehen, aber ich habe kann nicht tanzen. Was macht Fiona? Sie kauft eine Rose für mich. Der Tag ist doch schön!

Morgen	
Vormittag	
Mittag	
Nachmittag	
Abend	

- Presentational:
 - Create a short multimedia presentation in which you use a graphic organizer to compare and contrast your school with schools in Germany. Your principal will choose the best presentation to post on the school website.
- Interpersonal:
 - Interview your classmate/teacher/classmate from target culture to find out about his/her schedule, what a typical school day is like and which academic and social activities he/she participates in at school. Be prepared to respond to similar questions. Record your exchange and use the graphic below to help you formulate your questions.
 - Typical school day
 - Favorite class(es)
 - Least favorite class(es)
 - Does in a few of his classes
 - Brings to school each day
 - Extra-curricular activities

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</i>	<i>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 a school schedule
- Judy clock activities
- Make school calendars
- Create a class council
- Partner activities with watches
- Lotto with time and related expressions
- Oral and written drills with time and basic verbs
- Write an advertisement for a private school that you own. Describe classes offered, staffs etc. (LAL)
- Compare graduation requirements in Germany and the US. Create a Venn diagram to display. (S.S)
- Read about Kindergarten in Germany. Think back to their own experiences. Discuss similarities and differences
- Simon says (to practice commands)
- Textbook Activities:
 - Wann? Die Tageszeiten Pg 38 Ex 1- listen and pick the picture that best matches what is being said (describe the pictures in German)
 - Wie spät ist es? Die Uhrzeit Pg 39 Ex 2- listen and write down the times you hear (show times on Judy clocks)
 - Wann? Um wie viel Uhr? Pg 39 Ex 3- Listen to Timo's daily routine and complete the sentences with the appropriate times
 - Pia ruft Nadja an Pg 40 Ex 4- listen to the phone call and double-check the sentences to see if the time corresponds to what is being said
 - Was? Wann? Pg 41 Ex 6- tell the class your daily routine
 - Was erzählt Pia? Pg 41 Ex 7- Read the text and find the mistakes
 - Interviews in der Klasse Pg 42 Ex 10- Interview other students in the class to find out what their daily routine is.
 - Practice with Days of the Week: Pg 44 Ex 1-2
 - Der Stundenplan von Klasse 7b Pg 45 Ex 3- Listen to the subjects and list them on a piece of paper (or on the board)
 - Mathe ist doof! Pg 45 Ex 5- Describe your classes using the adjective provided.
 - Schule am Nachmittag Pg 46 Ex 7- read the ads and what the students like to do and match them with clubs that would work for them
 - Verb Conjugation Practice (with stem-vowel changes): Pgs 46-47 Ex 8-9
 - Unsere Schule Pg 48 Ex 12- listen to students talk about their school and match the pictures
 - Unsere Schule Pg 48 Ex 12b- write an e-mail describing your school with a partner
 - Freetime Activities: Pgs 50-51 Ex 1-4
 - Kommst du mit? Pg 52 Ex 5-8- practice dialogs, respond to requests to go out with friends, tell others you cannot go
 - Hobbies Pg 53 Ex 9-10- play charades with hobbies and make a chart to find out the statistics of hobbies participated in in the class (M)
 - Meine Hobbys Pg 53 Ex 11- read the profiles and create a profile about yourself
 - Imperatives Pg 54 Ex 12-13- listen to the answering machine and write down what you hear, listen to the difference in intonation, add 'please' to the requests to make them sound friendlier
 - Time Practice: Pg 156 Ex 1-2
 - Separable-Prefix Verbs Practice: Pg 157 Ex 3-5
 - Daily Routines Practice: Pgs 158-160 Ex 6-11
 - Vocabulary Practice (Professions, Time, Daily Routines): Pgs 160-161 Ex 11c-15
 - Days of the Week Practice: Pg 162 Ex 1-2
 - School Subjects and Preferences Practice: Pgs 162-164 Ex 3-6
 - Activities and Preferences Practice: Pgs 164-165 Ex 7-8
 - Verb Conjugation Practice: Pg 165 Ex 9-10
 - Unsere and Euere Practice: Pg 166 Ex 12
 - Vocabulary Practice (School Subjects): Pg 167 Ex 13-16
 - Wollen and Müssen Practice: Pgs 168-169 Ex 1-4
 - Planning Outings with Friends Practice: Pgs 169-170 Ex 5-8
 - Hobby Practice: Pg 177 Ex 9-11
 - Imperatives Practice: Pg 172 Ex 12-13
 - Vocabulary Practice (Hobbies, Responses to Outings with Friends): Pg 173 Ex 14-17
- Workbook Activities:

- Daily Routines and Word Order Practice: Pg 16 Ex 1-4
- Separable Verbs Practice: Pg 17 Ex 5-7
- Transition Words Practice: Pg 18 Ex 8
- Interrogatives: Pg 18 Ex 9-11
- Haben Conjugation Practice: Pg 19 Ex 1-2
- Sein Conjugation Practice: Pgs 19-20 Ex 3-4
- Stem-Vowel Changing Practice: Pg 20 Ex 5-8
- Unser and Euer Practice: Pg 21 Ex 9-11
- Conjugation Practice (Ihr, Wir): Pg 22 Ex 1-4
- Wollen and Müsen Practice: Pgs 23-24 Ex 5-8
- Imperatives Practice: Pg 24 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](#)

[ACTFL.org](#)

[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 Rick Steves Video series, Annenberg video series

[Digital Dialects](#)

[EdModo](#)

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

[FLENI](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

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

[Fotobabble](#) – Share and Narrate Pictures

[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

[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](#)

Newspapers 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):	
<ul style="list-style-type: none"> 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. . 	
4.0	Students will be able to: <ul style="list-style-type: none"> Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.
3.0	Students will be able to: <ul style="list-style-type: none"> Present information from age and level appropriate, culturally authentic materials orally or in writing. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. Ask and respond to questions about academic and social aspects of school life in the U.S. and German-speaking countries, schedules, and classroom activities using digital tools and face-to-face communication through the target language. .
2.0	Students will be able to: <ul style="list-style-type: none"> Name the classes students typically have during the day. Give the time when classes meet. Describe classes as a reflection of their personal opinions of classes. Connect classes and the supplies students typically need for each one. Make lists of school supplies, including the cost of each item. Interpret information on a yearly calendar, including days of the week and months. Construct sentences using a time phrase in context. Conjugate regular verbs in context. Use sein + adjective to describe themselves and others. Conjugate stem-changing verbs. Use imperitives to give commands. Use our and their to talk about school. Interpret information from a school schedule in Germany
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	<ul style="list-style-type: none"> – 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 <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%20NJSLs-CHPE.pdf>

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

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-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%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.

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-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: The World Around Me

Unit Description: Students use the target language in the three modes of communication to explore transportation in the home and target cultures. Students will be able to speak about traveling to other countries and the languages they speak.

Unit Duration: 4-6 weeks

Desired Results**Standard(s):**

SEE UNIT 2

Indicators:**Interpretive:**

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about modes of transportation, countries, and languages spoken in specific countries.
- Match pictures based on oral descriptions of modes of transportation.
- Read and listen to information about different countries and the languages spoken in those countries.
- Listen to and watch a video about modes of transportation used in German-speaking countries.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to transportation.
- Speak about different countries and the languages they speak.
- Speak about modes of transportation used to get to various places.
- Speak about prized possessions.
- Explain why certain modes of transportation have to be used to get to different places.

Presentational:

- Use lists and or chunks of language, and memorized phrases and simple sentences to compare modes of transportation in the U.S. and German-speaking countries.
- Use phrases/simple sentences to describe prized possessions.
- Use phrases/simple sentences to describe countries and the languages they speak.
- 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):

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

Understandings:

Students will understand that...

- Public transportation is a key component of German culture
- Transportation differs between the U.S. and German-speaking countries
- Different countries speak different languages

Essential Questions:

- What transportation differences exist between my culture and the target culture?
- How do I find my way in a city in the target culture?
- How do prized possessions differ in the U.S. and in German-speaking countries?
- Why is it important to be able to discuss different 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)

- Berlin WebQuest: Have students use German websites to find information about Berlin
 - Websites:
 - <https://www.visitberlin.de/de>
 - <http://www.mmgkinderseite.de/sachunterricht/berlin>
 - [Berlin Virtual Tour](#)
- Have students read a train schedule and answer questions.
 - [Deutsch Bahn](#)
- Watch video on interviews about people's favorite mode of transportation and answer questions.
 - [Favorit Verkehrsmittel](#)

Interpersonal (dialogue with each other and with teacher)

- Discuss methods of transportation used to get to different places
- Discuss prized possessions and things you cannot live without

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
- Grammar: ‘Mit’ in relation to transportation
- Grammar: ‘Ohne’ in relation to prized possessions
- Grammar: ‘Deshalb’ in relation why certain transportation methods are used
- Grammar: Conjugation of ‘sprechen’ in context
- Grammar: ‘sein’ and ‘ihr’ 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.

<ul style="list-style-type: none"> – Discuss places you would want to travel to and the mode of transportation you would use to get there <p><u>Presentational</u> (writing and speaking to an audience)</p> <ul style="list-style-type: none"> – Create a collage about your prized possessions and present it to the class – Create a presentation about the differences between transportation in the U.S. and in German-speaking countries and present to the class. – Create a multimedia presentation about how you get around in the United States <ul style="list-style-type: none"> ○ Create a multimedia presentation that shows how you would get around if you were in Germany 	<ul style="list-style-type: none"> • 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 <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Chapter 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:
 - You want to see some of the famous sights in Berlin. You will be using public transportation to get around and you do not use it very often in America. For this reason you want to get directions to trace your route in advance on a metro map.. You must begin at the Zoologischer Garten stop since it’s very close to where you are staying. Your first sights are at Unter den Linden and then you will have further stops at Potsdamer Platz, Wittenbergplatz, and Kurfürstendamm before you return to the Zoologischer Garten. Before you begin your day, take a look at the list of sights you can see at the stops and choose what you want to see ahead of time. (Be prepared to answer questions about where you are going and which stops you will stop at.)
- Interpersonal:
 - You are in Berlin, a city you know well from a previous visit, with your family, who do not speak any German. Use the subway map to show them where you will be going and what sights they should see. (Be prepared to explain which stops you will be getting off of, which sights you will want to see, and other modes of transportation you might have to use.)
- Presentational:
 - Your exchange partner has told you that while you are in Germany, you will be visiting Berlin. Write your exchange partner an e-mail telling them: places you want to visit in Berlin, modes of transportation you can use while you are there, and prized possessions that you cannot go anywhere without.
 - Your exchange partner’s teacher has asked you to make a multimedia presentation to explain the differences in public transportation between the United States and in Germany.

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</i>	<i>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:

- Pick pictures of different modes of transportation based on oral or written descriptions
- Use poll everywhere to have students vote whether or not they can live without certain items (cell phones, laptop, internet, etc.)
- Read different subway maps and answer teacher-made questions
- Match-Memory game- match countries to the languages they speak
- Getting one place to the next- write down modes of transportation they would have to use to get there
- Use 'deshalb'- one student makes a statement, and another student explains why
- Textbook activities:
 - Pg 57 Ex 2- Read the descriptions of different people and the languages they speak and match them to pictures
 - Pg 57 Ex 3- Read the e-mail and answer teacher-made questions about Nilgün. Then, respond to the e-mail
 - Pg 58 Ex 5- Listen to how students get to school and match the picture to each person
 - Pg 58 Ex 6- Read the text and pick the 2 pictures that match
 - Pg 59 Ex 7- Make a list of things you can't live without and then compare your list with a partner
 - Pg 59 Ex 8- Match the conclusion to the statement
 - Pg 60 Ex 9- Who Owns What?- Match the possessions to their owners
 - Pg 60 Ex 10- Write down what belongs to each person using 'ihr' and 'sein'
 - Languages Vocabulary Practice: Pgs 174, 175 & 179 Ex 1a, 2a, and 11
 - Sprechen Conjugation Practice: Pgs 174-175 Ex 1b-c, 2b-c
 - Word Order Practice: Pg 175 Ex 3
 - Modes of Transportation Practice: Pgs 176 & 179 Ex 5 & 12
 - Ohne & Mit Practice: Pg 177 Ex 7
 - Deshalb Practice: Pg 177 Ex 8
 - Sein and Ihr Practice: Pg 178 Ex 9-10
- Workbook Practice:
 - Deshalb Practice: Pg 25 Ex 1-3
 - The Pronoun 'Man' Practice: Pg 26 Ex 4-6
 - Mit & Ohne Practice: Pg 26 Ex 7-8
 - Sein & Ihr Practice: Pg 27 Ex 9-11

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[American Association of Teachers of German](#)
[World Culture Encyclopedia](#)
[Portfolio Deutsch](#) (Online TextBook)
[ACTFL.org and TELL](#)
[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; Rick Steves; Annenberg videos

[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

[Glogster](#)

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

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[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](#)

Newspapers 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](#)

Flipgrid

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](#)

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):	
<ul style="list-style-type: none"> 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 	
4.0	Students will be able to: <ul style="list-style-type: none"> Produce a multimedia rich presentation that explains the significance, and compares modes of transportation used in everyday life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.
3.0	Students will be able to: <ul style="list-style-type: none"> Present information from age and level appropriate, culturally authentic materials orally or in writing. Ask and respond to questions about modes of transportation in German-speaking countries
2.0	Students will be able to: <ul style="list-style-type: none"> Identify modes of transportation Use 'mit' to describe modes of transportation used Use 'ohne' to classify prized possessions that one can and cannot live without Conjugate sprechen Show possession by using 'ihr' and 'sein' Construct sentences using 'deshalb' Modify sentences using 'man' instead of er/sie/es
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	<ul style="list-style-type: none"> – 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 <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%20NJSLs-CHPE.pdf>

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

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-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: Families, Friends, and Communities

Unit Description: Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture. Students will learn how to communicate orally and in writing about their families and friends by using personality traits and adjectives to describe people and members of one's extended family. Students will also be taught how to express relationships and ages among family members and friends.

Unit Duration: 12-14 weeks

Desired Results**Standard(s):**

SEE UNIT 2

Indicators:**Interpretive:**

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about celebrations (e.g. invitations, posters, radio/television/newspaper advertisements)
- Match pictures based on oral descriptions of physical traits
- Read and listen to information about family celebrations
- Listen to and watch a video about a birthday party
- Read and listen to descriptions of family members
- Compare the roles of families in German-speaking countries to those in the United States
- Understand cultural perspectives on family and celebrations
- Recognize common gestures, intonation, and other visual or auditory cues of the target language

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher as well as heritage speakers in which they ask and answer questions related to celebrations in the home and those in German-speaking countries
- Speak about families and celebrations
- Speak about favorite activities and preferences to do at different family celebrations and parties
- Speak about family members and others descriptively
- Discuss one's family tree

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare celebrations in the home and to those of German-speaking countries
- Use phrases to describe myself and others to an audience
- Present and or write about how family members are related
- Present and discuss information about one's family tree
- Present and or write information about party supplies
- 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, celebrations, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- what constitutes a family is different in various cultures
- families in the U.S. differ from families in German-speaking countries
- Common celebrations in the U.S. differ from common celebrations in German-speaking countries
- personality traits which are considered to be positive and negative can vary in different cultures

Essential Questions:

- Whom do I consider to be part of my family?
- Who is important to me?
- How are families from the U.S. similar to and different from families in German-speaking countries?
- How do common celebrations in the target culture differ from celebrations in our culture?
- What are my friends like?
- What makes up a person's identity?

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 read about family and friends and answer questions. ([Example](#))
- Have students read about different friends and fill in the chart ([Example](#))
- [Meine Familie](#)- Have students watch a video introducing family members.
 - [Familie vorstellen](#)- Have students watch the video and answer questions about the family
- Have students watch parents get ready for a birthday party and answer teacher made questions about it. ([Video Example](#))

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.
- **Training A (Portfolio Deutsch Text Book)**: Students will take the study guide test (Pages 34-35)

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

Interpersonal (dialogue with each other and with teacher)

- Students bring a family picture into class and divide into pairs. Each student must discuss at least five family members. The partner must ask at least five questions about the other person's family picture. They can take notes on the names only and present the information to the class.
- Create / Write a dialogue between two people discussing objects they own.
- Interview someone about their physical/personality traits,
- Have students work in a group and bring in various objects. Students have to pick up various objects and describe them in small groups.
- Create a PowerPoint, Prezi, iMovie, etc. about your family using vocabulary and grammar points found in the chapter.
- Write an email to a pen pal describing one's family and friends.
- Write an imaginary interview between a famous German leader and their family and a celebration they are celebrating.
- Interview families from other countries when possible using [Skype](#), etc.
- Interview classes from other countries about their families and or celebrations when possible using [Skype](#), etc.
- Celebrate as a class a special German holiday.
- Create / Write a dialogue between a parent and a child discussing their family and or a celebration
- Create a dialogue between 2 students about their family celebrations.
- Interview (either student to student, student to teacher or teacher to student) about family celebrations and what one does or has to buy to get ready for that particular celebration.
- Illustrate pictures of family members celebrating a special holiday.
- Perform a skit as a pretend family getting ready for a party or special holiday.
- Write a letter or postcard about a recent family celebration

Presentational (writing and speaking to an audience)

- Have students create a powerpoint/prezi with their family tree (real or dream family) and describe to the class.
- My Family for Today: students will do an activity that allows them to form a 6-8 member

- Exit slips / Polls
- Grammar: Activity verbs (tanzen, spielen, essen, singen, lernen, etc...)
- Grammar: Indefinite/ Definite Articles/ Accusative case in context
- Grammar: Expressing preferences in context
- Grammar: Superlatives in context
- Grammar: Adverbs of frequency 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
- **Word Splash Activity** - 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

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

family. To ensure that the “classroom” families are a “mixed bag” – like real families – the teacher uses slips of paper (equal number of students in the class) and writes letters from the alphabet on these slips of paper. Once students have drawn their letters from the hat, they get with their “like” letters, and their new family is formed. As a group, they decide their German name and who each person in the family is. On a poster board or handout, the group then creates a family tree showing how they are all related, their physical attributes, age and likes/dislikes. (The purpose is the information not the artistic quality)

- Have students create a poster with their favorite celebrity pictures and their descriptions.
- Have students create an acrostic poem to describe their family (including personality traits)
- Use [tackk](#), prezzi, powerpoint to create a blog about their family
- Create video project introducing their family members

Benchmarks:

Integrated Performance Assessment Tasks:

- Unit C Portfolio Deutsch Test (Listening Ex 2, 5; Reading Ex 1; Interpersonal Speaking Ex 1; Presentational speaking Ex 2)
- Interpretive:
 - After being matched with an exchange partner, you were sent a short biography about your exchange partner and their family. Read the biography and answer the questions that follow in English.
 - Listen to your exchange partner introducing themselves in a video/audio file and fill out a table about their family and how it compares to your family.
- Presentational:
 - You have been assigned an exchange student to come and live with you for 2 weeks in the summer. Write a short biography introducing yourself (age, where you live, hobbies) and telling your exchange partner about your family. Be sure to include: 3-5 family members, their age, their hobbies, how they are related to you, their birthdays, and where they live.
 - Students can also create a multimedia presentation introducing your family members.
 - You are planning a surprise birthday party for your best friend. Write about what you need, when and where the birthday party will be, who will be invited, and the food, drinks, and games you will have at the party.
- Interpersonal:
 - You are being interviewed by your teacher to match you with an exchange student. Be prepared to answer questions about yourself (hobbies, age, birthday, where you live) and your family (age, how they are related to you, their birthdays, their interests, and where they live).

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</i>	<i>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:

- Partner activity- asking about who is in the partner's family
- Using iCulture, find articles at the Novice level and have students read/interpret/form questions
- Blank family tree- have students listen to description and fill in the names of the family members
- Have students pick a tv. show family and present the family to the class.
- Read about a family and fill in family tree
- Students create their own family tree and present to the class.
- Roll dice to have students make possessive adjectives agree to the object rolled.
- Journal writing- student writes about their family
- Information Gap activity (fill in the family trees) -Activities for communication worksheets
- Describe 3 friends to class
- Partner activity- ask description questions about best friend/mom/teacher, etc.
- Play 20 questions as a group with celebrity list- students must guess which celebrity is being described as questions are answered Try to introduce German celebrities!
- Play guess who with a partner using physical trait vocabulary
- Use dice to conjugate the verb sein with description words
- Pictures of people on powerpoint, students describe orally
- Have students create a poster with various celebrity pictures and their physical/personality description
- Show various pictures and have students describe people shown in writing.
- Journal writing- student describes three people close to them
- Textbook Activities:
 - o Pg 69 Ex 2- Read a diary entry and explain why she is sad
 - o Pg 69 Ex 3- Use an activity list to tell how often you and your friends do different activities
 - o Pg 71 Ex 6- Write down as many things you see in the picture as you can in 3 minutes
 - o Pg 71 Ex 7- Read and correct the sentences to reflect the accusative case
 - o Pg 72 Ex 9- Read blogs and tell whether the statements are true or false
 - o Pg 74 Ex 1- Listen to the dialogs and match them to the appropriate pictures
 - o Pg 75 Ex 2- Tell the class when your birthday is. Then, create a birthday chart for the class
 - o Pg 75 Ex 4- Learn the Birthday Song in German
 - o Pg 76 Ex 5- Listen to the gifts being exchanged and write down what gifts are given
 - o Pg 77 Ex 7a- Read and listen to a poem about a birthday. Then, write down whose birthday is when.
 - o Pg 77 Ex 7b- Fill in the family chart
 - o Pg 78 Ex 8- Match the descriptions to the correct animal
 - o Aber Practice: Pg 184 Ex 2
 - o Superlatives Practice: Pg 185 Ex 3-4
 - o Adjective Vocabulary Practice: Pg 186 Ex 5a
 - o Accusative Practice: Pgs 186-187 Ex 5b-7
 - o Expressing Preference Practice: Pg 188 Ex 9
 - o Vocabulary Practice: Pg 189 Ex 10-13, Pg 190 Ex 1, Pg 195 10-12
 - o Months of the Year Practice: Pg 191 Ex 2
 - o Birthday Salutations Practice: Pg 191-192 Ex 4
 - o Gifts and Accusative Practice: Pg 192 Ex 5-6
 - o Family Practice: Pg 193 Ex 7
 - o Animal Practice: Pg 194 Ex 8-9

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[American Association of Teachers of German](#)

[ACTFL.org](#)
[World Culture Encyclopedia](#)
[Portfolio Deutsch](#) (Online TextBook)
[iCulture](#)
[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; Rick Steves videos; Annenberg videos
[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
[Glogster](#)
[Haverford Township Schools](#) – Integration of Authentic Materials
[I Love Languages](#)
[Instructional Resources](#) – Learning Scenarios
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[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](#)

Newspapers 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): <ul style="list-style-type: none"> 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 	
4.0	Students will be able to: <ul style="list-style-type: none"> Conduct an interview that incorporates physical characteristics and personality traits of family members, presenting results and content in a multi-media format.
3.0	Students will be able to: <ul style="list-style-type: none"> Present information from age and level appropriate, culturally authentic materials orally or in writing. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. Retell highlights in a multi-media presentation from age-and-level appropriate culturally authentic target language text orally or in writing, including physical characteristics and personality traits of family members and others.
2.0	Students will be able to: <ul style="list-style-type: none"> Ask about and describe people using adjectives. Ask for and give opinions. Apply the concept of adjective agreement. Identify family members. Show relationships using possessive adjectives Identify various pets Express preferences using superlatives Use adverbs of frequency to express how often one participates in different activities Identify and use the accusative case in context
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	<ul style="list-style-type: none"> – 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 <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%20NJSLs-CHPE.pdf>

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

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-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.