



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 2 German					
Grade Level(s):	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 eighth 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 High level and move students towards the Intermediate Low. Tests and quizzes are designed to measure to what degree the student has successfully mastered these four skills along the ACTFL proficiency guidelines/State standards.</p>					
Grading Procedures:	<p>The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the Novice mid to the Novice high level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.</p> <p><u>Grading on report cards is as follows:</u></p> <p>50% Primary Assessments (Benchmarks, Tests, Major Projects)</p> <p>35% Secondary Assessments (Quizzes, Class Participation, Minor Projects)</p> <p>15% Support Assessments (Homework, Classwork)</p>					

		NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
	Interpersonal Communication	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.
	Presentational Speaking	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.
	Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.
	Interpretive Listening	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
	Interpretive Reading	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.
Primary Resources:	The textbook used for this course is Portfolio Deutsch, written by Ute Koithan, Theo Scherling, Cordula Schurig, Anna Hila, Michael Koenig, Sarah Fleer and Alicia Pa-drós, Klett-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	Rosemarie Armstrong, Supervisor of World Languages/ESL, K-12
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Revised: _____ July 2021 _____

BOE Approval: _____

Unit Title: My Personal Identity

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 in Beginning 2 German are expected to be at a Novice High Level by the end of the 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.

	<ul style="list-style-type: none"> 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
Presentation: Presentation 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: 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.	Possible Topics 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 othersources to identify information about personal identity Match pictures based on oral descriptions of someone's appearance, family, or occupation. Read and listen to information about appearance, personality, family, and occupation. Listen to and watch a video about personality, appearance, family, and occupation. Read and listen to descriptions of someone's personality, appearance, family, and occupation. 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 (personality traits, appearance, family) Introduce myself and others Speak about activity preference and ability Speak about friends and family descriptively Discuss typical activities in the German-speaking world and the U.S. Presentation:	

- Use lists and or chunks of language, memorized phrases, and simple sentences to compare free-time activities in the United States and in German-speaking countries
- Use phrases to describe myself, family, and friends to an audience
- Present and or write about friend, celebrities, family, and/or various people
- Present and discuss information about myself (such as a collage and/or computer-based presentation)
- 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...

- personal identity is derived from various factors that differ in the U.S. and in German-speaking countries
- what constitutes a family is different in various cultures
- Culture and language shape personal identity

Essential Questions:

- How does what I do define who I am?
- How do my interactions with others influence my personal identity?
- Whom do I consider to be part of my family? Can family consist of non-blood related people (animals)?
- How does school influence/relate to my personal 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 profiles about various people and answer questions about them. (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

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

- Have students read 2-3 profiles about various people and fill in a Venn diagram (or about themselves and one other person)
- **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.
- Have students read about family and friends and answer questions. ([Example](#))
- Have students fill in/create their own German school schedule based on readings ([Example](#))

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
- 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.
- Interview someone about their physical/personality traits
- Interview families from other countries when possible using [Skype](#), etc.
- Interview classes from other countries about their families, school, and personal identity when possible using [Skype](#), etc.

Presentational (writing and speaking to an audience)

- **All About Me:** Have students create a presentation about themselves and their family

- 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: Verb Conjugation (tanzen, spielen, essen, singen, lernen, etc....)
- Grammar: Modal Verbs in context
- Grammar: Indefinite/ Definite Articles in context
- Grammar: Negation in context
- Grammar: Word Order in context
- Grammar: Time Phrases in context
- Grammar: Transitional Phrases in context
- Grammar: Adverbs of Frequency in context
- Grammar: Adjectives + 'sein' 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>using a poster, collage, or various media (iMovie, PowerPoint, Prezi, etc....)</p> <ul style="list-style-type: none"> ○ Have students create a blog presentation about their friends/family members and/or themselves ○ Have students create a multimedia presentation about what makes them who they are (Family, friends, school life, personality, etc.) <p>– Activities Presentation: Have students research and create a presentation about the differences between free-time activities and personal identity in the United States versus in German-speaking countries</p> <p>– 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> <p>– Have students create a poster with their favorite celebrity pictures and their descriptions</p> <ul style="list-style-type: none"> ○ Have students create a poster about their family with descriptions for each person 	
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Benchmarks:

Integrated Performance Assessment Tasks:

- Unit C Portfolio Deutsch Test (Listening Ex 2, Reading Ex 2, Interpersonal Speaking Ex 1, Presentational Speaking Ex 2)
- Interpretive:
 - Use the following text to answer the questions that follow in English.
 - Hallo, ich heiße Martina. Ich komme aus Frankfurt, aber jetzt wohne ich in Stuttgart. Hier gehe ich auch ins Gymnasium. Ich gehe gern in die Schule. Meine Lehrer sind sehr nett und ich habe zwei sehr gute Freundinnen: Olivia und Karo. Französisch ist mein Lieblingsfach. Englisch spreche ich auch gut, aber Italienisch kann ich leider nicht.
Am Nachmittag übe ich Gitarre oder ich treffe meine Freundinnen. Olivia fährt Skateboard, aber Karo und ich nicht. Am Wochenende gehe ich gern shoppen. Ich lese auch viel. Comics lese ich lieber als Bücher. Mein Lieblingscomic ist *Sandmann*. Karo hat einen Hund. Sein Name ist Fred und er ist schwarz und sehr süß. Karo sagt, sie mag Hunde lieber als Katzen. Ich habe leider kein Haustier, aber Pferde liebe ich. Und Farben? Gelb gefällt mir sehr, grün und lila finde ich blöd.
 - What is the girl's name?
 - Where does she live?
 - What does she like to do?
 - What does she learn in school?
 - What is her favorite comic?
 - What is her favorite color?
 - Does she have a pet?
- Presentational:
 - Read the e-mail and write a reply using at least 30 words.
 - Hallo,
Hallo! Ich heiße Sebastian, aber meine Freunde nennen mich Basti. Ich komme aus Stuttgart. Kennst du Stuttgart? Ich gehe gern ins Kino. Ich liebe Horror-Filme. Welche Filme magst du? Was isst du gern? Ich esse gern Pommes und Pizza. Aber nicht zusammen! Und ich spiele gern Klavier. Mein Lieblingsstück ist "Eine kleine Nachtmusik" von Mozart, aber ich höre auch ganz gern Rockmusik. Meine Lieblingsband ist Tokio Hotel. Kannst du auch ein Instrument spielen? Hörst du gern Musik? Wie heißt dein Lieblingslied?
Dein,
Basti aus Stuttgart
 - You have been selected for a study abroad program. Create a multimedia presentation telling your new host family about you (age, interests, hobbies, freetime activities you enjoy, subjects you learn in school), your family, and your friends.
- Interpersonal:
 - You are studying abroad in Germany and today is your first day going to the German school. The teacher has asked that you allow the students to ask you questions about yourself (age, interests, hobbies, freetime activities you enjoy, subjects you learn in school), your family, your friends, and your school. Be prepared to answer questions about cultural differences in the U.S. and in Germany about these topics as well.

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 school and leisure activities
- Calendar making with school and leisure activities
- Surveys about 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
- Use dice to practice conjugation
- Create a daily schedule for the week
- Textbook Activities:
 - Portfolio C Training Pg 209 Reading- read profiles and tell whether the statements about them are true or false
 - Portfolio C Training Pg 211 Speaking- Ask and answer questions about yourself and your family
 - Pg 94 Ex 1- Read about the people and tell whether the statements about them are true or false
 - Pg 95 Ex 2- Create a word web about what makes up a personal identity and ask/answer questions about themselves
 - TE Pg 304 Mein Tag- Fill out your daily schedule and ask another student about their daily schedule
 - TE Pg 305 Der Stundenplan- Ask your partner for the missing subjects to fill your schedule
 - TE Pg 312 Wiederholungsspiel- Construct a sentence by conjugating the verb correctly
 - TE Pg 313 Die Familie von Charlotte- Fill in the family tree and tell when the family members have birthdays
 - TE Pg 314 der, das, die im Wörterbuch- look for the German names of animals and sort them into the chart given

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of German](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[Portfolio Deutsch](#) (Online Textbook)

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

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

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

[Class Tools](#)

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

[Creative Language Class](#)
[Culture Crossing](#)
[Destinos](#) – Video Series
[Digital Dialects](#)
[EdModo](#)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[FLENJ](#)
[FLTEACH](#)
[FluencyProf](#) – Listening Comprehension Activities
[FORVO](#) – Speak with Native Speakers from Around the World
[Fotobabble](#) – Share and Narrate Pictures
[Geothe-Institut](#)
[Glogster](#)
[Haverford Township Schools](#) – Integration of Authentic Materials
[iCulture](#)
[I Love Languages](#)
[Instructional Resources](#) – Learning Scenarios
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[Klett-Resources](#)
[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice
[Languages On Line](#)
[Lang Media](#) – Video Clips
[Language Magazine](#)
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingorilla](#) – Video Clips and Interactive lessons
[Lingt](#) – Create speaking exercises for your students
[Lingus](#) – Videos for all levels
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[NCLRC](#)
[Nthuleen](#) (online grammar and worksheets)
[Online German Resources](#) (navigation site that leads to various sites)
[Picture Dictionary](#)
[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
[Poll Everywhere](#)
[Popstar Profiles](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)
[Scholastic](#)
[Shelby County Schools World Languages](#)
[Teacher's Discovery and Carlex](#) – Video Worksheets
[TES](#) – Lesson Plans and Activities
[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)
[Today's Meet](#) – Create Chat Rooms
[Travel and Culture](#) – Video Worksheets
[Voice Thread](#)
[World Language Classroom](#) – Resources and Activities
[World Stories](#) – Stories From Around The World
[Yabla](#)

News Papers and Magazines

[Bild](#)

[Deutsche Welle](#)

[Die Norddeutsche](#)

[Focus](#)

[Frankfurter Allgemeine](#)

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

[MIT Humanities Library](#)

[PaperBoy](#)

[Spiegel](#)

[Stuttgarter Zeitung](#)

[Süddeutsche Zeitung](#)

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

Online Activities

[BBC Languages](#)

[Kahoot](#)

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

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

Presentation Software

[Blogger](#) - Blog

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

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

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

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

Google Drive

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

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

[Live Journal](#) - Blog

OneNote

[Padlet](#)

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

PowerPoint

[Prezi](#)

[SeeSaw](#) – Digital Portfolio

[Storify](#)

[Storyboard That](#) - Create Stories

[Today's Meet](#) – Create Chat Rooms

[Twitter](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

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.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.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.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.

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop an oral or written presentation after reading/ watching culturally authentic material in which the student compares and contrasts the difference in socialization and personal identity between German-speaking countries and the United States
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3.0	Students will be able to: <ul style="list-style-type: none"> • Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. • 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, family, and school life • Draw conclusions based on reading, listening, or watching culturally authentic material • Construct and present a presentation about themselves and/or others • See benchmark
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2.0	Students will be able to: <ul style="list-style-type: none"> • Ask and answer questions relating to themselves, their family, and their friends • Describe free time activities in German-speaking countries • Recall verb conjugation rules for basic verbs • Use the correct sentence structure when using the modal verbs • Read, write, and listen to descriptions of others • Identify likes and dislikes related to free-time activities • Construct interrogative sentences • Construct sentences using time phrases • Construct imperative sentences to give commands • Apply the concept of adjective agreement • Ask for and give opinions • Identify family members • Express preferences using superlatives
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	<ul style="list-style-type: none"> • Use adverbs of frequency to express how often one participates in various activities • Use possessive pronouns to show possession
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

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

Interdisciplinary Connections

Indicators:

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

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

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

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

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

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-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-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: Everyday Living

Unit Description: Students use the target language in the three modes of communication to explore cultural products and practices related to food and shopping in the home and target cultures. They compare eating and shopping habits of teenagers in the home and target cultures.

Unit Duration: 12-14 weeks

Desired Results**Standard(s):**

SEE UNIT 1

Indicators:**Interpretive:**

- Skim and scan culturally authentic audio, video or written text from electronic information sources and othersources to identify information about foods, shopping, and clothing.
- Match pictures based on oral descriptions of various foods and clothing.
- Read and listen to information about food, shopping, and clothing.
- Listen to and watch a video about food, shopping, and clothing.
- Read and listen to descriptions of food, shopping, and clothing.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Ask and answer memorized and/or simple questions regarding personal style (clothing), shopping preferences, and foods.
- 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 food, shopping, and clothing.
- Introduce myself and others
- Speak about food, clothing, and shopping preferences.
- Speak about foods and clothing descriptively.
- Discuss typical food, clothing, and shopping habits in the German-speaking world and the U.S.

Presentation:

- Use lists and or chunks of language, memorized phrases, and simple sentences to compare food, clothing, and shopping in the United States and in German-speaking countries
- Use phrases to describe clothing and foods
- Present and or write about food, shopping, and clothing.
- Present and discuss information about food, shopping, and clothing (such as a collage and/or computer-based presentation)
- 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):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Understandings:

Students will understand that...

- Foods and drinks are in integral part of life in the German-speaking world.
- Personal identity is expressed by one's food, shopping, and clothing choices
- There are similarities and differences in foods and drinks in German-speaking countries and the U.S.
- There are similarities and differences in shopping and personal style in German-speaking countries and the U.S.
- Dining etiquette in German-speaking countries differs from the U.S.

Essential Questions:

- How and why are foods and drinks in the U.S. similar/different to foods and drinks in German-speaking countries?
- What foods and drinks are specific to the German-speaking world?
- How does culture affect social etiquette with regard to tipping, getting a server's attention, ordering, and accepting/refusing invitations?
- How do shopping habits differ between the U.S. and German-speaking countries?
- How does my style affect my personal identity?
- How does clothing differ between the U.S. and German-speaking countries?

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 watch video and write down foods that are eaten at different meal times ([Video](#))
- Have students watch video about food in Germany and answer teacher-made questions ([Video](#))
- Have students watch video about shopping in Germany and answer teacher-made questions ([Video](#))
- Have students read German recipes and highlight cognates or answer teacher-made questions ([Recipe Website](#))
- Have students read German-shopping ads (or go online shopping) and answer teacher-made questions (Websites for shopping: [H&M](#), [Reno](#), [Wasgau Newsletter](#))
 - Give students a budget and have them write what they would buy

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 divide into pairs and interview each other about their favorite foods and drinks.
 - Interview a student or the teacher about his or her favorite restaurant and favorite orders at those restaurants
- Create/write a dialogue between two people discussing the foods and drinks they eat most often
- Create/write a dialogue about dining in a restaurant
 - Create/write a dialogue about shopping
 - Create/write a dialogue about trying on clothes/buying clothes
- Interview families from other countries when possible using [Skype](#), etc.
- Interview classes from other countries about foods, shopping, and clothing when possible using [Skype](#), etc.

Presentational (writing and speaking to an audience)

- Create a TV commercial advertising a restaurant or a food/drink product
 - Create an advertisement for clothing
 - Create an advertisement for a store
- Plan a meal for a party
- Draw a scene from your favorite meal
- Present a week's menu plan for your family
- Write out your favorite recipe and give directions
- Make a shopping list
- Write an e-mail to a pen pal talking about foods
 - write an e-mail to a pen pal talking about clothing
 - write an e-mail to a pen pal talking about shopping
- Post a restaurant review on Instagram or on a blog
- Create/write a food, clothing, or shopping blog
- Create/write a multimedia presentation about the differences between the U.S. and German-speaking countries when it comes to foods, clothing, or shopping
- Have students sequence and/or create a comic strip to tell a story or create a scene about food, shopping, or clothing in German (Comic Strip – [Version A](#) or [Version B](#))

- Exit slips / Polls
- Grammar: Modal Verbs: Mögen and möchten in context
- Grammar: Verb conjugation in context
- Grammar: Für in context
- Grammar: Personal Pronouns in context
- Grammar: Dative Personal Pronouns in context
- Grammar: Welch- in context
- Grammar: wo and wohin in context
- Grammar: Vocabulary and verb conjugation based on transportation 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

Benchmarks:

Integrated Performance Assessment Tasks:

- Unit C Portfolio Deutsch Test (Listening Ex 1, Reading Ex 4 & 5, Presentational Writing Ex 1)
- Interpretive:
 - Read a menu, recipe, or advertisement from the target language. Demonstrate understanding by answering teacher-made comprehension questions.
- Presentational:
 - You have been staying in München and have gotten the opportunity to try a wide variety of German foods. Write an e-mail to a friend in German telling them about the food you have eaten, and which foods you liked the best.
 - You are going shopping in the city of Köln tomorrow with your best friend. Write your friend to tell them what you want to buy and how much money you want to spend.
- Interpersonal:
 - You are in a German restaurant for dinner. Be sure to order food, drinks, dessert. (Don't forget to keep the cultural aspects of eating in a German restaurant in your mind. I.E. tipping, paying, talking to the server)

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 German dish
- Set a table
- Make a menu
- Create a poster with foods
- Role-play talking about various foods and drinks
- Write a critique of a meal
- Write a description of a meal
- Taste-testing of various foods and drinks
- Survey about food
- Chants with verb endings
- Make a restaurant or store advertisement
- Make a fashion Frankenstein- students cut out clothing from different magazines and make an outfit-labeling the various clothing items they used
- Survey about likes and dislikes of foods and clothing
- Have students create their own crossword puzzle by using vocabulary words from a recipe they read
- Have students fill in a table and tell what can be bought in various German stores
- Textbook Activities:
 - Pg 80 Ex 1- Listen to the dialogues and match the pictures
 - Pg 81 Ex 2- Listen and write down how much the various items cost
 - Pg 82 Ex 4- Put the pieces of the dialogue in order
 - Pg 82 Ex 5- Talk with classmates about foods that are liked and disliked and create a chart
 - Pg 83 Ex 6- Read the recipe and write down the ingredients they need to buy at the store
 - Pg 83 Ex 7- Make a shopping list to tell you what you need to make the various recipes
 - Pg 84 Ex 9- Read the expressions and match them to their signs
 - Pg 86 Ex 1- Listen to the dialogue and write down the plan for the school festival
 - Pg 86 Ex 2- Split into groups and give each group a job for the school festival
 - Pg 87 Ex 3- Match the pictures to the text
 - Pg 88 Ex 4- Read the descriptions and match the bubbles to the correct one
 - Pg 89 Ex 5- Have students practice colors by telling what colors they and others are wearing
 - Pg 89 Ex 6- Listen to the dialogue and answer teacher-made comprehension questions
 - Pg 90 Ex 8- Read the dialogue and put the sentences about it in the correct order
 - Pg 113 Ex 9- Match the pictures to the statements
 - Pg 114 Ex 8- Read the subway map and answer the questions
 - Vocabulary Practice: Pg 196 Ex 1, Pg 197 Ex 4, Pg 199 Ex 7, Pg 201 Ex 10-12, Pg 204 Ex 4-5, Pg 207 Ex 9-12, Pg 227 Ex 6
 - Expressing Costs Practice: Pgs 196-197 Ex 2-3
 - Superlative & Mögen Practice: Pg 198 Ex 5
 - Identifying Containers Practice: Pg 198 Ex 6
 - Für and Accusative Practice: Pg 199 Ex 7b
 - Questions Practice: Pg 202 Ex 1
 - Verb Conjugation Practice: Pg 202 Ex 2
 - Dative Personal Pronoun Practice: Pg 203 Ex 3
 - Welch- Practice: Pg 206 Ex 6
 - Transportation Practice: Pg 226 Ex 4, Pg 228 Ex 8
- Workbook Activities:
 - Mögen Practice: Pg 34 Ex 1
 - Verb Forms Practice Pgs 34-35 Ex 2-4
 - Möchten Practice: Pg 35 Ex 5-6
 - Für and the Accusative Practice: Pg 36 Ex 7
 - Questions Practice: Pg 36 Ex 8-9
 - Personal Pronouns Practice: Pg 37 Ex 1-3

- Dative Pronouns Practice: Pgs 37-38 Ex4-8
- Welch- Practice: Pg 39 Ex 9-11
- Wo and Wohin Practice: Pg 47 Ex 3

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of German](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[Portfolio Deutsch](#) (Online Textbook)

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

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

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

[Class Tools](#)

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

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos](#) – Video Series

[Digital Dialects](#)

[EdModo](#)

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

[FLENJ; ACTFL.org](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

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

[Fotobabble](#) – Share and Narrate Pictures

[Goethe-Institut](#)

[Glogster](#)

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

[iCulture](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Klett-Resources](#)

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

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

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

[Lingus](#) – Videos for all levels

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

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

[NCLRC](#)

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

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

[Picture Dictionary](#)

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

[Poll Everywhere](#)

[Popstar Profiles](#)

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

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

[Scholastic](#)

[Shelby County Schools World Languages](#)

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

[TES](#) – Lesson Plans and Activities

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

[Today's Meet](#) – Create Chat Rooms

[Travel and Culture](#) – Video Worksheets

[Voice Thread](#)

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

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

[Yabla](#)

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):

- 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.
- 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.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.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.

4.0 **Students will be able to:**

- Develop an oral or written presentation after reading/ watching culturally authentic material in which the student compares and contrasts the difference in socialization and personal identity between German-speaking countries and the United States

3.0 **Students will be able to:**

- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- Conduct an interview with a foreign exchange students or a native of a German-speaking country about his or her preferences on food, clothing, and shopping
- Draw conclusions based on reading, listening, or watching culturally authentic material
- Construct and present a presentation about shopping, food, and clothing differences in the U.S. and German-speaking countries

2.0 **Students will be able to:**

- Offer, accept, and refuse foods and drinks
- Ask for and give an opinion of foods and clothing
- Inquire about food and place an order
- Inquire about the prices while shopping
- Use dative personal pronouns to express likes and dislikes when it comes to clothing
- Construct sentences using für and the accusative case
- Identify clothing vocabulary
- Identify food vocabulary
- Identify and use the metric system in context
- Classify foods that are eaten at various times of the day
- Sort clothing for various occasions

1.0 **With help, partial success at level 2.0 content and level 3.0 content:**

0.0 **Even with help, no success**

Unit Modifications for Special Population Students

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

Interdisciplinary Connections

Indicators:

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

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%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: Health & Wellness

Unit Description: Students use the target language in the three modes of communication to explore cultural products and practices related to healthy lifestyles and healthy habits to stay well. They compare wellness, exercise, healthy habits, and nutrition in the home and target cultures.

Unit Duration: 4-6 weeks

Desired Results

Standard(s):

SEE UNIT 1

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about foods, body parts, and healthy living.
- Match pictures based on oral descriptions of what hurts, and how to stay healthy.
- Read and listen to information about healthy living, and what hurts.
- Listen to and watch a video about what hurts and healthy living.
- Read and listen to descriptions of someone's health routine.
- Compare healthy lifestyles in the U.S. to those in various German speaking countries.
- Understand cultural perspectives on healthy lifestyles.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Ask and answer memorized and/or simple questions regarding aches, body parts, and what is done to stay healthy
- Speak about individual healthy living practices
- Speak about what hurts and remedies

Presentational:

- Use memorized phrases and sentences to discuss what different people do to be healthy.
- Use phrases and simple sentences to describe what hurts, and what to do to maintain a healthy lifestyle.
- Present and write information about different body parts, what hurts, and what you do to stay healthy.
- Explain the uses of the dative to talk about what hurts, and what you can do to maintain a healthy lifestyle.
- Explain the use of dative verbs to talk about what hurts, and ways to maintain a healthy lifestyle
- 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):

Perceptions of healthy lifestyles may vary across culture. (Topics to assist in the development of this understanding should include, but are not limited to: adjectives, food, body parts, and modal verbs) Many products and practices related to healthy lifestyles are shared across cultures; others are culture-specific.

Understandings:

Students will understand that...

- Staying healthy is a part of everyday life
- Maintaining physical health is important and is perceived differently in different cultures
- The concept of a healthy lifestyle differs in the U.S. and in German-speaking countries
- There are differences in seeking medical attention in the U.S. and in German-speaking countries

Essential Questions:

- How do we live a healthy lifestyle?
- How do others view a healthy lifestyle?
- How can people take care of themselves and stay healthy?
- How does the view of a healthy lifestyle differ in the U.S. and in German-speaking countries?

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)

- Monsters- draw body parts called out by the instructor, and pass the paper to the next person. The next person will draw the next part (students will label the body parts)
- Perform senses experiment using body parts
- Answer a healthy lifestyle survey
- Watch video- [Kekse isst man ab und zu!](#) – Write what foods cookie monster should eat (based on the song)
- Find an article about staying healthy. Underline the words having to do with food choices and highlight any sports or activities words
- Have students watch a video about staying healthy and write down tips to stay healthy (students can also write down words that they hear and understand) ([Video1](#), [Video2](#))

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

- Have students read a list of foods and sort them based on whether they are healthy or unhealthy

Interpersonal (dialogue with each other and with teacher)

- Students divide into pairs and interview each other about themselves and their personal preferences on staying healthy
- Interview a German student to find out what he/she does to be fit
- Interview a classmate to find out what he/she is doing to stay fit
- Play 20 Questions to determine what body part is hurting your classmate
- Look at pictures with a partner, and tell what the people in the pictures should do to stay healthy
- Look at pictures of different types of food, and discuss with a partner whether you would eat the food as part of a healthy lifestyle
- Act out a scene at a doctor's office- with a patient telling the doctor what is hurting
- Friend tells you a health problem, and you give advice on what to do to stay healthy
- Interview classes from other countries about healthy lifestyles when possible using [Skype](#), etc.

Presentational (writing and speaking to an audience)

- Write an e-mail to your doctor telling him/her about symptoms you have
- Make a multimedia presentation that gives tips on how to stay healthy and fit
 - Make a poster giving tips on what to do to stay healthy
 - Make a blog on healthy eating tips
 - Make a blog with recipes for staying healthy
- Create a menu for one week that incorporates healthy food for a healthy lifestyle
- Make an advertisement for a food or product that is healthy- advertising what it can do to help you have a healthy lifestyle
- Have students sequence and/or create a comic strip to tell a story or create a scene about health and wellness in German (Comic Strip – [Version A](#) or [Version B](#))

- Exit slips / Polls
- Grammar: Verb Conjugation (tanzen, spielen, essen, singen, lernen, etc....)
- Grammar: Dative pronouns in context
- Grammar: Dative verbs in context
- Grammar: Modal Verb: Sollen in context
- Grammar: The present and simple past tense of haben and sein in context
- Grammar: Accusative pronouns in context
- Grammar: Genitive with proper names 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

Benchmarks:

Integrated Performance Assessment Tasks:

- Unit D Portfolio Deutsch Test (Listening Ex 1 Nachricht 2)
- Interpretive:
 - You are doing research on how to maintain a healthy lifestyle. Read the article of tips for staying healthy and answer the comprehension questions that follow. ([Example Article](#))
- Presentational:
 - You are supposed to go on a camping trip with your best friend this weekend, but you are feeling ill. Write your friend an e-mail explaining what hurts and why you will not be able to go on the camping trip.
 - You have been selected for an apprenticeship in a German hospital to promote healthy living in teenagers. Make a multimedia presentation that gives various tips and tricks, recipes, foods, and activities that teenagers could use to maintain a healthy lifestyle.
- Interpersonal (Pick One):
 - At your apprenticeship in a German hospital, you are giving a presentation of health tips for a healthy lifestyle, but the students you are speaking to have questions. Answer their questions about what types of things they could do to stay fit.
 - Your friend that you were supposed to be camping with calls you on the phone to make sure you are okay after they received your e-mail. Tell her what hurts and what you are going to do to get over your illness.

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:

- Practice body parts with – Kopf, Schulter, Knie, und Fuss song
- Play Simon Says to incorporate body parts and command forms
- Play Fly Swatter to practice body parts vocabulary · Draw and label monsters to practice body parts
- Play Twister to practice body parts
- Find and label a picture with all of the body parts
- Play Headbandz to review vocabulary
- 20 Questions to review vocabulary
- Color coded charts to label nominative, accusative, and dative cases
- Charts to review forms of sollen
- Brain storm ways to stay healthy
- Letters to doctor – telling what hurts, or what the health issue is
- Make posters using multi media sources like Glogster
- Articles on healthy living- highlight and circle vocabulary
- Create visual dictionary for unit vocabulary
- Review vocabulary with quizlet.live and kahoot.it
- Bingo- body parts
- Operation- listen to oral descriptions of what is hurting to help
- Charades- act out aches
- Respond to a healthy living survey
- Categorize foods and activities based on whether or not they are healthy
- Dice game- practice with dative and accusative pronouns
- Textbook Activities:
 - Pg 104 Ex 1- Listen to the dialog and write down where Anton is hurting
 - Pg 105 Ex 3- Match the sentence fragments to tell why your body parts hurt
 - Pg 106 Ex 4- Match the pictures to their descriptions
 - Pg 107 Ex 5- Tell what you would bring to your sick friend's house
 - Pg 108 Ex 6- Categorize healthy/unhealthy habits and make a fitness plan for the week
 - Body Parts Practice: Pg 218 Ex 1, Pg 223 Ex 7
 - Pronouns and Verbs Practice: Pgs 219-221 Ex 3-5
 - Commands and Word Order Practice: Pg 222 Ex 6
- Workbook Activities:
 - Genitive with Proper Names Practice: Pg 43 Ex 1-3
 - Dative and Accusative Pronouns Practice: Pg 44 Ex 4-6
 - Sein and Haben Past Tense Practice: Pg 45 Ex 7-9

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of German](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[Portfolio Deutsch](#) (Online Textbook)

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

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

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

[Class Tools](#)

[Colby College](#) – Culture and Grammar Instruction
[Creative Language Class](#)
[Culture Crossing](#)
[Destinos](#) – Video Series
[Digital Dialects](#)
[EdModo](#)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[FLENJ; ACTFL.org](#)
[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
[iCulture](#)
[I Love Languages](#)
[Instructional Resources](#) – Learning Scenarios
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[Klett-Resources](#)
[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice
[Languages On Line](#)
[Lang Media](#) – Video Clips
[Language Magazine](#)
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingorilla](#) – Video Clips and Interactive lessons
[Lingt](#) – Create speaking exercises for your students
[Lingus](#) – Videos for all levels
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[NCLRC](#)
[Nthuleen](#) (online grammar and worksheets)
[Online German Resources](#) (navigation site that leads to various sites)
[Picture Dictionary](#)
[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
[Poll Everywhere](#)
[Popstar Profiles](#)
[Poster My Wall](#) – Online Poster and Flyer Maker

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)
[Scholastic](#)
[Shelby County Schools World Languages](#)
[Teacher's Discovery and Carlex](#) – Video Worksheets
[TES](#) – Lesson Plans and Activities
[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)
[Today's Meet](#) – Create Chat Rooms
[Travel and Culture](#) – Video Worksheets
[Voice Thread](#)
[World Language Classroom](#) – Resources and Activities
[World Stories](#) – Stories From Around The World
[Yabla](#)

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

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.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.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
- 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.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.

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop an oral or written presentation after reading/ watching culturally authentic material in which the student compares and contrasts the difference in healthy lifestyles between German-speaking countries and the United States
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3.0	Students will be able to: <ul style="list-style-type: none"> • Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. • Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. • Conduct an interview with a foreign exchange students or a native of a German-speaking country about how he/she stays healthy • Draw conclusions based on reading, listening, or watching culturally authentic material • Construct and present a presentation about having a healthy lifestyle
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2.0	Students will be able to: <ul style="list-style-type: none"> • Ask and answer questions about what is hurting • Give advice • Give reasons for your habits (in reference to staying healthy) • Classify foods and activities that are healthy and unhealthy • Express pains and aches • Identify body parts • Use dative pronouns to talk about health • Use accusative pronouns to talk about health • Use the genitive case with proper nouns to show possession
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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

Indicators:

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

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

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

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

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

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

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%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 Title: Traveling & My Dream Vacation

Unit Description: Students use the target language in the three modes of communication to use the past participle to talk about vacations and travel. Students will use new and previously learned vocabulary to compare travel in the target and home cultures.

Unit Duration: 4-6 weeks

Desired Results**Standard(s):**

SEE UNIT 1

Indicators:**Interpretive:**

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about travel and vacations
- Match pictures based on oral descriptions of travel and vacations
- Read and Listen to information about travel and vacations · Listen to and watch a video about travel and vacations
- Read and listen to descriptions of travel and vacations
- Compare travel and vacations in the U.S. to those in various German-speaking countries
- Read and listen to descriptions of travel and vacation activities
- Listen to information about students' personal preferences when it comes to travel and vacations
- Listen to and discuss various places to travel to and spend one's vacation
- Understand the cultural perspectives on travel and vacations in German-speaking countries to those in the United States
- Understand the cultural perspectives on the differences of how German-speaking citizens spend their time on vacation versus that of the United States.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language

Interpersonal:

- Ask and answer memorized and/or simple questions regarding traveling and vacations.
- Speak about one's dream vacation.
- Listen to and discuss various places to travel to and spend one's vacation
- Speak about travel and vacations.
- Speak about the locations of various places around town
- Speak about activities during vacations.
- Ask for and give information about travel.
- Ask for information about travel and vacations.
- Plan a vacation with someone else.
- Give and receive commands / directions from one person to another

Presentation:

- Use memorized phrases and sentences to discuss travel and vacation in the U.S. and in German-speaking countries.
- Use phrases and simple sentences to describe a vacation.
- Present and write information about travel and vacations.
- Explain the use of the past participle to talk about past vacations and travel.
- 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, home life, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- Knowledge of vacation and traveling vocabulary is necessary to communicate in the German-speaking world.
- Travel and vacations play an integral role in life in the German-speaking world.
- Travel can have an affect on personal identity.
- Different cultures have varying perspectives on etiquette and behavior while traveling.
- Culture and geographical location affects where and when people travel and spend vacation time.

Essential Questions:

- Why is it important to be able to discuss vacation plans, modes of transportation, and places to visit?
- How are vacations in the U.S. similar/different to vacations in German-speaking countries?
- How does travel change my life?
- How do I act appropriately in situations encountered in travel?
- What does my "dream" vacation look like?
- How does culture and geographical location affect where and when people travel and vacation?

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)

- Four Corners: Label four corners (or areas) of the room with letters A, B, C, and D. You will read a question and give four possible choices for answers. The students are to pick the letter of the answer that best fits them and go to that corner of the room. Then they can discuss why they chose that corner. Use questions about travel.
- Match pictures with events taking place from someone's vacation activities.

Interpersonal (dialogue with each other and with teacher)**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

- Students divide into pairs and interview each other about traveling and their dream vacation
- Students divide into pairs and interview each other about places they've been to on vacation or want to visit 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 activities people do while on vacation.
- Interview a student or the teacher about places they've been to on vacation and the activities that they did while there.
- Interview (either student to student, student to teacher or teacher to student) about vacation, travel and related activities.
- Illustrate pictures of different cities and landmarks one can visit while on vacation and share with a partner.
- Interview classes from other countries about their vacations, where do they go, what do they do while on vacation, etc. when possible using Skype, etc.
- Create / Write a dialogue between a travel agent and a client. The client has just returned from their vacation and is telling the travel agent all about it so he / she will be better able to plan activities and excursions for future clients. Present to the class in skit format.
- Write a list of activities that you recently did while on vacation and share with a classmate. Are there any similarities / differences?

Presentational (writing and speaking to an audience)

- Write an e-mail to your friend telling them where you traveled while in Germany.
- Make a multimedia presentation that show's one's dream vacation
 - Make a blog about places you would like to travel
 - Make a blog about places you have traveled
 - Make a blog/multimedia presentation telling German speakers where they should visit within the U.S.
- Create an itinerary for traveling through Germany or a German-speaking country
- Make an advertisement for a travel agency to advertise a city in a German-speaking country
- Write a letter, e-mail, Tweet, Facebook, Instagram post, and/or blogpost about a recent vacation that you went on and share with the class.

- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Grammar: Verb Conjugation (tanzen, spielen, essen, singen, lernen, etc....)
- Grammar: Past Participles in context
- Grammar: "nach" and "zu" in context
- Grammar: Directions in context
- Grammar: "an" and "in" 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

<ul style="list-style-type: none"> – Work with a partner to create a PowerPoint, Prezi, iMovie, etc. about a recent vacation. Be sure to use the past participle tense. – Create a T.V. show or video telling all about the perfect vacation destination and all of the activities one can do while there. – Create a travel brochure / Version A / Version B / Version C / Version D / describing the perfect vacation destination and all of the activities one can do while there and share with the class. – Have students sequence and/or create a comic strip to tell a story or create a scene about travel and/or vacation in German (Comic Strip – Version A or Version B) 	
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Benchmarks:

Integrated Performance Assessment Tasks:

- Unit D Portfolio Deutsch Test (Listening Ex 3, Listening Ex 5, Reading Ex 2, Interpersonal Writing Ex 1, Presentational Speaking Ex 1)
- Interpretive:
 - You are visiting München on your summer vacation with your parents. Since you are the only German-speaker in your household, your parents have asked you to look at local ads and write down information for them to compare. Using the advertisements fill in a table with information about various places you could visit on your trip.
- Presentational:
 - You have been assigned a pen pal for German class, and you have been writing to them for a while. This week's assigned writing prompt is called "Mein Lieblingsferien". You will write an e-mail to your pen pal about your favorite vacation. Be sure to include: A.) What did you do while you were on vacation? B.) What famous places, museums, parks, stores, etc. did you visit? C.) What fabulous souvenirs did you purchase? D.) What restaurants did you visit and what did you eat / drink there? E.) What happened on the trip that makes it memorable?
 - You are traveling in Berlin and want to make sure you send a postcard to your German teacher to share with the class. Make sure to include: What you did on your vacation, what tourist sites you saw, what public transportation you used, what souvenirs you bought, and what kinds of culture you experienced.
- Interpersonal:
 - Since you visited München over the summer, your German teacher wants to ask you a lot of questions about your trip. Be prepared to answer questions about: what you did on your vacation, what tourist sites you saw, what public transportation you used, what souvenirs you bought, and what kinds of culture you experienced.

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:

- Pronunciation Practice – Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- Use Reading Strategies to interpret poems, biographies, comic strips, pamphlets and other authentic materials in the target language.
- KWL Chart / KWL Chart
- Create a comic strip about travel and vacations.
- Create a comic strip using the past participle to talk about things one did in the past.
- Create a comic strip using directions to tell someone how to get to or from a place.
- Giving Directions · Watch a video on giving directions
- Asking Directions / Asking And Giving Directions- have students give blind-folded students directions to various places within your building
- Read and Answer questions about travel and vacations.
- Write and act out a skit about the places around town.
- Draw or take a picture (aka a "selfie") of themselves on a recent vacation with a monument they saw or an activity they did in the background and talk about it.
- Flacher Felix- Take pictures of Flacher Felix doing various things and write about what he did in the past tense
- Students research travel and vacation trends in German-speaking countries. Have them create a Venn diagram or similar chart to compare and contrast the travel and vacation trends in the United States versus German-speaking countries. Working with a partner, the students share their diagrams and write a paragraph comparing the trends and express their opinions about it. Which do they like better? Which do they like the least? What type of vacation from the German-speaking country would they like to go on ? Which would they not like to go on? Why?
- Write and present an advertisement for a travel destination in a German-speaking country.
- Ask and Answer questions about activities one did while traveling / on vacation.
- Identify city, travel and vacation terms from an authentic advertisement.
- Past Participle verb tournament
- Play the Cube Game (one with subjects, the other with objects and or verbs).
- Students bring in pictures of travel destinations and or vacation activities from magazines. Have them label the pictures and write descriptions and then share in small groups or with the entire class.
- Have students work in pairs to complete an information gap activity. One student will have some information that they need to share with their partner. The two of them will share their information with one another without showing their partner their papers. Must be done entirely in the target language.
- Use Kahoot to make a fun interactive quiz about transportation, vacation activities, past participle
- Have students survey one another based likes and dislikes when it comes to transportation, vacation destinations, vacation activities, who they like to travel with, what kinds foods and drinks do they like to eat / drink while on vacation, etc.
- Listen to descriptions of transportation, city places, prepositions, directions, vacation destinations, as well as vacation activities from native speakers and then draw pictures of what you heard.
- Play 20 Questions. (For lower level classes or for the first time playing this game, you can provide the students with 20 questions to ask one another, just until they get the idea of how the "game" works.)
- Textbook Activities:
 - Pg 98 Ex 1- Match the pictures with the appropriate person. Then, listen and complete the table.
 - Pg 99 Ex 2- Read the dialogue then complete and act out the other dialogue for the class
 - Pg 99 Ex 3- Read the text and answer the questions that follow about Robbie's vacation
 - Pg 100 Ex 4- List places you can visit/ thing you can do in your town. Then, listen to the dialogues and compare them to the city map given.
 - Pg 101 Ex 5- Read the postcards and match them to the people who wrote them
 - Pg 102 Ex 6- Read the e-mail and correct it.
 - Vocabulary Practice: Pg 212 Ex 1a, Pg 214 Ex 4a, Pg 217 Ex 8-11

- Nach and Zu Practice: Pg 212 Ex 1b-c, Pg 213 Ex 2
- Listening Practice: Pg 212 Ex 3
- Directions Practice: Pg 214 Ex 4b-c
- Simple Past Tense (Haben, Sein) Practice: Pg 215 Ex 5-6
- Workbook Activities:
 - Genitive with Proper Names Practice: Pgs 43-44 Ex 1-3
 - Dative and Accusative Pronouns Practice: Pg 44 Ex 4-6
 - Sein and Haben Past Tense Practice: Pg 45 Ex 7-9

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of German](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[Portfolio Deutsch](#) (Online Textbook)

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

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

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

[Class Tools](#)

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

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos](#) – Video Series

[Digital Dialects](#)

[Edmodo](#)

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

[FLENJ](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

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

[Fotobabble](#) – Share and Narrate Pictures

[Goethe-Institut](#)

[Glogster](#)

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

[iCulture](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Klett-Resources](#)

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

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

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

[Lingus](#) – Videos for all levels

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

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

[NCLRC](#)

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

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

[Picture Dictionary](#)

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

[Poll Everywhere](#)

[Popstar Profiles](#)

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

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

[Scholastic](#)

[Shelby County Schools World Languages](#)

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

[TES](#) – Lesson Plans and Activities

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

[Today's Meet](#) – Create Chat Rooms

[Travel and Culture](#) – Video Worksheets

[Voice Thread](#)

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

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

[Yabla](#)

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):

- 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.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.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 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.

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 travel and vacation between German-speaking countries and the United States • Present information to prospective study abroad students about a German-speaking country. Share your experiences on what you saw, what you visited, and cultural customs you learned while studying abroad. • Compose and act out a role play between a travel agent and a customer. In order to help future travelers, the customer must report back to the travel agent explaining what they did on their trip, what they saw, and cultural customs of various German-speaking countries.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create and present brief messages, poems, rhymes, songs, short plays or role plays using familiar vocabulary orally or in writing. • Use language creatively to respond in writing to a variety of oral or visual prompts. • Conduct an interview with a foreign exchange students or a native of a German-speaking country about where and when they travel/go on vacation. • Draw conclusions based on reading, listening, or watching culturally authentic material • Construct and present a presentation about travel and vacation
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about things to do on vacation. • Talk about places to visit on a vacation. • Talk about places to visit and how to get there using modes of transportation. • Use the past participle to talk about things in the past. • Discuss one's dream vacation. • Discuss major sights in various German cities. • Give and receive directions on how to get to various places. • Understand cultural perspectives of travel and vacations.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

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

Interdisciplinary Connections

Indicators:

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

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%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: Home, Sweet, Home

Unit Description: Many products and practices related to community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Unit Duration: 4-6 weeks

Desired Results

Standard(s):

SEE UNIT 1

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about homes, chores, and parties.
- Match pictures based on oral descriptions of rooms in the house, activities performed in various rooms, and home furnishings.
- Read and listen to information about features of a house.
- Listen to and watch a video about doing chores, planning parties, and rooms in the house.
- Read and listen to descriptions of homes, chores, items found around the house, and party planning
- Compare homes and chores in the U.S. to those in various German speaking countries.
- Understand cultural perspectives on housing and chores.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Ask and answer memorized and/or simple questions regarding chores and home life.
- Speak about one's house, chores, and rooms in the house.
- Ask for, give, and refuse invitations.
- Tell what activities can be done in various rooms of the house.

Presentational:

- Use phrases and simple sentences to compare homes, chores, and parties in the U.S. and in German-speaking countries
- Present and discuss information about homes and chores
- Present and/or write information about homes and chores
- 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):

Many products and practices related to community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Understandings:

Students will understand that...

- Homes and chores are an integral part of life in the German-speaking world
- The amount and types of chores done in a household varies based on culture
- Housing and furnishings differ in the U.S. and in German-speaking countries (they are also based on resources)

Essential Questions:

- How do homes and chores differ in the U.S. and in German-speaking countries?
- How does culture and resources alter the amount of chores one has to do at home?
- What are some differences between party planning and invitations in the U.S. and in German-speaking countries?
- What are some of the similarities and differences in housing and furnishings between the U.S. and German-speaking countries?

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.
- Perhaps most importantly, they should force students to use the **target language**.

Interpretive (reading and listening)

- Have students watch videos about chores and answer teacher-made questions (students could also write down words that they understand.)
 - ([Video 1](#), [Video 2](#))
- Have students watch home tour videos and write down the rooms they see in the house or answer teacher-made questions. ([Video 1](#), [Video 2](#))
- Have students read various party invitations and pick ones that they would attend and ones that they wouldn't attend.

Interpersonal (dialogue with each other and with teacher)

- Students divide into pairs and interview each other about their homes and their chores for a presentation to the class. After the interviews

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

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 chores they do around the house.
- Interview a student or the teacher about where they live.
- Create/write a dialogue between two people discussing a party invitation, and whether or not they can come.
- Interview (either student to student, student to teacher or teacher to student) about chores.
- Interview classes from other countries about home life when possible using [Skype](#), etc.

Presentational (writing and speaking to an audience)

- Create a PowerPoint, Prezi, iMovie, etc. displaying a home for sale.
- Illustrate pictures of different styles of homes.
- Create/Respond to a party invitation.
- Post an opinion piece on chores on Instagram or on a blog.
- Write an email to a pen pal talking about homes and chores (www.epals.com).
- Create a TV commercial advertising a home for sale.
- Create an online real estate advertisement.
- Make a schedule for a family's chores and present it to the class.
- Present, in writing, what you do to help around the house.
- Have students create their dream home (could be a floorplan labeled or a multimedia program)
- Have students sequence and/or create a comic strip to tell a story or create a scene about health and wellness in German (Comic Strip – [Version A](#) or [Version B](#))

- Exit slips / Polls
- Grammar: Verb Conjugation (tanzen, spielen, essen, singen, lernen, etc....)
- Grammar: ihr-imperatives in context
- Grammar: Separable-prefix verbs in context
- Grammar: Verb conjugation in context
- Grammar: Word order in context
- Grammar: Modal verbs in context
- Grammar: Definite/Indefinite articles in the nominative and accusative cases in context
- Grammar: Dative and accusative personal pronouns in context
- Grammar: Interrogative sentences 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

Benchmarks:

Integrated Performance Assessment Tasks:

- Unit D Portfolio Deutsch Test (Listening Ex 1 Nachricht 1, Reading Ex 1-2, 4-5, Presentational Writing Ex 1)
- Interpretive:
 - You and your friend are moving into a small German apartment for the study abroad program. Unfortunately, the first apartment you looked at was not available, and you have to continue researching. Read the advertisements and fill in the chart to compare the apartments.
 - After picking an apartment, you and your friend realize that it is unfurnished. Use the advertisements from a few furniture stores to pick out the furniture that you will need. (The apartment has all appliances, and light fixtures.) You will have a budget of €4000.00 to furnish your apartment.
 - What you will need to buy:
 - 2 beds
 - 2 night-tables
 - 2 closets
 - kitchen table with 2-4 chairs
 - 2 desks with chairs
 - 1 sofa
 - 1 coffee table
 - 1 T.V. for the living room (if you have extra money, you can buy one for you and your friend's room)
- Presentational:
 - You are doing an apprenticeship at a real-estate agency. You have been asked to create a powerpoint presentation about a home to present to a buyer. Make sure to include: how many rooms and bathrooms, and the main features of the house.
 - You are looking to rent an apartment in Berlin. Write the real-estate agent an e-mail telling them about your “dream” apartment and the features you want included in the apartment.
- Interpersonal:
 - You are looking at various apartments in Berlin to rent for the summer. Ask the real-estate agent questions about cost, rooms, features.
 - You are planning a party for your friend and you want to make sure you have all of the information correct. Call your friend and double check the food, drinks, games, and location of the party you are planning

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:

- Floor plan of a house with furniture
- Crossword puzzles to practice vocabulary
- Plan a house-warming party
- Create an invitation for a house-warming party
- Role-play buying furniture
- Role-play a conversation about what happened yesterday
- Journal entry about past activities
- 3D diorama of a bedroom
- Chart chores for a family
- Floor plan with chores for each room
- Floor plan of a “dream” house
- Advertisement for a cleaning company
- Interviews about how often and which chores people do
- Calendar for chores
- Journal entry about chores you did in the past
- Survey people to find out things they can and can’t do
- Survey people to find out things they must do around the house
- Textbook Activities:
 - Pg 110 Ex 1- Label the objects you see in the rooms
 - Pg 110 Ex 2- Ask classmates what types of furniture they have in their room
 - Pg 111 Ex 3- Tell what Ben can do in various rooms of the house
 - Pg 112 Ex 4-5- Read the invitations and respond to them
 - Pg 116-117 Ex 1- Have students play the “Wiederholungsspiel” to review for the final exam
 - Pg 118-119 Ex 2- Identify the celebrations and respond to questions after reading a text about a family visiting
 - Pg 120 Ex 3- Read games that could be played at a party, make a list of materials that you would need to play, and explain the game to the class
 - Pg 224 Ex 1- Have students listen to the descriptions of the rooms and pick out the furniture.
 - Pg 224 Ex 2- Have students complete the table with the singular and plural forms of furniture
 - Pg 225 Ex 3- Have students identify where different furniture would be found and what activities can be done in the rooms
 - Pg 226 Ex 4- Have student complete an e-mail based on what the party invitation says
 - Pg 227 Ex 5- Complete the excuses by connecting them to tell your friend why you cannot make it to the party
 - Pg 230 Ex 1- Have students play the “Endspurt” game
- Workbook Activities:
 - Ihr-Imperatives Practice: Pg 46 Ex 1-2
 - Room and Activity Vocabulary Practice: Pg 47 Ex 5
 - Separable- Verb Practice: Pg 48 Ex 6
 - Interrogative Sentences Practice: Pg 48 Ex 7-8
 - Word Order Practice: Pg 49 Ex 1-2
 - Modal Verbs Practice: Pg 50 Ex 3
 - Imperatives Practice: Pg 50 Ex 4
 - Articles in the Nominative and Accusative Practice: Pg 51 Ex 5-7
 - Dative and Accusative Personal Pronouns Practice: Pg 51 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](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[Portfolio Deutsch](#) (Online Textbook)

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

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

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

[Class Tools](#)

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

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos](#) – Video Series

[Digital Dialects](#)

[EdModo](#)

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

[FLENJ;ACTFL.org](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

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

[Fotobabble](#) – Share and Narrate Pictures

[Goethe-Institut](#)

[Glogster](#)

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

[iCulture](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Klett-Resources](#)

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

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

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

[Lingus](#) – Videos for all levels

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

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

[NCLRC](#)

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

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

[Picture Dictionary](#)

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

[Poll Everywhere](#)

[Popstar Profiles](#)

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

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

[Scholastic](#)

[Shelby County Schools World Languages](#)

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

[TES](#) – Lesson Plans and Activities

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

[Today's Meet](#) – Create Chat Rooms

[Travel and Culture](#) – Video Worksheets

[Voice Thread](#)

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

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

[Yabla](#)

News Papers and Magazines

[Bild](#)

[Deutsche Welle](#)

[Die Norddeutsche](#)

[Focus](#)

[Frankfurter Allgemeine](#)

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

[MIT Humanities Library](#)

[PaperBoy](#)

[Spiegel](#)

[Stuttgarter Zeitung](#)

[Süddeutsche Zeitung](#)

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

Online Activities

[BBC Languages](#)

[Kahoot](#)

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

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

Presentation Software

[Blogger](#) - Blog

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

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

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

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

Google Drive

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

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

[Live Journal](#) - Blog

OneNote

[Padlet](#)

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

PowerPoint

[Prezi](#)

[SeeSaw](#) – Digital Portfolio

[Storify](#)

[Storyboard That](#) - Create Stories

[Today's Meet](#) – Create Chat Rooms

[Twitter](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

Radio Stations from Around the World

[Deutschland FM](#)

[Surfmusic](#)

Rubrics

[FLENJ Rubrics](#) – By Level

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

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

Standard(s): 7.1.NH.C.1- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.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"> Develop an oral or written presentation after reading/ watching culturally authentic material in which the student compares and contrasts the difference in homes and household chores between German-speaking countries and the United States
3.0	Students will be able to: <ul style="list-style-type: none"> Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. Conduct an interview with a foreign exchange students or a native of a German-speaking country about his/her home and household chores Draw conclusions based on reading, listening, or watching culturally authentic material Construct and present a presentation about homes and household chores
2.0	Students will be able to: <ul style="list-style-type: none"> Name rooms of a house and the contents of various rooms. Tell how often you do chores. Name rooms of a house and the contents of various rooms. Tell where things are located in a house. Conjugate regular and irregular verbs in context. Respond to invitations. Describe activities that are performed in various rooms of the house Use previously learned grammar concepts in various contexts Invite friends and family to visit the house
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

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

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

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

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

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

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

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

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