Washington Township School District

The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Student Learning Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title:	AP GERMAN

Grade Level(s):	12

Duration:	*Full Year:*	x	*Semester:*		*Marking Period:*	
Course Description:	This course is an Advanced Placement Course aligned with the AP Syllabi. It is communicative-based listening, speaking, reading and writing in the target language to prepare students for the AP Exam. The goal is for each student to score 3 or above to gain college credit. The AP themes are used as the unit topic so students are prepared to discuss/write/and interpret information on a variety of topics in varied time frames. All students will be taking the Seal of Biliteracy.					

| | **Grading Procedures:** | The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the intermediate-mid/high level to the Intermediate 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. The Seal of Biliteracy will be given with the aim for all students to score at an Intermediate mid and above on all four sections of the assessment (reading, writing, listening and speaking). |

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**Grading on report cards is as follows**:

40% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)

30% Secondary Assessments (Quizzes, Formative Assessments)

30% Support Assessments (Classwork, Homework, Class Participation, Minor Projects)

	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW
Interpersonal Communication	I can exchange information in spontaneous conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can give some reasons to support my viewpoints.	I can exchange information in spontaneous conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames. I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames
Presentational Speaking	I can present information on 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	I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames. I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames	I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames. I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
Presentational Writing	I am able to meet a number of practical writing needs. I can write short, simple compositions, communications and requests for information in loosely connected texts about personal preferences,	I can write stories about school, community events and personal experiences, using a few short paragraphs, often across various time frames. This includes comparisons, a series of steps, writing a description, writing a series of simple I can write	I can deliver write & deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

Interpretive Listening	I can understand simple, sentence length speech in a variety of basic personal and social contexts I can identify the main idea and key information in short straightforward conversations.	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions
Interpretive Reading	I can understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge. I can identify the beginning, middle, end, the main conflict, the main emotion, the motives of the antagonist and the meaning of a refrain in a song.	I can usually follow the mian message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts. This includes understanding the plot, the sequence of events, the characters, the main emotion and some inferences.	I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. I can follow the main story and some supporting detail across major time frames in fi ctional texts
Intercultural Communication	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives. I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exit among cultures, use appropriate learned behaviors and avoid major social blunders.	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives. I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exit among cultures, use appropriate learned behaviors and avoid major social blunders.	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives. In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives. I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations. I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
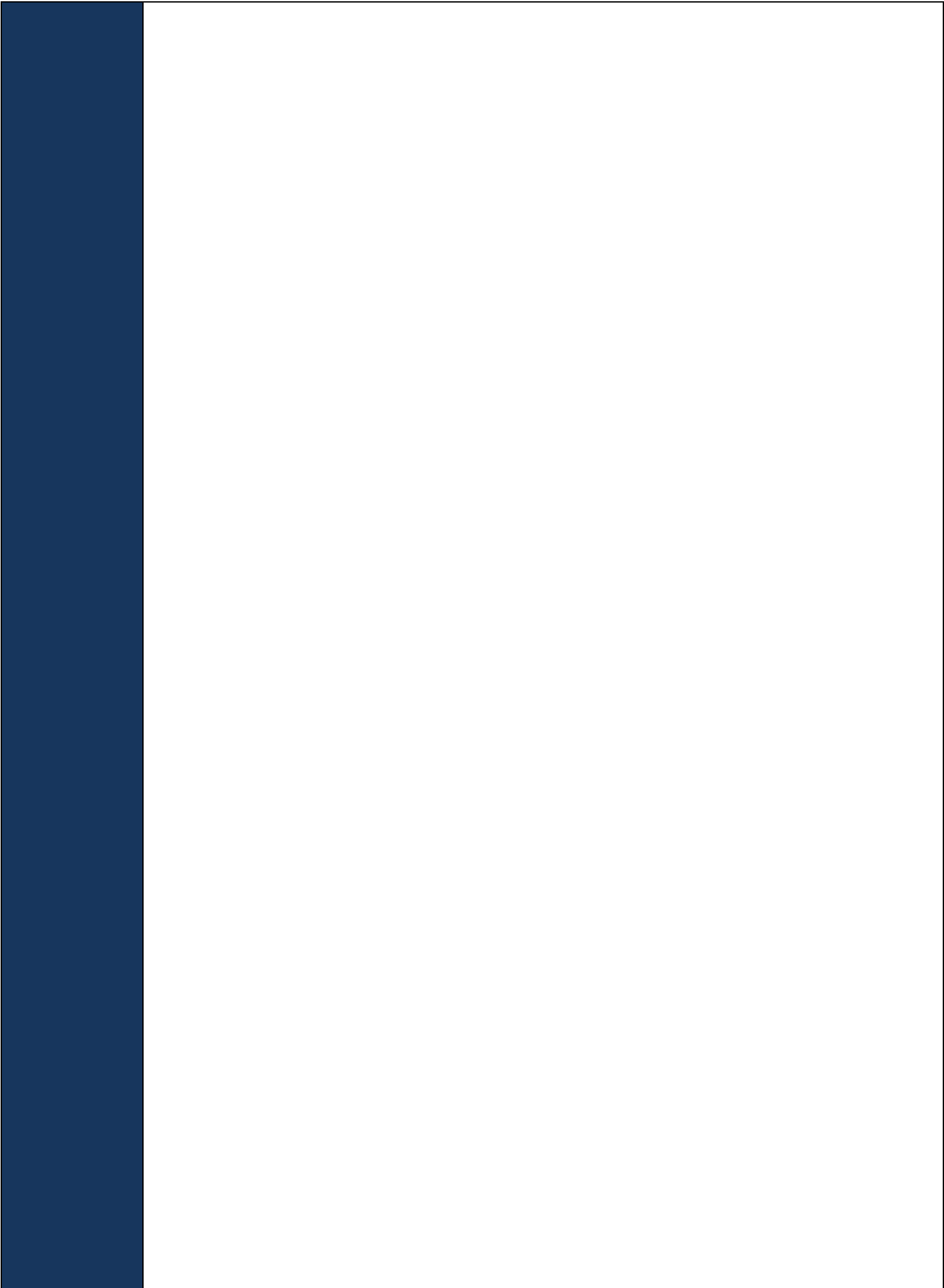
Washington Township Principles for Effective Teaching and Learning

- 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

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.

Designed by:	Angela C. Bacher

Under the Direction of	Rosemarie Armstrong, Supervisor of World Languages/ESL K-12

Written: _____July 1, 2019_____

Revised: _____July 2021_____

BOE Approval: _____

Unit Title: Families in Different Societies

Unit Description:

Students will compare and contrast family and family units. They will discuss how family
values impact multi-culturalism, holidays/customs in the target culture, and how the role
of differs based on cultural values and ideals.

Unit Duration: 4 weeks

Desired Results

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems.
Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Core Idea:	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
• 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
• 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
• 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.
Learners recognize and identify a few typical practices of the target culture.	Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources

Understandings:
Students will understand that…
Family units consist of multiple generations in other countries.
The educational system reflects society and its culture.
Gender roles/constraints vary by country.
Community involvement and altruism varies by country and socioeconomic factors.

Essential Questions:
What constitutes a family?
How do individuals contribute to the well-being of communities?
How do the roles that families and communities assume differ in societies around the world?

Assessment Evidence

Performance Tasks:	**Other 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 <u>authentic</u>.**
- **They should always be <u>engaging.</u>**
- **Activities should be <u>varied</u>.**
- **They need to be <u>focused</u> around the unit theme.**
- **Class/teacher should be 90% in <u>target language</u>**

Interpretive:

1. Students will look at infographics about the different make up of families in Germany and answer questions. What surprised you? Why? Make assumptions about the role of the family in Germany based on the infographics you see
2. Watch video- Die Wahrheit über die Deutsche Familie and answer questions (www.deutschewelle.de)
3. Research initiatives available to different struggling communities in Germany, and record findings
4. Read clip from *Die Zonenkinder*, and write a response highlighting the role of family in the DDR. How is it different than the role of family in modern day Germany?
5. Research organizations that offer help to immigrant/ refugee communities in Germany

Interpersonal:

1. Students interview a German student or adult to find out how the role of family is different in different regions of German speaking Europe versus in the US.
2. Students interview three adults about 9/11, what happened, what they were doing, what they remember, how that day impacted their lives and the world.
3. Speed Dating- Interview a classmate about his or her family, report back to the class saying what the similarities and differences between their family and your own

Presentational:

1. Students will write Dear Abby (Liebe Helga!) letters in which they describe a family/ relationship problem, and then exchange letters and respond to one another's problems. Give advice using the Konjunktiv II
2. After researching the role of a typical family in the DDR, students will collect information on a PowerPoint and present to the class. How is the role of family different in the DDR to that of modern Germany?
3. After researching the various initiatives offered to struggling communities in Germany, present a PowerPoint with an idea for an original initiative to share with the class
4. Write a response to a prompt about the role of family in *Goodbye Lenin,* noting similarities and differences between a modern German family and an East German family.

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- **I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on family topics.**

Interpersonal:

- **I can ask and answer questions about family roles and cultural aspects of family life.**
- **I can exchange information about events using different time frames.**
- **I can describe family situations/family events/gender roles, etc. that I like and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.**
- **I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.**

Presentational:

- **I can research, synthesize information and present information about family life making comparisons with supporting details in different time frames.**

Formative Assessments:

- **Reading / Interpreting Realia**
- **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**
- **Exit slips / Polls**
- **Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread**
- **Student Blogs**
- **Cloze Statements - where students must insert appropriate vocabulary.**
- **<u>Word Splash Activity</u> - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram**
- **Analyze an infographic and summarize https://www.techdirt.com/skyisrising2/**

Summative Assessments:

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

Benchmarks:

Research organizations that help struggling families and communities in Germany. Visit their websites to find what each of the organizations do.

Use the information you find in your research to create an initiative to help a struggling family community in Germany (immigrant families, etc.). Explain the demographics of the community, how they are in need and how your plan would help them. Persuade the class to choose your project, through a multi-media presentation.

Ask your classmates questions about their initiatives. Take notes on their presentations, and after you make a decision as to the best initiative,, be prepared to explain your reasoning

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.

Assessing Performance Assessing Proficiency	*Assessing Performance Assessing Proficiency*
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	

Learning Activities:

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

- Speed dating/ Inside/ Outside Circle- Talk about your family, traditions in your family, and compare and contrast to what your classmate says. Report findings back to class
- Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations fo words having to do with family
- Write a "Liebe Helga" letter in which you describe a fictious problem your family is facing, switch with a classmate, who will then respond to the problem by giving advice
- Hashtag Summary- Read articles and short stories on issues related to the family and create a hashtag summary for each section to check for understanding
- Create and perform a Doctor Phil type talk show in which each student acts out a family member
- Create a Venn Diagram in which you compare and contrast the role of family in German and Turkish cultures. Then discuss how this role is similar or different to the role of family in the US culture.
- Provide template to help students plan and organize presentational essays or speaking
- Students can complete an oral speaking activity in which they describe what a Regenbogenfamilie is and why they think the word Regenbogen is used to describe them
- AP Classroom Personal Progess Check- Log on and complete Interpretive Mode- 15 multiple choice questions on the AP Classroom
- Read and discuss the infographic about the traditional German family on https://www.t-online.de/leben/familie/id_77450798/familie-so-lebt-die-deutsche-

My Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
Neil Jones
Picture Dictionary
PicLits - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
Poll Everywhereulary
Poster My Wall – Online Poster and Flyer Maker
Project Gutenberg – hundreds of German online texts available
Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Sesamestrasse Sesame Street videos in German
Shelby County Schools World Languages
The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom (Martina Bex)
Today's Meet – Create Chat Rooms
Tongue Twisters – collection of German Zungenbrecher / tongue twisters
Voice Thread
Word Reference Online German dictionary
World Language Classroom – Resources and Activities
World Stories – Stories From Around The World
Yabla
Deutschdrang.com
Nthuleen.com
Islcollective.de
Goethe.de
Blindekuh.de
Youtube.com
YouTube.de
Vispo.com/teleporter
Swissworld.org
Austria.de
www.audio-lingua.eu
www.mamalisa.de

News, Infografics, and Videos
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www.tivi.de
www.tagesschau.de
www.wetter.de
www.medi-kids.de
www.spiegel.de
www.stern.de

Pixi Wissen TV- videos on youtube.com

Online Activities
BBC Languages
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla
Quizizz

Twister (Fake Twitter)

Presentation Software
Blogger - Blog
Book Creator (for writing stories and or essays)
Borer Cartoons – cartoons, clipart, comic strips and puzzles
Breuer Comics – daily comics by topic
Cartoon Box blank children's book pages / write original dialogue / thematic
Comics Build up to 9 panels in any language / save and edit
Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Flags – coloring book of flags
Fotobabble – Share and Narrate Pictures
Fakebook
Glogster
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Padlet
Poster My Wall – Online Poster and Flyer Maker
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter

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

Standard(s):

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

4.0	**Students will be able to:** - Find information about different family structures, through research and interviews, comparing and contrasting what is similar and different, and go into detail as to the role you believe cultural ideals, and soci- economic status plays in these differences - Compile findings in a mult- media rich presentation to share with native speaking audiences
3.0	**Students will be able to:** • Explain/provide viewpoints with backup regarding the family and relationships within the family in detail • Explain using cause and effect • Predict outcome based on events • Compare and contrast cultural difference**s after synthesizing information from various resources.**
2.0	**Students will be able to:** • Identify members of the family and extended family • Ask and respond to factual information about their family, and other families • Identify differences between different types of family structures • Sythesize information found in culturally authentic materials • Use German to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
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	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks; • create experiences and performances that reflect the results of research, interviews, or surveys in the target language; • writing editorials, letters, etc., to target language newspapers in the United States; e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines; give assignments involving more sophisticated computer research and reporting

Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf • 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	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) • Rephrase and restate instructions
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections
Indicators:

Alignment of the National Standards for Learning Languages to the CCSS:
http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

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

Comprehensive & Physial 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

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, 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.

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.

Unit Title: How Science & Technology Affect Our Lives

Unit Description:

Students will explore the impact of social media, current events in the target culture, Nomophobia (physical reactions to not knowing where your cell phone is), artificial intelligence, electric cars, scientific projects/inventions and holistic/alternative medicine as they impact the target culture and society at large.

Unit Duration: 4-5 Weeks

Desired Results

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems.

Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

| Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

• 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

• 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

• 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. |

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.
Learners recognize and identify a few typical practices of the target culture.	Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources

Understandings:

Students will understand that…

Lack of or access to technology impact people in many countries.

The ethical component in scientific discovery varies by the country/religious framework in the constitutions/laws.

The rapid advances of technology have impacted the social/emotional well-being of individuals.

Essential Questions:

How do developments in science and technology affect our lives?

What factors have driven innovation and discovery?

What role does ethics play in scientific advancement?

What are the consequences of technological and scientific progress?

What constraints, if any, should be put on technological and scientific development?

Should individuals or the state be responsible for regulating progress in science and technology?

How can technology impact learning and social values today?

Assessment Evidence

Performance Tasks:	Other Evidence:
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. ● Class/teacher should be 90% in **target language** **Interpretive:** 1. Watch- Roentgen- about the inventor of the X ray technology and respond to comprehension questions 2. Find articles about the role of Germany today in medical and scientific discovery on websites such as deutschewelle.de 3. Listen to podcasts about the role of Germany in the area of medicine and science 4. Find and research biographical information on German scientists and inventors that have made a significant contribution to the fields of science and technology **Interpersonal:** 1. Interview a German teenager to find out the role of social media in his/ her life 2. Debate with a classmate about the role ethics plays in scientific advancement 3. Debate with a classmate the role social media and the use of technology in schools 4. Debate a classmate concerning whether the development of the car has been more **Presentational:** 1. Argumentative Essay- What should the role of technology and social media be in education 2. Argumentative Essay- What is the most significant invention made by a German inventor and why 3. Create a multi – media presentation in which you give guidelines for using social media to younger students, giving information and details as to why it is important to follow the rules	**Pre-Assessment:** **Self-reflection: "Can Do" statements** **Interpretive:** ● **I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on social media and technology topics.** **Interpersonal:** ● **I can ask and answer questions about the role of technology and social media and cultural aspects of social media** ● **I can exchange information about events using different time frames.** ● **I can describe situations with social media, and its effects, as well as the role of scientific development in society, and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.** ● **I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.** **Presentational:** ● **I can research, synthesize information and present information about medical advancements, technology, and social media, making comparisons with supporting details in different time frames.** **Formative Assessments:** ● **Reading / Interpreting Realia** ● **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** ● **Exit slips / Polls** ● **Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread** ● **Student Blogs** ● **Cloze Statements - where students must insert appropriate 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** ● **Analyze an infographic and summarize https://www.techdirt.com/skyisrising2/** **Summative Assessments:** ● **Chapter Test / Unit Test, IPA or a component** ● **Integrated Performance Assessment or a component** ● **Performance Assessment showing proficiency with "Can Do" statements and rubric**

Benchmarks:

Work with a group to research a German invention from the list given. Find out about
the inventor, the invention, and note the historical impact the invention has had on
both German and American societies. Then create a sales pitch, explaining why your
invention should be highlighted as an exhibit in the German history museum.

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

Assessing Performance Assessing Proficiency	*Assessing Performance Assessing Proficiency*
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 Activities:

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

- Speed dating/ Inside/ Outside Circle- Talk about your relationship and usage of social media and compare and contrast to what your classmate says. Report findings back to class
- Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations fo words having to do with social media and technology
- Write a "Liebe Helga" letter in which you describe a fictious problem you are dealing with concerning social media usage, switch with a classmate, who will then respond to the problem by giving advice
- Hastag Summary- Read articles and short stories on issues related to the family and create a hashtag summary for each section to check for understanding
- Use Kahoot, Quizlet, Quizizz, and Gimkit to review vocabulary and grammar to go with unit
- Create a Venn Diagram in which you compare and contrast the role of social media in German culture. Then discuss how this role is similar or different to the role of social media in the US culture.
- Provide template to help students plan and organize presentational essays or speaking
- AP Classroom Personal Progress Check- Log on and complete Interpretive Mode- 15 multiple choice questions on the AP Classroom

My Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
Neil Jones
Picture Dictionary
PicLits - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
Poll Everywhere
Poster My Wall – Online Poster and Flyer Maker
Project Gutenberg – hundreds of German online texts available
Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Sesamestrasse Sesame Street videos in German
Shelby County Schools World Languages
The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom (Martina Bex)
Today's Meet – Create Chat Rooms
Tongue Twisters – collection of German Zungenbrecher / tongue twisters
Voice Thread
Word Reference Online German dictionary
World Language Classroom – Resources and Activities
World Stories – Stories From Around The World
Yabla
Deutschdrang.com
Nthuleen.com
Islcollective.de
Goethe.de
Blindekuh.de
Youtube.com
YouTube.de
Vispo.com/teleporter
Swissworld.org
Austria.de
www.audio-lingua.eu
www.mamalisa.de

News, Infografics, and Videos
www.deutschewelle.de
www.neuneinhalb.wdr.de
www.wdrmaus.de
https://www.cartoonland.de/
www.clixmix.de
www.kaleidos.de
www.internet-abc.de
https://www.jetzt.de/
www.news4kids.de
www.de.stastica.com/themen
www.bpb.de
www.ard.de
www.zdf.de
www.wdr.de
www.tivi.de
www.tagesschau.de
www.wetter.de
www.medi-kids.de
www.spiegel.de
www.stern.de

Pixi Wissen TV- videos on youtube.com

Online Activities
BBC Languages
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla
Quizizz
iCulture

Twister (Fake Twitter)

Presentation Software

Blogger - Blog
Book Creator (for writing stories and or essays)
Borer Cartoons – cartoons, clipart, comic strips and puzzles
Breuer Comics – daily comics by topic
Cartoon Box blank children's book pages / write original dialogue / thematic
Comics Build up to 9 panels in any language / save and edit
Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Flags – coloring book of flags
Fotobabble – Share and Narrate Pictures
Fakebook
Glogster
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Padlet
Poster My Wall – Online Poster and Flyer Maker
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter

	Unit Learning Goal and Scale

<table>
<tr><td colspan="2" align="center">Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)</td></tr>
<tr><td colspan="2">Standard(s): Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
• 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

• 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
• 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.</td></tr>
<tr><td>4.0</td><td>Students will be able to:

Create a multi-media presentation exploring the importance of numerous German contributions in science and technology and advances in both, and the cultural impact these have had on not only German culture, but US culture.
Provide perspectives of the target culture on local, national, and global problems / issues and the advancement of science and technology in these areas.
</td></tr>
<tr><td>3.0</td><td>Students will be able to:

Explain/compare the contributions to science and technology, and their impact on everyday life and society
Discuss/provide examples of cause and effects
Predict outcome based on events
Compare and contrast cultural differences on views about ethics in medicine and scientific advancement
Synthesize information found in websites, podcasts, and articles about social media, scientific discovery, and technology
</td></tr>
<tr><td>2.0</td><td>Students will be able to:

Identify social media terms
Identify terms about scientific discoveries and social media
Identify Germans who have made a significant contribution in the field of scientific discovery.
Ask and respond to factual information about social media useage
Identify differences between different types of social media
Synthesize information found in culturally authentic materials
Use German to paraphrase language you have read or heard
Infer the meaning of unknown words
Recall what you have done or heard
Talk about what you would do
Give your opinion
</td></tr>
</table>

	• Compare and contrast
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	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;
Struggling Learners	https://www.nj.gov/education/modelcurriculum/ela/ELLSupport.pdf • 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	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered

	- Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ELA / WL Alignment
Alignment of the National Standards for Learning Languages to the CCSS:
http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

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

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:

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, 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.

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 | Culture and geography can shape an individual's | Awareness of and appreciation for cultural | Solutions to the problems faced by a global society |

points of view and experiences.	experiences and perspectives.	differences is critical to avoid barriers to productive and positive interaction.	require the contribution of individuals with different points of view and experiences.	

Unit Title: **Global Challenges: Factors that Affect Quality of Life/Environment, Political and Social Challenges**
Unit Description: Students will explore unemployment, poverty, educational trends, government initiatives that impact family/family units. The issues regarding refugees/immigration/migrant workers will be discussed as to how they impact the economy. Environmental concerns and impact on individuals and economies is explored. Students explore/compare/contrast the influence of the history within a country and its impact on the world. (War/Peace)
Unit Duration: 5-6 Weeks
Desired Results

Standards:

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

| Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

• 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

• 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

• 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. |

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.
Learners recognize and identify a few typical practices of the target culture.	Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources

Understandings:
Students will understand that…
Historical events impact societal viewpoints and cultural values.
Immigration and employment practices affect the socioeconomic conditions of a region.
The environment is a global issue for each country.

Essential Questions:

What environment, political and social issues pose challenges to societies throughout the world?

What are the origins of these issues?

What are possible solutions/challenges to those issues?

Assessment Evidence

Performance Tasks:	**Other Evidence:**
	Other Evidence:

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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.
- Class/teacher should be 90% in **target language**
-

Interpretive:

1. Watch the German short film- Spelunkers- Answer comprehension question and respond by noting the issues with the German recycling system as seen in the film
2. Look at infographics showing German recycling statistics and compare to American statistics found
3. Watch Deutsche Welle videos in which politicians are discussing the German recycling system
4. Examine the roles of Turkish immigrants in German culture as seen in Kebab Connection

Interpersonal:

1. Interview a classmate to find out how important the environment in their own lives
2. Debate the immigration policy of Germany and compare to that of the US in groups
3. Interview a German teenager over Skype to find out what they do for the environment and what role environmental politics plays in their lives

Presentational:
1. Write an argumentative essay about the effects online shopping on the environment
2. Write an email in which you respond to an environmental problem in your community, giving the local politicians suggestions as to what needs to be done

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Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:
- **I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on the environment and other socio-political issues.**

Interpersonal:
- **I can ask and answer questions about the role of the environment and immigration and cultural aspects of views on these topics.**
- **I can exchange information about events using different time frames.**
- **I can describe situations with the environment, immigration, and political beliefs,and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.**
- **I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.**

Presentational:
- **I can research, synthesize information and present information about factors that affect every-day life, and social and environmental issues faced, making comparisons with supporting details in different time frames.**

Formative Assessments:
- **Reading / Interpreting Realia**
- **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**
- **Exit slips / Polls**
- **Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread**
- **Student Blogs**
- **Cloze Statements - where students must insert appropriate 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**
- **Analyze an infographic and summarize https://www.techdirt.com/skyisrising2/**

Summative Assessments:
- **Chapter Test / Unit Test, IPA or a component**
- **Integrated Performance Assessment or a component**
- **Performance Assessment showing proficiency with**

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Benchmarks:

After researching German environmental policies and laws (recycling, Pfand systems), and come up with a proposal to give local politicians. Write an email explaining your proposal, and then make a presentation explaining your ideas and your rationale.

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.

Assessing Performance Assessing Proficiency	*Assessing Performance Assessing Proficiency*
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 Activities:

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

- Speed dating/ Inside/ Outside Circle- Talk about you do for the environment,and compare and contrast to what your classmate says. Report findings back to class
- Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations of words having to do with the environment
- Write a "Liebe Helga" letter in which you describe a fictious problem about the environment or protecting the environment that you are dealing with either in your community or at school, switch with a classmate, who will then respond to the problem by giving advice
- Hashtag Summary- Read articles and short stories on issues related to the environment and create a hashtag summary for each section to check for understanding
- Brainstorm and review vocabulary necessary for making an argument, and expressing your point of view
- Create and perform a Doctor Phil type talk show in which each student acts out a different role of someone who likes animals, and what they think should be done for animal rights (p.156)
- Create a Venn Diagram in which you compare and contrast the role of environment in German and American cultures. Then discuss how this role is similar or different to the role of environment the US culture.
- Provide template to help students plan and organize presentational essays or speaking
- AP Classroom Personal Progress Check- Log on and complete Interpretive Mode- 15 multiple choice questions on the AP Classroom
- Board Talk- Write a question on the board related to the environment and have students write their response on the board. This can also be done using Padlet.
- Create a Word Wall with vocabulary and ideas relating to environment
- AP College Board Persuasive Essay prompt- Should zoos be banned?
- Brainstorm- What are the impacts of technology on the environment
- AP College Board- Persuasive Essay prompt- What is the impact of online shopping on the environment?
- Review vocabulary and grammar with the environment on Gimkit, Quizlet Live, and Quizizz
- P. 154- Look at the article about recycling, highlight main points, and answer questions
- Review and explain the passive voice. Identify passive voice in article (p. 154)
- Describe the purpose of animals in each of the pictures (p.156) How does each person in the picture view animals
- Listen to an interview with someone who works with animals. Why does he do this work? Take notes156)
- Listen to the interview again. What reasons are given for why the animals go in the shelter
- Play game about your relationship with nature with a group. Discuss your answers as your move along the board. (p 152-153)
- Read article about doing different community projects for the environment. Match the captions in the article (p. 158)
- Unified Classroom prompt- Which of the four community projects do you think is the most effective and why?
- P. 160- Look at the six pictures and the issues with water they portray. Discuss the problems you see, and which you believe to be the biggest problem and why. How do your answers differ from those of your classmates?
- P. 161- Look at the excerpts- Which excerpt matches with which picture
- P. 161- Listen to the report about water- Classify- What is the main topic of each section of the report. Listen a second time and write the details given
- P. 164- Look at the people given, who all play an active role in animal rights and helping the environment in Germany. Research them online, and discuss what role they play in German society
- Pp. 166-167- Look at the pre reading activities for the short film- Wildtiere in Berlin and answer question as you are watching
- PowerSchool Unified Classroom
- Look at articles on websites such Deutsche Welle to examine the role of immigrants in German society.
- Examine the immigration policy of Germany. List and discuss the pros and cons of the policy, and respond to a Unified Classroom prompt- Describing how the policy has impacted German society
- Watch the movie *Kebab Connection* to identify and discuss German/ Turkish relations. What makes their relationship unique? What are some problems in German Turkish relations?
- Complete online *Aspekte junior* activities

My Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
Neil Jones
Picture Dictionary
PicLits - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
Poll Everywhere
Poster My Wall – Online Poster and Flyer Maker
Project Gutenberg – hundreds of German online texts available
Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Sesamestrasse Sesame Street videos in German
Shelby County Schools World Languages
The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom (Martina Bex)
Today's Meet – Create Chat Rooms
Tongue Twisters – collection of German Zungenbrecher / tongue twisters
Voice Thread
Word Reference Online German dictionary
World Language Classroom – Resources and Activities
World Stories – Stories From Around The World
Yabla
Deutschdrang.com
Nthuleen.com
Islcollective.de
Goethe.de
Blindekuh.de
Youtube.com
YouTube.de
Vispo.com/teleporter
Swissworld.org
Austria.de
www.audio-lingua.eu
www.mamalisa.de

News, Infografics, and Videos
www.deutschewelle.de
www.neuneinhalb.wdr.de
www.wdrmaus.de
https://www.cartoonland.de/
www.clixmix.de
www.kaleidos.de
www.internet-abc.de
https://www.jetzt.de/
www.news4kids.de
www.de.stastica.com/themen
www.bpb.de
www.ard.de
www.zdf.de
www.wdr.de
www.tivi.de
www.tagesschau.de
www.wetter.de
www.medi-kids.de
www.spiegel.de
www.stern.de

Pixi Wissen TV- videos on youtube.com

Online Activities
BBC Languages
iCulture
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla
Quizizz

Twister (Fake Twitter)

Presentation Software

Blogger - Blog
Book Creator (for writing stories and or essays)
Borer Cartoons – cartoons, clipart, comic strips and puzzles
Breuer Comics – daily comics by topic
Cartoon Box blank children's book pages / write original dialogue / thematic
Comics Build up to 9 panels in any language / save and edit
Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Flags – coloring book of flags
Fotobabble – Share and Narrate Pictures
Fakebook
Glogster
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Padlet
Poster My Wall – Online Poster and Flyer Maker
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter

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

	Standard(s):
	7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
4.0	**Students will be able to:** • Create a presentation in which you hypothesize what German society would be like today if there had been an influx of immigrant "Gastarbeiter" who went to Germany in the 50's and 60's, and had there not been an influx of immigrants in recent years • Create a presentation in which you hypothesize what life in Germany will be like in 10 years without Germany's strict environmental protection laws.
3.0	**Students will be able to:** • Discuss issues and provide perspective on the environment in detail • Explain and compare/contrast political beliefs in detail • Discuss cause and effect • Predict outcome based on events • Compare and contrast cultural differences
2.0	**Students will be able to:** • Identify environmental terms • Identify factors that led to the influx in Turkish/Middle Eastern Immigration in Germany • Identify terms having to do with immigration and politics (dealing with these topics) • Ask and respond to factual information about what you do for the environment • Give advice • Identify differences between the Turkish "Gastarbeiter" immigration time period, and the recent spike in immigration to Germany • Synthesize information found in culturally authentic materials • Use German to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
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	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;

Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf • 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	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections
Indicators:

Alignment of the National Standards for Learning Languages to the CCSS:
http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

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

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:

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, 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.

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.

Unit Title: Influence of Language and Culture on Identity

Unit Description:

Students explore themes of self-esteem, the role history plays in a cultural identity
and famous people who impacted society (minorities/women),

Unit Duration: 4-5 Weeks

Desired Results

Standard(s):

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

| Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

• 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

• 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

• 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. |

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.
Learners recognize and identify a few typical practices of the target culture.	Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources

Understandings:
Students will understand that…
Religion has impacted economies and government practices throughout history.
Government systems influence equity and social justice.
Cultural products and practices influence one's identity.

Essential Questions:
What defines our personality?
How does the community view our actions?
How do cultural values affect the way others are perceived?
How do we see our actions affecting the community?
What are the consequences of inaction?
How does religion define us?
How does one determine one's priorities in life?
How are aspects of identity expressed in various situations?
How does one's identity change over time?
How do language and culture influence identity?
How do the diverse ethnicities, geographies, languages and cultures interact to form local, national and regional identities?

Assessment Evidence

Performance Tasks:	Other 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.
- Class/teacher should be 90% in **target language**

Interpretive:

1. Watch the music video to Wir Sind Wir, and note the role history plays on the German identity
2. Watch Deutsche Welle video on Die Weisse Rose- Note the role each person in the group played, and their impact on German history
3. Find a woman to research and find information on who played a significant role in German history

Interpersonal:

1. **In**terview German teenagers over Skype to find out whom they believe to be the most influential German ever and why
2. Interview a classmate to find out who their hero is and why
3. Speed dating- Interview classmates to determine what factors have impacted their own personal identities and their identities as Americans

Presentational:

1. Based on your research, present your findings to the class about whom you believe to be the most influential woman in German history
2. Respond to a Unified Classroom writing prompt about who is your hero and why
3. Respond to a Unified Classroom prompt about what factors have contributed to your identity and why

Other Evidence:

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:
- **I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on social media and technology topics.**

Interpersonal:
- **I can ask and answer questions about the role of language and culture in shaping our identity**
- **I can exchange information about events using different time frames.**
- **I can describe situations that define our identity and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.**
- **I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.**

Presentational:
- **I can research, synthesize information and present information about language, history, and culture and their impact on identity making comparisons with supporting details in different time frames.**

Formative Assessments:
- **Reading / Interpreting Realia**
- **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**
- **Exit slips / Polls**
- **Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread**
- **Student Blogs**
- **Cloze Statements - where students must insert appropriate 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**
- **Analyze an infographic and summarize https://www.techdirt.com/skyisrising2/**

Summative Assessments:
- **Chapter Test / Unit Test, IPA or a component**
- **Integrated Performance Assessment or a component**
- **Performance Assessment showing proficiency with "Can Do" statements and rubric**

Benchmarks:

Create a PowerPoint/multi-media presentation in which you find and present information about a German (either past or present day) you feel best embodies the qualities of a hero. Why did you select this person? After each presentation has been made, classmates will respond orally and in writing to comment on whom they believe (other than the person they selected) to best exemplify the qualities of a hero.

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.

Assessing Performance Assessing Proficiency	*Assessing Performance Assessing Proficiency*
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 Activities:

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

- Speed dating/ Inside/ Outside Circle- Talk about your hero
- Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations of words having to do with heroes
- Write a "Liebe Helga" letter in which you describe a fictious problem you encounter in German society (as a result of cultural differences), and switch with a classmate and have the classmate answer
- Hashtag Summary- Read articles and short stories on issues related to heroes and the German identity and create a hashtag summary for each section to check for understanding
- Create a Venn Diagram in which you compare and contrast heroes in modern and past German culture. Then discuss how this role is similar or different to the US culture.
- Provide template to help students plan and organize presentational essays or speaking
- Students can complete an oral speaking activity in which they describe the German identity
- AP Classroom Personal Progess Check- Log on and complete Interpretive Mode- 15 multiple choice questions on the AP Classroom
- Read and discuss the infographic about the study of the German language
- Board Talk- Write a question on a Padlet or on the board related to family and have students write their response on the board/padlet
- Create a Word Wall with vocabulary and ideas relating to identity
- Research Powerfrauen- Women who have had an impact on German culture and history (specific focus on Sophie Scholl, Angela Merkel, and modern German women making a big impact)
- Discuss and brainstorm- What has been the role of German women in their history and culture
- Compare and contrast how the role of women and minorities in German society and American society. What makes it different? What is the same? What role do culture and geography play in this?
- Brainstorm- What is a hero? – Brainstorm in groups and discuss as a group
- Respond to writing prompt- Who is your hero and why?
- Audacity Prompt= Who is the greatest German hero and why?
- P. 14- Listen to survey and record the various responses- What is a hero to each of the people interviewed and why
- Pp. 14- 15- Read the three excerpts given -What is an everyday hero? What makes these people every-day heroes?
- P. 15- Listen to interview and note the reasons given as to why people chose whom their hero is
- Brainstorm with a group- What factors determine the American Identity. Surmise- What factors play into the German identity
- Look at the pr- listening activities that go with the song- Wir Sind Wir. Determine which historical event is being described
- Watch Wir sind Wir- Respond first to the historical images in the video. Does it invoke a response?
- Rewatch Wir Sind Wir- And examine the lyrics and the imagery- How do they relate
- Write a Unified Classroom response- Based on the video, what is the German identity
- Watch video- Das ist Deutschland by Die Prinzen – Write down and discuss what belongs to the German identity
- Respond as a group- What surprised you?
- Research the history of the German National Anthem-
- Compare and contrast the German National Anthem to the American National Anthem
- Discuss the history of the German flag (the meaning of each of the colors in the flag) How does the history of the American flag compare to the history of the German flag
- Interview Germans through Skype or WhatsApp- What is the German Identity? What are some symbols of the German identity? Record responses and report back to class
- What is the role of religion in German society? Discuss and take notes on the role of religion in the German government (taxes going to the church, etc.) and the role of schools (taking religion classes in public schools)
- Persuasive Essay- Do you feel that religion should be a part of the curriculum in public schools? Why or why not?
- P. 102- Deutsche Sprache- Hippe Sprache- Answer questions about the role of the German language in the world
- Brainstorm- What do you associate with the German language
- Watch video and answer questions about the German language and the role in plays both in Europe and the world
- Watch video again and write down the long words you see and hear. – Use context clues, and word prefixes and suffixes to figure out meaning
- P. 22- The German Mentality – what do you think goes with the German mentality- Brain storm in a group, and then compare answers with the class
- Watch video and note the adjectives used by the Germans to describe the Germans
- Note how the communication expert describes the Germans
- P. 23- German manners- Watch video about cultural "rules" in Germany, and answer the questions
- P.23- Look at the statements said by Germans – Which would be considered to be impolite in the US? Why? Discuss

Resources:

My Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
Neil Jones
Picture Dictionary
PicLits - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
Poll Everywhere
Poster My Wall – Online Poster and Flyer Maker
Project Gutenberg – hundreds of German online texts available
Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Sesamestrasse Sesame Street videos in German
Shelby County Schools World Languages
The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom (Martina Bex)
Today's Meet – Create Chat Rooms
Tongue Twisters – collection of German Zungenbrecher / tongue twisters
Voice Thread
Word Reference Online German dictionary
World Language Classroom – Resources and Activities
World Stories – Stories From Around The World
Yabla
Deutschdrang.com
Nthuleen.com
Islcollective.de
Goethe.de
Blindekuh.de
Youtube.com
YouTube.de
Vispo.com/teleporter
Swissworld.org
Austria.de
www.audio-lingua.eu
www.mamalisa.de

News, Infografics, and Videos
www.deutschewelle.de
www.neuneinhalb.wdr.de
www.wdrmaus.de
https://www.cartoonland.de/
www.clixmix.de
www.kaleidos.de
www.internet-abc.de
https://www.jetzt.de/
www.news4kids.de
www.de.stastica.com/themen
www.bpb.de
www.ard.de
www.zdf.de
www.wdr.de
www.tivi.de
www.tagesschau.de
www.wetter.de
www.medi-kids.de
www.spiegel.de
www.stern.de

Pixi Wissen TV- videos on youtube.com

Online Activities
BBC Languages
iCulture
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla
Quizizz

Twister (Fake Twitter)

Presentation Software
Blogger - Blog
Book Creator (for writing stories and or essays)
Borer Cartoons – cartoons, clipart, comic strips and puzzles
Breuer Comics – daily comics by topic
Cartoon Box blank children's book pages / write original dialogue / thematic
Comics Build up to 9 panels in any language / save and edit
Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Flags – coloring book of flags
Fotobabble – Share and Narrate Pictures
Fakebook
Glogster
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Padlet
Poster My Wall – Online Poster and Flyer Maker
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter

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

Standard(s):

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

• 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

• 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

• 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

4.0	**Students will be able to:** Study a woman who made a significant impact on German history, and one you feel made the most impact on American history and culture. What is similar about them? What is different? What role did culture play in their contribution? How might they be viewed had they not been women
3.0	**Students will be able to:** - Compare viewpoints/explain what defines a hero - Synthesize information in culturally authentic materials to give reasons as to why certain women and minority members have had an impact on German culture - Examine what factors contribute to cultural identity - Explain cause and effect - Predict outcome based on events - Compare and contrast cultural differences
2.0	**Students will be able to:** - Identify members of the family and extended family - Ask and respond to factual information about their family, and other families - Identify differences between different types of family structures - Synthesize information found in culturally authentic materials - Use German to paraphrase language you have read or heard - Infer the meaning of unknown words - Recall what you have done or heard - Talk about what you would do - Give your opinion - Compare and contrast
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	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf - research and discuss cultural issues/perspectives in more depth; - pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; - create original songs, stories, short plays, poems, designs, etc., showing multicultural - perspectives of a specific theme or having a futuristic twist; - be held accountable for additional listening comprehension tasks;
Struggling Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf - research and discuss cultural issues/perspectives in more depth; - pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; - create original songs, stories, short plays, poems, designs, etc., showing multicultural - perspectives of a specific theme or having a futuristic twist; - be held accountable for additional listening comprehension tasks;
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf - Adapt the text based on language needs - Create a bilingual dictionary in German and native language with a running list of vocabulary - Create graphic organizers and charts - Create notecards to assist in learning vocabulary - Give extended time on Interpretive assignments - Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.

	Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ELA / WL Alignment
Alignment of the National Standards for Learning Languages to the CCSS:
http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

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

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:

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, 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.

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.

Unit Title: Influences of Beauty and Art

Unit Description:

Students compare and contrast artistic styles, explore nuances of poetry, and discuss films in the target culture and how they impact our society. Architecture and musical influences are discussed and investigated.

Unit Duration: 3-4 weeks

Desired Results

Indicator(s):
Standard(s):

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.
Learners recognize and identify a few typical practices of the target culture.	Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources

Understandings:
Students will understand that…
Culture influences the concept of beauty.
Cultural practices reflect the values of the individuals in a region.
Music transcends cultural barriers.
Artistic expression reflects the cultural concerns of a society through symbolism and sublime meanings.

Essential Questions:
How does music, artistic expression, dance, art, film, architecture, and literary works reflect society, its problems, and concerns?
Why is music an effective tool in reaching people?
Has the importance of music, film, art, architecture and literaty works in the community changed over time?
How have traditional practices, arts and crafts contributed to culture and identity in the globalized world?
How do the arts both challenge and reflect cultural perspectives?
How is beauty defined by various cultures?

Assessment Evidence

Performance Tasks:	Other Evidence:
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. ● Class/teacher should be 90% in **target language** Interpretive: 1. Watch *Lola Rennt,* and give a written response as to the role of music in the film. How do the characters react as a result of the music? How does the music change based on the situations? 2. Listen to podcast interviews of German musician, Cro. Write down as much information as you can understand. Listen a second time to record more information 3. Research German archictecture style- Bauhaus online. What role did Bauhaus architecture play in modern German history 4. Research and find biographical information on Bertolt Brecht. Use this information to help find understand cultural context of Brecht poem, *Lob des Lernens* 5. Watch a clip of the movie, *Metropolis*. What elements of art and music are prevalent in the film? **Interpersonal:** 1. Skype with a German teenager to compare and contrast their music tastes and the role of music in their lives, with those of US students. What is similar and what is different 2. Interview a classmate- What classifies something as being music? As art? Why do you feel this way? What examples can you give? 3. Have a debate with classmates about who the most influential German artist is of all time? **Presentational:** 1. Written Response- What role does culture play in determining what is art? – Unified Classroom response 2. Written response- Has your view of what defines art changed throughout the years? What factors influence this? Why?	**Pre-Assessment:** **Self-reflection: "Can Do" statements** **Interpretive:** ● **I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on various mediums of art and related topics..** **Interpersonal:** ● **I can ask and answer questions about the role of various mediums of art, famous artists, and cultural aspects of art.** ● **I can exchange information about events using different time frames.** ● **I can describe situations with art, style, its effects, as well as the role of art in society, and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.** ● **I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.** **Presentational:** ● **I can research, synthesize information and present information about various forms of art, styles, and contributions made by artist to society, making comparisons with supporting details in different time frames.** **Formative Assessments:** ● **Reading / Interpreting Realia** ● **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** ● **Exit slips / Polls** ● **Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread** ● **Student Blogs** ● **Cloze Statements - where students must insert appropriate 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** ● **Analyze an infographic and summarize https://www.techdirt.com/skyisrising2/** **Summative Assessments:** ● **Chapter Test / Unit Test, IPA or a component** ● **Integrated Performance Assessment or a component** ● **Performance Assessment showing proficiency with "Can Do" statements and rubric**

Benchmarks:

Create a PowerPoint/multi-media presentation in which you compare and contrast an artist/musician/ author/ actor from before 1950 (before WWII) and after 1990 (after German Reunification.) Collect information on the biographies, works, their role in culture, and then compare and contrast their work and biographical differences. Present to the class

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.

Assessing Performance Assessing Proficiency	*Assessing Performance Assessing Proficiency*
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 Activities:

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

- Bring in a clip of music that is your favorite- Discuss why it is your favorite, and ask questions to your classmates
- Review terms and vocabulary with Gimkit and Quizlet Live
- Discuss role of music in your life, and why- Talk about as a class and respond to a writing prompt on Unified Classroom
- Listen to and answer questions about interviews with famous German musicians and actors
- Watch *Lola Rennt* and highlight and discuss the role of music in the film. How does music change the mood of the movie? What other movies can you think of where music plays such a big role?
- Research Bauhaus architecture- When it was popular, examples of Bauhaus, and cultural implications, and report back to the class
- p. 116- Find information on the German writers list (their significance, their role in German culture)
- Compare rap (music) between German and American culture (German artists- Cro, and various American artists)
- Research two famous German writers/ musicians/ actors from two different time periods, and compile information on either a PowerPoint or GoogleSlides presentation
- Look at the Brecht poem- Lob des Lernens. Discuss style of the poem and cultural implications. How can we use what is in this poem to relate to us today?
- Speed dating/ Inside/ Outside Circle- Talk about relationship with art and music. Ask classmates questions, and report your findings to the class
- Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations fo words having to do with art and music
- Hashtag Summary- Read articles and short stories on issues related to the art and music and create a hashtag summary for each section to check for understanding
- Create a Venn Diagram in which you compare and contrast musicians and artists of two different periods of time.
- Provide template to help students plan and organize presentational essays or speaking
- Students can complete an oral speaking activity in which they describe the role of music and art in their lives
- AP Classroom Personal Progress Check- Log on and complete Interpretive Mode- 15 multiple choice questions on the AP Classroom
- Board Talk- Write a question on on the borrd related to art and music and have students write their response on the board
- Create a Word Wall with vocabulary and ideas relating to art and music
- P. 21- Look at the portrait of the German rap star – Cro and answer questions
- Complete online exercises for *Aspekte junior* as needed
- Interview a German teenager about the role music plays in their lives, as well as whether they listen to more German or American style music and why
- Listen to podcasts talking about modern German film
- Research and study the history of the German production company- UFA, and compare to Hollywood
- Watch a short clip of the German movie, *Metropolis* . What elements of art, music, and culture do you observe in the film
- Gather and collect information on the German architectural school- Bauhaus. Study and discuss the cultural significance of this (NAZI view of it as "deviant")
- Study and discuss the architectural style of "Hundertwasser" Find examples of Hundertwasser architecture in German speaking Europe and elsewhere.
- Brainstorm- What role does culture play in determining whether something classifies as art or music
- Select a German artist or musician, and gather information to convince a classmate why you believe this person to be the most influential of German artists

Resources:

NJ World Language Standards
NJ World Language Progression Chart
Annotated Glossary With Resources
Ohio Model Curriculum
www.vistahigherlearning.com
www.aatg.org; ACTFL.org
World Culture Encyclopedia
123 Teach Me – All Types of Resources (featuring free and pay-to-use sources)
CARLA
My Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
Neil Jones
Picture Dictionary
PicLits - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
Poll Everywhere
Poster My Wall – Online Poster and Flyer Maker
Project Gutenberg – hundreds of German online texts available
Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Sesamestrasse Sesame Street videos in German
Shelby County Schools World Languages
The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom (Martina Bex)
Today's Meet – Create Chat Rooms
Tongue Twisters – collection of German Zungenbrecher / tongue twisters
Voice Thread
Word Reference Online German dictionary
World Language Classroom – Resources and Activities
World Stories – Stories From Around The World
Yabla
Deutschdrang.com
Nthuleen.com
Islcollective.de
Goethe.de
Blindekuh.de
Youtube.com
YouTube.de
Vispo.com/teleporter
Swissworld.org
Austria.de
www.audio-lingua.eu
www.mamalisa.de

News, Infografics, and Videos
www.deutschewelle.de
www.neuneinhalb.wdr.de
www.wdrmaus.de
https://www.cartoonland.de/
www.clixmix.de
www.kaleidos.de
www.internet-abc.de
https://www.jetzt.de/
www.news4kids.de
www.de.stastica.com/themen
www.bpb.de
www.ard.de
www.zdf.de
www.wdr.de
www.tivi.de
www.tagesschau.de
www.wetter.de
www.medi-kids.de
www.spiegel.de
www.stern.de

Pixi Wissen TV- videos on youtube.com

Online Activities
BBC Languages
iCulture
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere

Presentation Software
Blogger - Blog
Book Creator (for writing stories and or essays)
Borer Cartoons – cartoons, clipart, comic strips and puzzles
Breuer Comics – daily comics by topic
Cartoon Box blank children's book pages / write original dialogue / thematic
Comics Build up to 9 panels in any language / save and edit
Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Flags – coloring book of flags
Fotobabble – Share and Narrate Pictures
Fakebook
Glogster
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Padlet
Poster My Wall – Online Poster and Flyer Maker
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter

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

Standard(s):	

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

4.0	**Students will be able to:** • Create a multimedia presentation in which they compare and contrast a German and American artist of the same time period, noting differences and similarity in style, and noting the role gender and culture play in the artist's works
3.0	**Students will be able to**: • Compare/contrast about artists and note symbolism of their art (music, literature) in detail • Explain cause and effect • Predict outcome based on events • Compare and contrast cultural differences
2.0	**Students will be able to:** • Identify artists and their art • Identify cultural periods of art, music, and architecture • Identify German contributions to art, music, film, and architecture • Identify differences between different types art (music, movies, literary periods) • Synthesize information found in culturally authentic materials • Use German to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
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	
	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;

Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf • 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	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections
Indicators:

Alignment of the National Standards for Learning Languages to the CCSS:
http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

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

Comprehensive & Physial 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

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, 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.

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.

Unit Title: AP TEST PREP

Unit Description:

Focus will be given on preparing students for success on the AP exam.
Themes, as well as vocabulary and grammar needed for the AP exam will
be reviewed.

The layout and structure will be reviewed, and time will be spent taking
practice exams both on the AP College Board Classroom and on paper.

Unit Duration: 2- 3 weeks

Desired Results

Indicators

Standard(s):

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.
Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems.
Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

| Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

• 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

• 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

• 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

• 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

• 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. |
| | |

Intercultural Statement	**Possible topics:**
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.
Learners recognize and identify a few typical practices of the target culture.	Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources

Assessment Evidence

Understandings:	**Essential Questions:**
Students will understand that…	What tools do I need to successfully complete the AP German exam?
The AP German exam focuses on being able to communicate successfully in the three modes – Interpretive, Interpersonal, and Presentational	How can I incorporate both the language and cultural background I have learned to successfully complete the AP exam?
Success on the AP exam requires being able to use context and circumlocution skills	How can I still effectively communicate in speaking or writing if I am feeling nervous or do not know a particular word?
It is expected to have an understanding of not only the German language structure, but history and culture of German speaking Europe.	How will knowing the structure and technology required for the exam better help me succeed?

Performance Tasks:	Other Evidence:
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. ● Class/teacher should be 90% in **target language** Interpretive: 1. Complete practice reading/ listening multiple choice questions from 2012 and 2017 2. Complete online multiple choice practice tests from AP College Board Online Classroom **Interpersonal:** 1. Get a conversation card- and have a mock practice conversation about the topic given with a partner 2. Practice with AP German Exam speaking conversation prompts, and record responses on Audacity. **Presentational:** 1. Complete AP German exam practice Argumentative Essay prompts 2. Complete practice AP German exam practice email prompts 3. Complete AP German Exam practice cultural comparison prompts	Other Evidence: **Pre-Assessment:** **Self-reflection: "Can Do" statements** **Interpretive:** • **I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on social media and technology topics..** **Interpersonal:** • **I can ask and answer questions about the role of technology and socia media and cultural aspects of social media .** • **I can exchange information about events using different time frames.** • **I can describe situations with social media, and its effects, as well as the role of scientific development in society, and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.** • **I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources..** **Presentational:** • **I can research, synthesize information and present information about ,medical advancements, technology, and social media, making comparisons with supporting details in different time frames.** **Formative Assessments:** • **Reading / Interpreting Realia** • **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** • **Exit slips / Polls** • **Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread** • **Student Blogs** • **Cloze Statements - where students must insert appropriate 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** • **Analyze an infographic and summarize https://www.techdirt.com/skyisrising2/** **Summative Assessments:** • **Chapter Test / Unit Test, IPA or a component** • **Integrated Performance Assessment or a component** • **Performance Assessment showing proficiency with "Can Do" statements and rubric**

Benchmarks: Create a review game (Jeopardy style), incorporating grammar, vocabulary, and cultural concepts reviewed thus far that can help successfully pass the AP Exam

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

Assessing Performance Assessing Proficiency	*Assessing Performance Assessing Proficiency*
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:

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,

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

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

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

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

- Play Scategories daily to review vocabulary from various units
- Theme of the Day- Spend one day reviewing each unit, and give each group a different aspect of that unit to research and report on
- Conversation Cards- Put students in groups with partners, and students have two minutes to have a conversation about the topic they have been given (based on the AP topics)
- Cultural Comparisons- Put pictures of different topics and cultural issues on the board, and have students brainstorm together on what to talk about
- Use Gimkit, and Quizlet Live to practice vocabulary related to each of the topics
- Review use of Audacity and recording to allow students to be comfortable with technology for the test
- Review vocabulary and structure needed for a successful persuasive essay
- Use Kahoot to review various grammar (Konjuntiv II, tenses, comparative)
- Complete practice 2017 AP College Board multiple choice questions (following AP College Board regulations and requirements
- Practice and review format of email, noting necessary requirements for an email submission on the AP exam
- Look at and "review" email, writing, and speaking submissions on the College Board website, noting what makes an entry a 3, 4, 5
- Review grammar (tenses, mood, adjective endings) as necessary
- Play review Jeopardy games
- Complete and review AP College Board Classroom prompts. Review questions and concerns as necessary
- Brainstorm with a partner testing taking tips and tricks and share with the class
- Review test specific vocabulary and terms (for making an argument, reading a text), and review with Quizlet or Gimkit
- Review typical outline for an AP exam conversation, highlighting frequently used words and structures.
- Review successful formulation of a cultural comparison submission
- Review with *Aspekte junior* online activities as necessary

Resources:
NJ World Language Standards
NJ World Language Progression Chart
Annotated Glossary With Resources
Ohio Model Curriculum
www.vistahigherlearning.com
www.aatg.org; ACTFL.org
World Culture Encyclopedia
123 Teach Me – All Types of Resources (featuring free and pay-to-use sources)
CARLA

My Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
Neil Jones
Picture Dictionary
PicLits - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
Poll Everywhere
Poster My Wall – Online Poster and Flyer Maker
Project Gutenberg – hundreds of German online texts available
Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Sesamestrasse Sesame Street videos in German
Shelby County Schools World Languages
The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom (Martina Bex)
Today's Meet – Create Chat Rooms
Tongue Twisters – collection of German Zungenbrecher / tongue twisters
Voice Thread
Word Reference Online German dictionary
World Language Classroom – Resources and Activities
World Stories – Stories From Around The World
Yabla
Deutschdrang.com
Nthuleen.com
Islcollective.de
Goethe.de
Blindekuh.de
Youtube.com
YouTube.de
Vispo.com/teleporter
Swissworld.org
Austria.de
www.audio-lingua.eu
www.mamalisa.de

News, Infografics, and Videos
www.deutschewelle.de
www.neuneinhalb.wdr.de
www.wdrmaus.de
https://www.cartoonland.de/
www.clixmix.de
www.kaleidos.de
www.internet-abc.de
https://www.jetzt.de/
www.news4kids.de
www.de.stastica.com/themen
www.bpb.de
www.ard.de
www.zdf.de
www.wdr.de
www.tivi.de
www.tagesschau.de
www.wetter.de
www.medi-kids.de
www.spiegel.de
www.stern.de

Pixi Wissen TV- videos on youtube.com

Online Activities
BBC Languages
iCulture
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla
Quizizz

Twister (Fake Twitter)

Presentation Software
Blogger - Blog
Book Creator (for writing stories and or essays)
Borer Cartoons – cartoons, clipart, comic strips and puzzles
Breuer Comics – daily comics by topic
Cartoon Box blank children's book pages / write original dialogue / thematic
Comics Build up to 9 panels in any language / save and edit
Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Flags – coloring book of flags
Fotobabble – Share and Narrate Pictures
Fakebook
Glogster
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Padlet
Poster My Wall – Online Poster and Flyer Maker
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter

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

Standard(s):

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures

4.0	**Students will be able to:**
	• Give a multi-media rich presentation with audio recording teaching them the skills necessary to get above a three on the AP German exam
3.0	**Students will be able to:**
	• Explain/compare/contrast family and relationships within the family in detail
	• Discuss/compare factors that impact everyday life
	• Describe and provide perspectives on the role of science and technology as well as social media on life in Germany
	• Discuss/compare/contrast social and political issues that impact life in Germany
	• Compare/discuss/explain German contributions to art, music, architecture, film and literature
	• Provide examples of cause and effect
	• Predict outcome based on events
	• Compare and contrast cultural differences
2.0	**Students will be able to:**
	• Identify members of the family and extended family
	• Ask and respond to factual information about their family, and other families
	• Identify differences between different types of family structures
	• Identify German contributions in the fields of art, music, film, literature, science and technology
	• Synthesize information found in culturally authentic materials
	• Use German to paraphrase language you have read or heard
	• Infer the meaning of unknown words
	• Recall what you have done or heard
	• Talk about what you would do
	• Give your opinion
	• Compare and contrast
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	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf
	• research and discuss cultural issues/perspectives in more depth;
	• pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language;
	• create original songs, stories, short plays, poems, designs, etc., showing multicultural
	• perspectives of a specific theme or having a futuristic twist;
	• be held accountable for additional listening comprehension tasks;
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf
	• 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	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ELA / WL Alignment
Alignment of the National Standards for Learning Languages to the CCSS:
http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

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

Comprehensive & Physial 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

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:

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, 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.

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.