



# Washington Township School District



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

**Course Title:** Honors German 3

**Grade Level(s):** 10,11,12

**Duration:**

*Full Year:*

**x**

*Semester:*

*Marking Period:*

**Course Description:**

This course is designed for the student who has successfully completed German 2A, or has tested into this course upon moving from another school or district. This course is an honors course and includes rigorous interactive, communicative-based approach through the Interpretive, Interpersonal and Presentational modes where students will be listening, speaking, reading and writing in the target language. Students expand their vocabulary related to their daily lives in predictable settings and also explore the target cultures related to themes at the Intermediate Low level and steadily moving towards the Intermediate Mid level in the ACTFL proficiency guidelines. The six AP themes will serve as the basis for this course as students move toward Honors German 4 and Advanced Placement courses in German. Students are comparing and contrasting cultures and becoming more aware of global challenges and perspectives using culturally authentic resources.

**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 low level to the Intermediate Mid 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.

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

50% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)

35% Secondary Assessments (Quizzes, Class Participation, Formative Assessments, Minor Projects)

15% Support Assessments (Classwork, Homework)

	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>	<b>INTERMEDIATE HIGH</b>
<b>Interpersonal Communication</b>	<p>I can request, express and react with some details to preferences, feelings, or opinions on information in spontaneous conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions</p> <p>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<b>Presentational Speaking</b>	I can present information on most familiar topics using a series of simple sentences	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.	<p>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.</p> <p>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.</p>
<b>Presentational Writing</b>	I can write briefly about most familiar topics and present information using a series of simple sentences	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, daily routines, common events, personal experiences or researched topics. I can support my viewpoints.	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 predictions about consequences of a particular action or practice and writing a hypothesis about what will happen in a situation or experiment and provide supporting information.
<b>Interpretive Listening</b>	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear	<p>I can understand simple, sentence length speech in a variety of basic personal and social contexts</p> <p>I can identify the main idea and key information in short straightforward conversations.</p>	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.

	<b>Interpretive Reading</b>	I can understand the main idea of short and simple texts when the topic is familiar. I can identify the topic and related information from simple sentences in short informational and short fictional texts.	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 main 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.
	<b>Intercultural Communication</b>	In my own and other cultures I can compare products related to everyday life and personal interests or studies  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 exist 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 exist 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 exist among cultures, use appropriate learned behaviors and avoid major social blunders.
<b>Primary Resources:</b>	The textbook used for this course is <i>Mosaik! 2</i> , copyright © 2018 by Vista Higher Learning. Authentic resources are the primary resources to ensure the NJSL is met.			

## 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 21<sup>st</sup> 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:**

Jill R. Graham

**Under the  
Direction of:**

Rosemarie Armstrong, Supervisor of World Languages and ESL, K-12

**Written:** \_\_\_\_\_

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

## Unit Title: Families and Communities

**Unit Description:** Students use the target language in the three modes of communication to explore their home and school communities. Students will demonstrate comprehension of the importance of education, the evolving trends and roles of families in the different cultures.

## Unit Duration: 5-6 Weeks

### Desired Results

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

**Students in German 3H start at an Intermediate Low and work on a continuum towards Intermediate Mid throughout this course.**

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"><li>• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</li><li>• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li><li>• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</li><li>• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li><li>• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li><li>• 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</li></ul>
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<ul style="list-style-type: none"><li>• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li><li>• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</li><li>• 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</li><li>• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</li><li>• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</li><li>• 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</li></ul>
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"><li>• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</li><li>• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li><li>• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li></ul>

		<ul style="list-style-type: none"><li>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li><li>• 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions.</li></ul>
<b>Intercultural Statement</b>	<b>Possible topics:</b>	
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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.	
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person’s future life style, wellness attitudes and beliefs in the target language regions of the world and in the students’ own region, reflection of a society in its fine and practical arts.	
<b>Understandings:</b> <i>Students will understand that...</i>  <ol style="list-style-type: none"><li>1. Every person, regardless of culture is a part of a number of larger communities – the family, the school community, the neighborhood community, etc.</li><li>2. Every day decisions impact the communities that we are a part of.</li><li>3. Culture influences people’s attitudes about family, education and community.</li><li>4. The idea of what constitutes a family varies across different cultures and generations.</li><li>5. Each individual in a family contributes to the well-being of the family as a whole.</li></ol>		<b>Essential Questions:</b>  <ol style="list-style-type: none"><li>1. What does it mean to be an “educated” person?</li><li>2. How do German-speaking countries value education?</li><li>3. How do I prepare for my work future?</li><li>4. How are the evolving trends and roles of family changing?</li><li>5. How do the roles that families and communities assume differ in societies around the world?</li><li>6. How is the family culture in the target culture similar/different to the U.S.?</li><li>7. How is age perceived in the target culture (the elderly)?</li><li>8. What constitutes a family in different culutures?</li><li>9. How are the evolving trends and roles of families changing?</li></ol>

## Assessment Evidence

### Performance Tasks:

#### 5 Rules for the 3 Modes

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

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

#### Interpretive:

- Listen to authentic videos and podcasts
- First listen to understand the gist of the contents
- Listen again and fill in a chart with relevant details
- Create a survey to find out how concerned your classmates are about various communities and families
- Listen to descriptions of family relationships and draw conclusions
- Police Sketch artist- Draw person being described. To expand activity, draw two people being described, based on comparisons
- Explore Planet-Schule website [www.planet-schule.de/wissenspool/deutsch-als-zweitsprache/inhalt/hintergrund](http://www.planet-schule.de/wissenspool/deutsch-als-zweitsprache/inhalt/hintergrund) Read and interpret facts about people with immigrant and migrant backgrounds living in Germany
- Read and describe articles from iCulture, in which people describe themselves and compare the people in their families and communities
- Read about study abroad opportunities <https://www.auslandszeit.de/auslandsstudium.html>
- Watch video and answer discuss the changing role of family in recent years. <https://www.youtube.com/watch?v=ix5hCS0I2GY>
- Take an online quiz about your role in your family <https://www.apost.com/de/blog/welche-broche-haben-sie-in-ihre-familie/3697/?rd=n>
- Watch music video about family and identify new and unfamiliar vocabulary. [https://www.youtube.com/watch?v=GJP7\\_o51ZVk](https://www.youtube.com/watch?v=GJP7_o51ZVk)

#### Interpersonal:

- Share your "report card" with a friend and discuss ways to improve your grades in each class / come up with brilliant excuses for your poor grades
- Ask a classmate for help with explaining your poor grades to your parents. Discuss how different families have differing attitudes about grades and education
- Interview a classmate to find out about the roles of members of their family

### Other Evidence:

#### Pre-Assessment:

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

#### Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

#### Summative Assessments:

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

- Compare your answers to the online quiz about your role in the family to the answers your partner gave - <https://www.apost.com/de/blog/welche-rolle-haben-sie-in-ihrer-familie/3697/?rd=n>
- Look at pictures of well-known television families and describe the relationships
- Discuss how the roles of family members have changed over time.
- Talk about how your family spends free time together
- Discuss how the definition of a traditional family has changed.
- Make a checklist of all the things that you need for the school year and discuss what you have /need
- Debate the importance of an education and how family, culture and community influence the level of education.
- Listen to podcast “Rollentausch in der Familie” and discuss the role models in the family

### **Presentational:**

- Call GoogleVoice and introduce yourself, describing your family members and the roles of each person in the family
- Create a family tree to present to the class with descriptive details
- Create a PowerPoint or Prezi in which you describe family members and their level of education, their jobs and their roles in the family
- Create a virtual tour / video of your school and explain how it differs from a school in Germany
- Create a Venn Diagram comparing school systems in Germany and in the US
- [www.planet-wissen.de/alltag\\_gesundheit/lernen/schulgeschichte/video\\_dorfschule.jsp](http://www.planet-wissen.de/alltag_gesundheit/lernen/schulgeschichte/video_dorfschule.jsp) - watch 5 minute video about school in the Black Forest in the 1960s – create a similar presentation about your own school and how it compares

### **Benchmarks:**

*Presentational Assessment* – Students want to be part of a German exchange program and in order to be matched with a family, each student must create a video presentation about his/herself, describing interests, home, and family. Be as descriptive as possible.

*Interpersonal Assessment*– In preparation for being part of an exchange program in Germany next summer, students will be randomly partnered with classmates and asked questions about themselves and their personal habits and interests to help determine and discuss whether or not they could consider sharing an apartment. Students will explain why or why not. This interview will be conducted with the teacher and/or recorded for grading purposes.

*Interpretive Assessment* – Go online and explore “Karlshochschule” – an international university in Germany. <https://karlshochschule.de/hochschule/die-hochschule/warum-karlshochschule/> Answer questions about the school, its programs and identify new and unfamiliar vocabulary. Draw conclusions about this as a possible school you would like to attend during your exchange.



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.

<b><i>Assessing Performance</i></b>	<b><i>Assessing Proficiency</i></b>
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 Emotional Learning:**

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



### Self-Awareness

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



### Self-Management

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



### Social Awareness

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



### Responsible Decision-Making

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



### Relationship Skills

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

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

- Review German 2A grammar and vocabulary
- Identify school subjects and classroom objects
- Identify der/die/das and plural form for nouns
- Use definite and indefinite articles, and possessive pronouns to identify nouns
- Talk about personal school experiences, what we like don't like, etc.... using gern / mögen / gefallen
- Read about German school systems and compare and contrast to the US system
- Debate the idea the university education is free in Germany
- Describe your daily routine during the school year to review use of regular, stem-changing, separable and in-separable prefix verbs in the present tense
- Describe what you did over the summer to review use of regular, stem-changing, separable and in-separable prefix verbs in the Perfekt and Imperfekt
- Debate the German school calendar vs. our summers off calendar
- Talk about what we did over summer vacation using the Perfekt.
- Write about what we did over the summer vacation using the Imperfekt.

- Talk about different moods to review the use of modal verbs to indicate mood
- Change the mood of a sentence by adding a modal verb – I do homework → I have to do homework / I should do homework / I must do homework / I would like to do homework / I can (cannot) do homework / I am allowed to do homework.
- Name classroom objects in the room using the nominative case (subject of the sentence)
- Name the things you have in your backpack (ich habe) using the accusative case (direct object of the sentence)
- Review the use of accusative and dative prepositions
- Describe family members using pronouns in the nominative, accusative and dative case.
- Describe family members and the roles they have in the family
- Name family members / famous TV family members to practice using the nominative case
- Identify the people you have in your family and whom you see every day using the accusative case (direct object)
- Explain what gift you give to each member of your family to review the dative case (indirect object) Ex. 3 p. 35
- Talk about family members using dative pronouns. Ex. 1 p. 35
- Explain with whom you live to review the dative case with the dative preposition "mit"
- Identify family members using possessive adjectives – my mother / her father / our uncle.
- Identify how people are related to you – explain that students will learn to use the genitive case (possession) to state "the father of my brother" Preview the genitive case
- Concentration game – have students name their (father / mother / sister / brother / aunt / uncle) and review possessives by asking other students to name "his father" "her mother" "my brother" "their uncle" etc...
- Interview a classmate about his or her family and the roles of each family member
- Describe yourself, and your family members
- Indicate who is who in your family using accusative pronouns Ex. 1 p. 3
- Talk about what you like about school and what you don't like
- Survey your classmates about their attitudes about school and education
- Ask classmates questions about their family relationships – practice word order rules
- Ask classmates questions about their family members using different interrogative words
- Speed Dating – learn about your classmates' families by asking a series of questions
- Use verbs to describe hobbies and interests of yourself and others
- Interview classmates to find out about their favorite holidays and when their birthdays are
- Describe what other people are doing using picture prompts
- Give advice about school using the prompts on p. 13, ex. 1-2 as cues
- Tell others what they should not do / should do - p. 13, ex. 7-8
- Describe importance of education in your family and in the American vs. German cultures
- Interview classmates about what they would like (modal verb) to do in the future and what education they need
- Record answers to above exercises to create a profile about a classmate
- Answer online survey (icebreaker) questions using Kahoot
- Create a visual dictionary, illustrating comparative forms
- Read articles about family
- Fill out survey about self (interests, personalities, etc.)
- 4 Corners icebreakers- Ask questions about hobbies, families, and interests, and students must go to the corner that best answers the question
- Inside/ Outside Circle
- Google Voice- Respond to prompt about self or others
- Write a personality profile about a famous German, outlining their educational and family background
- Acrostic Poem/ Question Sheet- Divide paper into 8 squares, and each square answers one question. Go around the room and find someone with similar answers
- Human Bingo
- Mystery Guest
- Listen to the following Podcasts and be prepared to discuss and debate the information
- Students will listen to the above podcasts and be able to fill in a chart identifying the following information: Environmental Problems / Causes / Effects / Solutions
- Students use this information to discuss with a partner or in groups of three – What do you think are the top three environmental problems in your state / city / town? How can you be more responsible in your daily activities to protect the environment?
- Watch video "Merhaba heißt Guten Tag" – a 15 minute video about a teenage boy born in Germany to Turkish parents, talking about topics including daily routine, Turkish culture and religion, identity, language, family, etc..
- Explore Planet-Schule website [www.planet-schule.de/wissenspool/deutsch-als-zweitsprache/inhalt/hintergrund](http://www.planet-schule.de/wissenspool/deutsch-als-zweitsprache/inhalt/hintergrund)
- Facts about people with immigrant and migrant backgrounds living in Germany
- Listen to podcast "Rollentausch in der Familie" and discuss the role models in the family

- [www.internet-abc.de](http://www.internet-abc.de) explore the website for learning activities in all subject areas
- [www.planet-wissen.de/alltag\\_gesundheit/lernen/schulgeschichte/video\\_dorfschule.jsp](http://www.planet-wissen.de/alltag_gesundheit/lernen/schulgeschichte/video_dorfschule.jsp) - watch 5 minute video about school in the Black Forest in the 1960s – make comparisons to today and our own schools
- Watch video about reactions to giving compliments

#### **Resources:**

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[www.vistahigherlearning.com](http://www.vistahigherlearning.com)

[www.aatg.org](http://www.aatg.org); [ACTFL.org](http://ACTFL.org)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)

[CARLA](#)

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

[Class Tools](#)

[Creative Language Class](#)

[CMOsulture Crossing](#)

[Digital Dialects](#)

[Dictionary](#)

[EdModo](#)

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

[FLENJ](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Generator](#) – generate puzzles, passports, etc.

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Kidsweb](#) crafts and cultural resources for kids in German

[Kindernetz](#) – German kids show and games (Tom und Erdbeermarmeladebrot)

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

[Leo Dictionary](#) – online German dictionary

[Library](#) – International Children's Library – online children's books in German

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

[Linguee](#) – online German dictionary

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

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[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](#)

## **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](#)  
[Twister](#) (Fake Twitter)  
[Vocaroo](#) – Voice Recording Device  
[Voice Thread](#)  
[Voki](#) – Create an Avatar  
[www.Google.com/voice](http://www.Google.com/voice)  
[www.Google.com/maps](http://www.Google.com/maps)

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Infer the role that personality and culture play in the roles of family members and the value of education</li> <li>• Debate the value of a German educational system compare to that of the US</li> <li>• Understand the impact of immigration on German cities</li> <li>• Use multimedia tools to discuss the importance of an education in German cultures compared to the US</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compare and contrast the educational systems of Germany, and German speaking countries to those of the US</li> <li>• Present information about the value of education</li> <li>• Present information about the changing roles of members of the family</li> </ul>

	<ul style="list-style-type: none"> <li>• Read authentic articles and listen/watch videos to interpret the main idea</li> <li>• Compare the their own school to a school in a German speaking country</li> <li>• Synthesize information related to schools and family for the purpose of creating a multi-media rich presentation.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Ask and respond to factual and interpretive information about different kinds of schools in German-speaking countries</li> <li>• Ask and respond to factual and interpretive information about the family unit and roles of family members in German-speaking countries compared to the US.</li> <li>• Use digital tools to search for information about roles of family members in different cultures</li> <li>• Recognize the different kinds of schools in Germany</li> <li>• Identify the people in a family and their roles in the family using the accusative case and possessives</li> <li>• Restate the events of the past in your own words</li> <li>• Use target language to paraphrase what is heard or read in oral or written descriptions</li> <li>• Infer the meaning of some unfamiliar words that are used to describe and or summarize your school day / your family members</li> <li>• Continue proficiency in the use of perfect and imperfect tenses in context</li> <li>• Use the dative case to identify what gifts to give to whom (in family) for different events</li> <li>• Use the dative prepositions “mit” to identify with whom he/she lives</li> <li>• Recognize differences in the school systems in the US and in German speaking countries</li> <li>• Restate possession in a variety of ways – using the dative (von) the genitive or possessive adjectives</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
0.0	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>• research and discuss cultural issues/perspectives in more depth;</li> <li>• 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;</li> <li>• create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>• perspectives of a specific theme or having a futuristic twist;</li> <li>• be held accountable for additional listening comprehension tasks;</li> <li>• create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> <li>• 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</li> </ul>
<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>• Adapt the text based on language needs</li> <li>• Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>• Create graphic organizers and charts</li> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> <li>• Rephrase and restate instructions</li> </ul>
Learners with an IEP	<p>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:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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](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 & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

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

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

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

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



**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 21<sup>st</sup> Century Skills

### Indicators:

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

### **Focus on standards 9.1, 9.2 and 9.4**

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

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

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

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

### Unit Description:

This unit teaches students how to communicate orally and in writing in about themselves and their personal identity. Students will be able to identify different ethnic groups and their nationalities, and to explore the stereotypes associated with them. Students will explore how to connect to people from other cultures and use language skills to relate to others. Character analysis of literary figures will give students the opportunity describe others using adjective endings. Students will explore their belief systems, their interests and explore how cultures and values influence our belief systems.

### Unit Duration: 5-6 weeks

### Desired Results

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives. Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

#### Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

	<ul style="list-style-type: none"> <li>• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</li> <li>• 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> </ul>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</li> <li>• 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</li> <li>• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</li> <li>• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</li> <li>• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</li> <li>• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</li> <li>• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</li> </ul>	
<b>Intercultural Statement</b>	<b>Possible topics:</b>	
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.	Immigration, climate change, population, visual and performing arts, literature.	
Learners recognize and identify a few typical practices of the target culture.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.	

Indicators:

**Interpretive:**

- Skim and Scan culturally authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on different nationalities and their belief systems
- Read about how different nationalities describe themselves and others
- Identify pictures of people based on a physical description
- Identify literary characters based on a physical description and an outline of what they have done.
- Read several job descriptions and match them to the description of a person who would best fit that job
- Explore what prejudices and stereotypes about German-speaking people. (e.g. in the movies, the Germans are always the bad guys)
- Listen to and interpret information stereotypes, prejudice and different nationalities

- Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
- Demonstrate comprehension of content from reading, watching and listening material relating to personal identity
- Read and complete a job application, answer questions about your skills and personality as they relate to the job
- Reading comprehensions about job application / help wanted advertisements.
- Create a KWL chart from authentic job advertisements

### **Interpersonal:**

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and heritage speakers, in which they ask and answer questions about their personal characteristics and beliefs.
- Use a list of adjectives and discuss which celebrity (classmate) best exemplifies that adjective.
- Create an Apples to Apples type game to compare answers – vote on the best one.
- Compare stereotypes and prejudices about German speaking people to our own.
- Maintain a discussion related to: what person would be the best person for a job, describing their characteristics, beliefs, skills and level of education
- Interview a classmate as if you are deciding whether or not you could rent an apartment together. Discuss your different personality traits and habits and how they will impact your ability to get along.
- In pairs, discuss a job advertisement and debate which partner would be the better candidate and why

### **Presentational:**

- Use written and oral sentences to discourse, compare and contrast different stereotypes, prejudices and belief systems in the United States and German-speaking countries.
- Produce an oral or written report on information about different personality traits. Write a description from the point of view of a person in the past.
- Present information about prejudices and stereotypes
- Write a resume for a specific job description. Students will role play a job interview in small groups. Each “candidate” will describe his or her education, qualifications and personality for a panel of interviewers. Candidates will ask at least one question about the job. The panel of interviewers will decide which candidate to hire and explain their choice.

### **Cultural Content Statement(s):**

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, stereotypes, prejudices, nationalities and professional occupations)

Communication: discussing personal history (narrative and orally)

Community, Connections and Culture: Differences and similarities between USA and German- speaking countries regarding belief systems, stereotypes, prejudices and personality traits. Different cultures value different traits.

### **Understandings:**

*Students will understand that...*

- 1) Relating to and connecting to people from other cultures is an important part of becoming a global citizen.
- 2) Each culture uses both spoken and written language to relate to others in my community.
- 3) Learning a language influences who I am and my view of the world.
- 4) Personal preferences and skills are key factors to consider when making decisions about your future
- 5) The amount of leisure time available and how it is spent varies among cultures.

### **Essential Questions:**

- 1) How are aspects of a person's identity expressed in various situations?
- 2) How do language and culture influence individual actions?
- 3) How can I use my language and other skills to relate to cultural groups in my community in an appropriate manner?
- 4) What personality traits are especially helpful for what professional occupations?
- 5) What do leisure time activities tell us about the values of a culture?

## Assessment Evidence

### Performance Tasks:

5 Rules for the 3 Modes

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

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

### Interpretive:

- Video: Watch *Der Schwarzfahrer* – a video about prejudice and stereotypes and answer questions about what happens in the video  
<https://www.youtube.com/watch?v=XFQXcv1k9OM>
- Read advertisements for jobs (want ads) and make connections to new vocabulary and abbreviations  
<https://www.monster.de/> or <https://www.make-it-in-germany.com/de/fuer-fachkraefte/arbeiten/jobboerse>
- Identify different kinds of jobs and requirements for experience listed in job descriptions from German websites
- Listen to podcasts on-line of students talking about themselves and their varied nationalities
- Read infographics about different nationalities living in German-speaking countries
- iCulture and Newsela and Deutsche Welle – read articles / watch videos / listen to podcasts about how different people are treated in different situations.
- Match adjectives to pictures identify personality traits and personal descriptions
- Watch videos about people's career choices, answer questions and identify vocabulary  
<https://www.whatchado.com/de/stories>

### Interpersonal:

- Students will discuss which member of the group is a better fit to apply for specific jobs based on their personality traits.
- Interview a classmate for an opportunity to be your (lab partner / roommate / prom date) and discuss whether or not you can get along.

### Other Evidence:

#### Pre-Assessment:

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

#### Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

#### Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component

<ul style="list-style-type: none"> <li>• Use Inside/Outside Circle to report to each other on what personality traits you share / don't share</li> <li>• Interview a classmate/ German student to find out pre-conceived notions you had about others</li> <li>• Identify celebrities and talk about what we believe to be true about them and why</li> <li>• Choose from a list of adjectives and talk about people in your life who fit that description</li> </ul> <p><b><u>Presentationa</u></b></p> <ul style="list-style-type: none"> <li>• Write an email to a friend describing the kind of person you would like to room with in your new apartment when you live abroad next semester. Explain what you believe makes you a good roommate and what you want from a roommate</li> <li>• Look at different pictures, and tell a story of what is going on</li> <li>• Call GoogleVoice to answer a job advertisement. Describe why you would be a good candidate for the job <a href="https://www.make-it-in-germany.com/de/fuer-fachkraefte/arbeiten/jobboerse">https://www.make-it-in-germany.com/de/fuer-fachkraefte/arbeiten/jobboerse</a></li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment showing proficiency with "Can Do" statements and rubric</li> </ul>
<p><b>Benchmarks:</b></p> <p><i>Interpersonal Assessment</i> – students will be given a few jobs to apply for. They will "interview" with a partner for that job describing themselves, their previous experience, their personal characteristics and work ethic and explaining why they would be a good candidate for that job.</p> <p><i>Interpretive Assessment</i> – Read the chart about the unemployment statistics <a href="https://de.statista.com/statistik/daten/studie/189105/umfrage/jugendarbeitslosenquoten-nach-bundeslaendern/">https://de.statista.com/statistik/daten/studie/189105/umfrage/jugendarbeitslosenquoten-nach-bundeslaendern/</a></p> <p>Answer questions about the information presented, identify new and unfamiliar vocabulary.</p> <p><i>Presentationa</i> Assessment – Write a cover letter applying for a job. Explain what personal traits and characteristics you have that make you a qualified candidate for the job. Describe any previous experience you have. Follow the formal letter writing criteria used in Germany.</p>	



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.

<b><i>Assessing Performance</i></b>	<b><i>Assessing Proficiency</i></b>
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 Emotional Learning:**

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



### Self-Awareness

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



### Self-Management

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



### Social Awareness

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



### Responsible Decision-Making

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



### Relationship Skills

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

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

- Identify objects in the classroom by the color – introduce adjective endings with “der” words (the red book)
- Identify people in a family by personality trait - Introduce adjective endings with “ein” words (a tall father)
- Identify what you want to buy - Introduce adjectives endings with unpreceded nouns (fresh bread)
- Describe a picture of a family using adjectives with endings. Ex. 7 p. 11
- Identify people in a picture from the descriptions that you read / hear
- Compare your family / friends to those of a classmate.
- Describe famous people (what they do, what they look like, etc. ) Ex. 6 p. 56
- Look at pictures, and ask each other questions about what personal characteristics, adjectives describe the person.
- Look at pictures and “make assumptions” about the person – discuss stereotypes / prejudice
- Describe your classmates / your classroom using descriptive adjectives. Ex. 8 p. 57
- Create a resume outlining your personal accomplishments and qualities for a job
- Interview a partner for a job

- Explore an online job search website and identify important vocabulary. Compare a German job description to a U.S. job description. What do you notice?
- Role plays and skits about job interviews
- Complete a crossword puzzle with relevant vocabulary
- Watch an interview of employers discussing qualities that they look for in a potential employee
- Describe a favorite celebrity or literary figure - play 20 questions to guess who it is
- Describe a model in a fashion journal – page 63
- Call GoogleVoice to answer a job advertisement
- Use conjunctions to create compound sentences – ex. 1-3 page 83
- Identify the right person for each job – ex. 5 p. 84
- Inside/Outside Circle compare family members personalities / skills
- Use Kahoot to identify correctly the necessary adjective endings
- Circle Stories- Each person in the group writes a few sentences about a person, and then gives story to next person in group to sketch that person
- Review verb forms with Kahoot / Quizizz/ Socrative
- Go to <http://lernspass-fuer-kinder.de/themen-uebersicht/sport> and learn about Germany's geography, history, the federal states and read about the importance of sports and nature. What traits does a person need for these sports/activities?
- Write a Blackboard message board post about your favorite literary character / personality analysis
- Look at pictures and describe using adjectives and adjective endings
- How much can you remember- Look at a photograph and then describe it with as much detail as you can
- Use Poll Everywhere to find out about people's personal beliefs / prejudices / stereotypes
- Discuss and highlight when to use different adjective endings charts
- Describe situations using as many adjectives as possible
- Write a story about your weekend - give to a classmate to add adjectives. Swap and compare
- Write about your best day ever- p. 76, Ex. 7
- Look at Holger's picture, and write why he had the worst day ever – p. 76 Ex. 8
- Play 20 questions to figure out who is being described
- [www.goethe.de/lrn/prj/gad/zsb/deindex.htm](http://www.goethe.de/lrn/prj/gad/zsb/deindex.htm) - Listen to four podcasts dealing with life decisions that young people are faced with including: university and career. Discuss and compare to our own life decisions
- Come up with story, based on pictures
- Read website articles about migration and integration in Germany and discuss
- Culture – talk about the differences between German and Swabian (dialect)
- Give students cards with adjectives – have students create sentences using the adjectives
- Impromptu speaking prompts – show students random picture and have them describe
- Match job description to occupation - <http://deutschdrang.com/dir/wp-content/uploads/2013/02/berufewersagtwas.htm>
- Watch videos about people's career choices and discuss <https://www.whatchado.com/de/stories>
- Create a Word Cloud or a Crosstic poem about your personality traits
- Create a Venn diagram to compare and contrast job descriptions
- Discuss positive and negative personality traits

#### **Resources: Resources:**

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[www.vistahigherlearning.com](http://www.vistahigherlearning.com)

[www.aatg.org](http://www.aatg.org); [ACTFL.org](http://ACTFL.org)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)

[CARLA](#)

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

[Class Tools](#)

[Creative Language Class](#)

[CMOsulture Crossing](#)

[Digital Dialects](#)

[Dictionary](#)

[EdModo](#)

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

[FLENJ](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Generator](#) – generate puzzles, passports, etc.

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Kidsweb](#) crafts and cultural resources for kids in German

[Kindernetz](#) – German kids show and games (Tom und Erdbeermarmeladebrot)

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

[Library](#) – International Children's Library – online children's books in German

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

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

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[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 World Language Classroom (Martina Bex)

[Today's Meet](#) – Create Chat Rooms

[Tongue Twisters](#) – collection of German Zungenbrecher

[Voice Thread](#)

[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](#)

[Vispo.com/teleporter](#)

[Swissworld.org](#)

[Austria.de](#)

[www.audio-lingua.eu](#)

[www.mamalisa.de](#)

## **News, Infographics, and Videos**

[www.deutschewelle.de](#)

[www.neuneinhalb.wdr.de](#)

[www.wdrmaus.de](#)

<https://www.cartoonland.de/>

[www.clixmix.de](#)

[www.kaleidos.de](http://www.kaleidos.de)  
[www.internet-abc.de](http://www.internet-abc.de)  
<https://www.jetzt.de/>  
[www.news4kids.de](http://www.news4kids.de)  
[www.de.stastica.com/themen](http://www.de.stastica.com/themen)  
[www.bpb.de](http://www.bpb.de)  
[www.ard.de](http://www.ard.de)  
[www.zdf.de](http://www.zdf.de)  
[www.wdr.de](http://www.wdr.de)  
[www.tivi.de](http://www.tivi.de)  
[www.tagesschau.de](http://www.tagesschau.de)  
[www.wetter.de](http://www.wetter.de)  
[www.medi-kids.de](http://www.medi-kids.de)  
[www.spiegel.de](http://www.spiegel.de)  
[www.stern.de](http://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](#)

### **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](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message  
 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.  
 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

<b>4.0</b>	<b>Students will be able to do the following at an IH level:</b> <ul style="list-style-type: none"> <li>Research online for different employment opportunities</li> <li>Create an online resume / video describing skills and characteristics required for a specific career</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast personality traits</li> <li>Compare U.S. and target countries' job opportunities</li> <li>Use digital tools to participate in short conversations and to exchange information related to targeted themes</li> <li>Create a video with a partner of a job interview</li> <li>Demonstrate comprehension of conversations and written information on a variety of topics.</li> <li>Read / Create a resume for specific job application. Compare that to German resumes/job descriptions and note similarities/differences.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Talk about personality traits and skills as they relate to job / career opportunities</li> <li>Discuss resumes and help wanted ads</li> <li>Use adjectives to describe self and others</li> <li>Use adjectives to describe a good day / a bad day</li> <li>Talk about activities and skills that will be needed for specific jobs / careers</li> <li>Interview a classmate for a job</li> <li>Discuss cultural differences in attitudes about jobs and careers / education.</li> <li>Debate importance of job choice</li> <li>Use adjective endings correctly</li> <li>Identify the best candidate for a job</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>research and discuss cultural issues/perspectives in more depth;</li> <li>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</li> </ul>
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	<p>and in writing in the target language;</p> <ul style="list-style-type: none"> <li>• create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>• perspectives of a specific theme or having a futuristic twist;</li> <li>• be held accountable for additional listening comprehension tasks;</li> <li>• create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> <li>• 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;</li> </ul> <p>give assignments involving more sophisticated computer research and reporting</p>
<b>Struggling Learners</b>	<p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p> <ul style="list-style-type: none"> <li>• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> <li>• Use of TPRS</li> </ul>
<b>English Language Learners</b>	<p><a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></p> <ul style="list-style-type: none"> <li>• Adapt the text based on language needs</li> <li>• Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>• Create graphic organizers and charts</li> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> <li>• Repeat and rephrase instructions as needed</li> </ul>
<b>Learners with an IEP</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>

Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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](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 & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

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

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

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

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

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

**Indicators:**

**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.
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**Unit Title: Beauty and Aesthetics**



**Unit Description:** Students use the target language in the three modes of communication to communicate / compare / contrast different types of entertainment including music, movies, art and literature. Students will listen to, understand and talk about different types of entertainment as well as demonstrate understanding of the importance of art, literature and culture in German-speaking countries. Students will be exposed to different art forms and demonstrate their ability to discuss their opinions and their personal preferences.

**Unit Duration: 6-7 weeks**

## Desired Results

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives. Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

<p><b>Core Idea:</b></p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>• 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</li> <li>• 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</li> <li>• 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</li> <li>• 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</li> <li>• 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</li> <li>• 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</li> <li>• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</li> <li>• 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</li> </ul>
<p><b>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</b></p>	<ul style="list-style-type: none"> <li>• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</li> <li>• 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</li> <li>• 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</li> <li>• 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</li> <li>• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</li> <li>• 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> </ul>

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</li> <li>• 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</li> <li>• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</li> <li>• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</li> <li>• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</li> <li>• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</li> <li>• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</li> </ul>
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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.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

#### Indicators:

#### Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about music, movies, art and literature
- Match pictures based on oral descriptions of music, movies, art and literature
- Read and listen to information about music, movies, art and literature
- Listen to others describe their reactions and identify their emotions
- View and understand videos about popular cultural events
- Listen to and watch a video about music, movies, art and literature
- Read and listen to descriptions of music, movies, art and literature
- Compare music, movies, art and literature in the U.S. to those in various German speaking countries.
- Understand cultural perspectives on music, movies, art and literature
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Read a review about a recent film and answer questions
- View and understand reviews for movies and television shows

- Watch a trailer for a recent film and identify important information
- Read an article about an art exhibit and identify vocabulary
- Watch a music video about newly released song and discuss
- Read a book review and answer questions
- Read a short story by a German author and discuss
- Read about holiday traditions
- Learn holiday songs and explore traditions
- Compare and contrast holiday traditions to ours – note similarities
- Watch German music videos and interpret the lyrics / video
- View famous works of art and understand the message the artist conveys
- Students will become aware of popular musical acts in German-speaking countries and artists who are influential worldwide.
- Interpret a poem by a renowned German poet such as Johann Wolfgang von Goethe
- Students will interpret a movie schedule and understand the use of military time

#### Interpersonal:

- With a partner – discuss a German painting and explain what you like / don't like about it
- Debate with a partner what makes something art / beautiful
- Describe a painting / movie / concert to your partner
- Discuss with a partner a book / movie / musician that you don't like and explain why
- Describe the events of a book or movie or tv show that is familiar to everyone and see how quickly your partner can identify what you are talking about
- Describe the plot of your favorite novel / favorite movie
- Express opinions about movies and television programs
- Ask and answer questions about personal experience with art and literature
- Ask your partner what kind of music he/she likes and discuss / compare your own answers. If possible ask the same of a German teenager.
- Discuss how holidays are celebrated in US homes / compare to German speaking cultures
- Discuss the role of art / music / literature in the celebration of holidays
- Choose a partner in the room who has different taste than you in art / music / literature and discuss
- Interview someone from a German-speaking country about the influence of art and culture on their daily life

#### Presentational:

- Use simple sentences and series of sentences to describe what makes something beautiful / art
- Present and discuss information about music, movies, art and literature
- Present and or write information about music, movies, art and literature
- Choose a film or a book. Create a video in which you and your group act out a scene or a summary of the story. Be creative / use props
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.
- Present or write about likes and dislikes of movies and/or television programs and support your opinion.
- Memorize a German Christmas Carol or a poem for Sankt Nikolaus Tag and recite to the class
- Choose a German author / artist / musical group – research their work and present to the class
- Act out a scene from a movie or book with classmates
- Create an original music video with classmates
- Write a review for a school newspaper of the video productions your classmates have made
- Create a written television program guide
- Write an original Haiku or Crossic poem in German
- Present a review of a movie, book or concert
- Compare and contrast German and American Teenagers attitudes about music, art, literature and films.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1.) Art reflects life and culture</li> <li>2.) The expression of ones culture can be experienced through art, music, literature and more</li> <li>3.) There are similarities and differences in music, movies, art and literature in German-speaking countries compared to those in the United States.</li> <li>4.) Being able to discuss entertainment / media increases the ability to engage with others from the target culture.</li> <li>5.) More time is spent watching television in the US than in German-speaking countries and the kinds of programs that are enjoyed vary greatly.</li> <li>6.) An actor that speaks more than one language often has more opportunities in their profession</li> <li>7.) Military time is used in posting of event times</li> <li>8.) Museums are more popular outings in other countries</li> <li>9.) The role of government impacts quality of life (other countries receive more vacation time, government stipend for child rearing, etc...</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1.) How can I critically reflect on art and music?</li> <li>2.) How is our ideal of beauty the same or different from that of the target culture?</li> <li>3.) What does literature say about a culture?</li> <li>4.) How do I express myself?</li> <li>5.) How has social media changed the entertainment world in other countries?</li> <li>6.) How do we define "quality of life" in different countries?</li> <li>7.) How do current events impact our lives?</li> <li>8.) How has technology influenced television and movie viewing habits?</li> <li>9.) How does culture affect personal preferences?</li> <li>10.) What does the amount of time spent viewing television and the kinds of programs viewed say about the priorities of a culture?</li> </ol>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  <b><u>5 Rules for the 3 Modes</u></b>  In order to help students better master this unit remember these rules when selecting activities: They must be <b><u>authentic</u></b>.</p> <ul style="list-style-type: none"> <li>• They should always be <b><u>engaging</u></b>.</li> <li>• Activities should be <b><u>varied</u></b>.</li> <li>• They need to be <b><u>focused</u></b> around the unit theme.</li> <li>• Class/teacher should be 90% in <b><u>target language</u></b>.</li> </ul> <p><b><u>Interpretive:</u></b></p> <ul style="list-style-type: none"> <li>• Read a short story by a German-speaking author and identify key information, vocabulary</li> <li>• Watch a video and identify vocabulary words, describe what happened in the video  <a href="http://www.goethe.de/ins/us/saf/prj/stg/mus/vid/en/index.htm">http://www.goethe.de/ins/us/saf/prj/stg/mus/vid/en/index.htm</a></li> <li>• View a video about a music festival in Bregenz and answer questions  <a href="https://www.youtube.com/watch?v=zxFjZHi-A50">https://www.youtube.com/watch?v=zxFjZHi-A50</a></li> <li>• Listen to people's reactions to cultural events and determine the feelings</li> <li>• Research current musical acts in Germany and answer questions about them</li> </ul>	<p><b>Other Evidence:</b>  <b><u>Pre-Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Self-reflection "Can Do Statements"</li> <li>• Interpretive – I can understand, read documents and listen to audio clips related to different types of entertainment</li> <li>• Interpersonal – I can answer questions about entertainment preferences</li> <li>• Interpersonal – I can exchange information about events that have happened in the past</li> <li>• Interpersonal – I can describe what types of movies or tv shows I like and why</li> <li>• Interpersonal – I can explain how I feel in certain situations</li> <li>• Presentational – I can present information about different types of entertainment</li> <li>• Vocabulary evaluation/analysis</li> <li>• <a href="#">KWL Chart</a>  <a href="#">KWL Chart</a>  <a href="#">KWL Chart - Example</a></li> <li>• "Can Do" self-assessment rubric</li> <li>• Quick Write</li> <li>• <b><u>Graffiti Wall</u></b> - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. art and music) Students over a certain amount of time (a day-</li> </ul>

- Watch the trailer for a German movie and discuss
- Watch current pop music videos from German artists and identify new vocabulary in context
- Read an article about the impact of television on young people  
<https://derstandard.at/2000045140373/Wer-als-Kind-viel-fernsieht-hat-als-Jugendlicher-mehr-Probleme>
- Read a movie review and determine what the critic thought (liked/disliked) about the film
- View a chart depicting how many hours of television are watched in different countries and interpret data (Pinterest/Infographics)
- Find a current television program guide online and explain what you would watch and why.
- Watch as a German interprets an American Pop song in German and identify translation differences and cultural differences  
<https://www.youtube.com/watch?v=ZpKDZfJaGQU>

### **Interpersonal:**

- Students divide into pairs and interview each other about their favorite books / movies / tv shows
- Debate with a partner what is / isn't art. Use examples to support your viewpoint.
- Interview a student or the teacher about his or her interests in art and music
- Debate what makes something "classical" and provide support for your viewpoint.
- Discuss the movies that are playing in the theater this week and why you would / would not like to go see them and reasons why. Are they the same movies playing in Germany?
- Describe a concert that you have been to (or would like to go to) and discuss with a partner
- Create a survey about favorite books / movies / tv shows / musical acts and ask your classmates to describe what they think of each
- Choose a specific TV show or movie and ask several classmates if they have seen it and what they thought of it
- Speed dating – find someone with similar tastes in music and/or movies
- Ask your partner to describe different scenarios that make them feel specific emotions
- Look at a series of photos from a music concert or movie and describe to your partner what you think is happening
- Discuss with your partner how much time you and your family members spend each day watching television. Ask your partner about their habits
- With a partner – discuss / debate the television program guide and decide what you both would like to watch
- In pairs - interview a famous German musical act or actor, role play the part of the interviewer and the famous person.

a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

### **Formative Assessments:**

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

### **Summative Assessments:**

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

- Assume the roles of a television reporter and a celebrity. Conduct an interview about a role the actor has recently played.

### **Presentational:**

- Create a PowerPoint, Prezi, iMovie, etc. explaining the details of a movie / book
- Write a letter or postcard about an art exhibit you attended.
- Re-enact scenes from a movie
- Create an original music video - similar to [www.AlexTV.de](http://www.AlexTV.de)
- Write an article for the school newspaper detailing the background and accomplishments of a famous German music star or actor.
- Post an entry on Instagram or on a blog about a concert you have been to
- Describe to the class a favorite television program or movie, analyze and explain why it's appealing, how often it is viewed and the actors in it
- Write an email to a pen pal talking about your views on a specific work of art ([www.epals.com](http://www.epals.com)).
- Create a TV commercial advertising a movie
- Create an invitation to an art exhibit and make it inviting
- Create a class "red carpet event" – students will be in pairs. Each pair will announce as their partner walks down the "runway"
- Write a summary of a movie or novel
- Create a comic strip which re-tells the story of a favorite movie or novel
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))

### **Benchmarks:**

*Presentational Assessment* – We have read "Ein Tisch ist ein Tisch" by Peter Bischel and we watched the video to go with it. Choose a short story, children's book or novel and create a short film to summarize that story. All members of the group must act and speak in the video.

*Interpretive Assessment* – Watch the German video trailer for a movie called "Skyscraper" [https://www.youtube.com/watch?v=PXLr\\_Vsmm4A](https://www.youtube.com/watch?v=PXLr_Vsmm4A) Answer questions about the dialogue and the storyline, identify new and unfamiliar vocabulary.

*Interpersonal Assessment* – Debate with a classmate your interest in seeing the film based on the trailer. Record a 2-3 minute discussion recapping the

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.

<b><i>Assessing Performance</i></b>	<b><i>Assessing Proficiency</i></b>
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 Emotional Learning:**

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



### Self-Awareness

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



### Self-Management

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



### Social Awareness

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



### Responsible Decision-Making

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



### Relationship Skills

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

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

- Reading strategies – identify cognates, activate prior knowledge and summarize main ideas
- Read Peter Bischel's story "Ein Tisch ist ein Tisch" and discuss
- Watch the short film that goes with the Bischel story <https://vimeo.com/8749843> and discuss
- Review use of vocabulary / language / articles / cases as presented in the story
- Describe things that belong to you, using the dative case and the possessive
- Express / Introduce use of the genitive case
- Match the German movie title to the American movie
- Create a movie review. Find a review of the same movie from a different country. Compare and contrast the opinions and present to the class.
- Find a television program guide for a German-speaking city online and find a program you recognize
- Find a television program guide for a German-speaking city online and compare to TV Guide with a partner
- Create a review of a tv show or Netflix series and present to the class
- Watch a trailer for a German film and analyze
- Watch an interview with a famous German-speaking musical act or actor



- Brain storm any extra vocabulary needed to talk art, music, and literature
- Listen to the conversation and decide which work of art is being described
- Describe the works of literature / musical concerts / art exhibits
- Ask your partner questions about the picture prompts
- Work within a group to plan a trip to a museum or a concert
- Pick a work of art and discuss with a partner how it makes you feel
- Identify the use the genitive case in movie titles
- Use the genitive case - page 182
- Introduce the genitive prepositions page 183
- Write a description of your favorite actor or musical act using the genitive case
- Describe possession using the genitive case Ex. 1 p. 184
- Restate phrases from the dative case to the genitive case – Ex. 3 page 184
- Describe pictures using the genitive case – ex. 4 p. 185
- Restate the titles of movies using the dative case
- Research and discuss the value of important German inventors - Ex. 5 p. 185
- Identify possession using the possessive adjectives / the genitive case and the dative case
- Discuss what you like about a specific work of art / literature / music
- Plan an cultural event in which you share German art / music / literature with others
- Watch a commercial about German cultural event – answer questions
- Research German speaking artists and their influence on American culture
- Explore architecture as an art form – virtually visit important cities in Germany and explore the architecture
- Use photos of famous German sights as photo prompts for students to describe what they see, or write a short story based on the picture
- Read a German children's story / novel / short story
- Compare and contrast a German music video to an American music video
- Compare and contrast the top 10 music videos/songs in Germany to the U.S. on a specific day/week.
- Create an original music video
- Call GoogleVoice- Report about what your favorite musical group / movie / tv show
- Language Races- Look at a picture of a work of art speak for at least 30 seconds about the picture
- Play vocabulary Battleship- Ask questions to figure out the vocabulary word, and “sink” partner's Battleship
- Play Lotto to review vocabulary
- Create a visual dictionary with vocabulary (sentence, part of speech, synonym)
- Play 20 Questions or Headbandz to guess the holiday being described
- Play 20 Questions or Headbandz to identify the work of art / music or literature being described
- Create an interactive notebook for unit vocabulary and grammar
- Review vocabulary and grammar with Socrative, Quizizz, and Kahoot
- [www.dw.de/themen/sehen/s-1564](http://www.dw.de/themen/sehen/s-1564) includes news, articles, interviews and short films about German movies
- Listen to a German short story in audiobook form at [www.vorleser.net](http://www.vorleser.net)
- Explore music trends in Germany and German hip hop at [www.rap.de](http://www.rap.de)

#### **Resources: Resources:**

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[www.vistahigherlearning.com](http://www.vistahigherlearning.com)

[www.aatg.org](http://www.aatg.org); [ACTFL.org](http://ACTFL.org)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)

[CARLA](#)

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

[Class Tools](#)

[Creative Language Class](#)

[CMosulture Crossing](#)

[Digital Dialects](#)

[Dictionary](#)

[EdModo](#)

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

[FLENJ](#)

## [FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Generator](#) – generate puzzles, passports, etc.

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Kidsweb](#) crafts and cultural resources for kids in German

[Kindernetz](#) – German kids show and games (Tom und Erdbeermarmeladebrot)

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

[Library](#) – International Children's Library – online children's books in German

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

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

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[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 World Language Classroom (Martina Bex)

[Today's Meet](#) – Create Chat Rooms

[Tongue Twisters](#) – collection of German Zungenbrecher

[Voice Thread](#)

[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](#)

[Vispo.com/teleporter](#)

[Swissworld.org](#)

[Austria.de](#)

[www.audio-lingua.eu](#)

[www.mamalisa.de](#)

## **News, Infographics, 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](http://www.news4kids.de)  
[www.de.stastica.com/themen](http://www.de.stastica.com/themen)  
[www.bpb.de](http://www.bpb.de)  
[www.ard.de](http://www.ard.de)  
[www.zdf.de](http://www.zdf.de)  
[www.wdr.de](http://www.wdr.de)  
[www.tivi.de](http://www.tivi.de)  
[www.tagesschau.de](http://www.tagesschau.de)  
[www.wetter.de](http://www.wetter.de)  
[www.medi-kids.de](http://www.medi-kids.de)  
[www.spiegel.de](http://www.spiegel.de)  
[www.stern.de](http://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](#)

### **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](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

[www.Google.com/voice](http://www.Google.com/voice)

[www.Google.com/maps](http://www.Google.com/maps)



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

**Standard(s):**

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences

• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Debate the importance of “art” in their life, using research and a multi-media presentation depicting what is art, why it is important and how it affects culture and daily existence.</li></ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Use knowledge about cultural products and cultural practices to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience. art, literature, music, television, film and more</li><li>• Compare and contrast age- and level-appropriate, <a href="#">culturally authentic materials</a> in an oral or written presentation.</li></ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Explain why something is aesthetically pleasing</li><li>• Describe a work of art / literature / music using descriptive adjectives</li><li>• Identify how a work of art makes one feel</li><li>• Ask for and give advice about what book to read or what movie to see</li><li>• Use the genitive case to indicate possession</li><li>• Restate possession in a variety of ways</li><li>• Ask others what their opinions about art / music / literature are and give own detailed opinion</li><li>• Write a review of a book / tv show / concert</li><li>• Create a movie poster</li></ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
0.0	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"><li>• research and discuss cultural issues/perspectives in more depth;</li><li>• 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;</li><li>• create original songs, stories, short plays, poems, designs, etc., showing multicultural</li><li>• perspectives of a specific theme or having a futuristic twist;</li></ul>
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	<ul style="list-style-type: none"> <li>• be held accountable for additional listening comprehension tasks;</li> <li>• create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> <li>• 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;</li> </ul> <p>give assignments involving more sophisticated computer research and reporting</p>
<b>Struggling Learners</b>	<p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p> <ul style="list-style-type: none"> <li>• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> <li>• Use of TPRS</li> </ul>
<b>English Language Learners</b>	<p><a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></p> <ul style="list-style-type: none"> <li>• Adapt the text based on language needs</li> <li>• Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>• Create graphic organizers and charts</li> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> <li>• Rephrase and restate instructions</li> </ul>
<b>Learners with an IEP</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. 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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

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

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

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

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

**Visual and Performing Arts:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

**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 21<sup>st</sup> Century Skills

### Indicators:

**Indicators:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-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.
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### Unit Title: Contemporary Life

#### Unit Description:

Students will use all three modes of communication in the target language to describe how people live in today's world, how people get from place to place, travel opportunities and modes of transportation. Students will compare how we get around in the US to the varieties of public transportation used in German speaking countries.

#### Unit Duration: 6-7 weeks

## Desired Results

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

<p><b>Core Idea:</b></p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> <li>• 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</li> <li>• 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</li> <li>• 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</li> <li>• 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</li> <li>• 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</li> <li>• 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</li> <li>• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</li> <li>• 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</li> </ul>
<p><b>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</b></p>	<ul style="list-style-type: none"> <li>• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</li> <li>• 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</li> <li>• 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</li> <li>• 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</li> <li>• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</li> <li>• 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> </ul>
<p><b>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>	<ul style="list-style-type: none"> <li>• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</li> <li>• 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</li> <li>• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</li> <li>• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</li> <li>• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</li> <li>• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</li> </ul>	
<b>Intercultural Statement</b>	<b>Possible topics:</b>	
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.	Immigration, climate change, population, visual and performing arts, literature.	
Learners recognize and identify a few typical practices of the target culture.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.	

## Indicators:

### Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about modes of transportation
- Match pictures based on oral descriptions of modes of transportation
- Read and listen to descriptions of how different people in different European cities get around town
- Listen to and watch a video about different modes of transportation
- Listen to and watch a video about different attitudes regarding modes of transportation depending on cultures
- Review how to read a train schedule and plan a trip from point A to point B
- Read and listen to information about train travel
- Read and listen to information about bicycles
- Read about the ICE trains in Europe
- Read about a summer spent in Turkey
- Read about the airport in Frankfurt
- Understand cultural perspectives on modes of transportation
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Listen to a description of a travel resort and identify the different things you can do there, how to get there
- Research information about the Vogelfluglinie between Copenhagen and Hamburg
- Listen to travel announcements and identify how they are going to affect your trip
- [www.deutschland-panoramo.de](http://www.deutschland-panoramo.de) - enjoy a virtual tour of Germany and identify key sights

### Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to preferences about transportation
- Discuss with a partner where in Germany, Austria or Switzerland you would like to travel and why

- Speak about modes of transportation in your personal life
- Talk about how we get to school / work and why we do not use public transportation as often as Germans
- Compare and contrast different modes of transportation
- Discuss pitfalls of traveling
- Explore “new” modes of transportation like Uber / Lyft / Bla Bla Cars / Zip Cars and debate their usefulness
- With a partner – discuss how you get around
- In small groups – debate the usefulness and benefits of public transportation
- Talk about different ways to get around town using different modes of transportation
- Do a role play with a partner about where you might like to travel

#### Presentational:

- Write a brochure for a travel destination in a German speaking country
- Research the relationship between the Turks and the Germans and write about why so many Turks have emigrated to Germany
- Create a travel journal explaining where you went / what you saw / how you traveled
- Create an original story based on a photograph / cartoon picture
- Write step by step instructions for a friend who is traveling for the first time by .... train / bus / plane / subway.
- Write a story about a travel nightmare and all the things that went wrong
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.

#### Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures. Current trends and issues influence popular culture. Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastime schedules, and travel.

#### **Understandings:**

*Students will understand that...*

- 1.) Travel opportunities change lives
- 2.) Different cultures have different attitudes about travel, modes of transportation and quality of life
- 3.) Personal preferences and skills are key factors to consider when making decisions about your future
- 4.) Time spent traveling creates cultural understanding
- 5.) The way leisure time is spent reflects the value of the culture.
- 6.) Tourism has both negative and positive effects.
- 7.) Tourists should behave as guests in the country they are visiting

#### **Essential Questions:**

- 1.) How does travel change my life?
- 2.) How do I interact appropriately in situations encountered while traveling?
- 3.) How do I get around in the target culture?
- 4.) How does our concept of vacation differ from that of the target culture?
- 5.) What do leisure time activities tell us about the values of a culture?
- 6.) How do I interact appropriately in situations encountered in travel?

### **Assessment Evidence**

#### **Performance Tasks:**

#### **Rules for the 3 Modes**

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

1. They must be **authentic**.
2. They should always be **engaging**.
3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. Class/teacher should be 90% in **target language**.

#### **Other Evidence:**

#### **Pre-Assessment:**

- Self reflection “Can Do” Statements
- Interpretive:
- I can understand, read documents, and listen to audio clips related to travel and leisure time activities.
- Interpersonal:
- I can ask and answer questions about travel experiences

### Interpretive Tasks:

- Read a train / plane schedule and suggest the route to get from point A to point B and give specific reasons why you chose that route
- Write an email response and note the best way to get around, incorporating various factors like time, cost and convenience.
- Explore the map of a big city and figure out whether the best way to get around
- Identify different modes of transportation
- Read about the ICE trains in Europe
- Research stats about the airport in Frankfurt
- Listen to an ad for a resort and identify the key pieces of information
- Browse brochures for study abroad programs. Students must decide which one is best for them and why.
- Research and make an itinerary for your dream trip to a German speaking city
- Explore video about how Germans spend their vacation time  
<https://www.welt.de/vermishtes/video17978478/0/Endlich-Ferien-Wie-die-Deutschen-am-liebsten-Urlaub-machen.html>  
Answer questions about the video and the information and vocabulary presented

Watch video about benefits of travel

[https://www.focus.de/reisen/videos/was-wir-im-urlaub-wirklich-wollen-das-perfekte-urlaubsziel-der-deutschen\\_id\\_4001234.html](https://www.focus.de/reisen/videos/was-wir-im-urlaub-wirklich-wollen-das-perfekte-urlaubsziel-der-deutschen_id_4001234.html)

Read the article about the downside of cruise ships and answer the comprehension questions, identify vocabulary and express your own opinion about cruising.

<https://www.sueddeutsche.de/wirtschaft/reisen-kreuzfahrten-ein-schmutziges-geschaef-1.4083710>

### Interpersonal Tasks:

- Ask a partner to describe where he/she would like to go on their next vacation and how they would travel
- Ask a partner what he/she thinks about the importance of public transportation
- Describe a vacation you took to a classmate and compare your experiences
- Discuss with a German partner their reasons traveling from place to place by bus/train/bike. Debate the value of different modes of transportation.
- With a partner – list the top five reasons that travel is important. Compare your answers with another group
- Role play the parts of travel agent and client.
- React with a partner to a specific travel situation – lost luggage, missed connection, late train
- Interview classmates about their favorite and least favorite family vacations

- I can ask and answer questions about the impact of tourism on the environment
- I can describe how leisure time is commonly spent by people my own age
- I can explain why tourism can have negative effects on a country

#### Presentational:

- I can present information about travel etiquette
- I can explain why I want to travel to a specific place and outline the things I will do there
- I can explain the importance of free time and travel
- I can reflect on the different attitudes about travel and free time in the US and in Germany

#### Vocabulary evaluation/analysis

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

#### Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

#### Summative Assessments:

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

- Imagine the class wins the lottery – engage in a class debate about where to travel as a group and what to see while we are there.
- Watch the video about Vienna <https://www.geo.de/reisen/reiseziele/245-rtkl-video-wien-voller-pracht> and discuss what you saw and why you would like to / would not like to go there.
- Meet with students who went to Germany with CIEE or who are in our German Exchange program. Interview them about their experiences.

#### **Presentational Tasks:**

- Write a dialogue and perform with a partner- debate a travel destination and explain all the things you can do when you are there
- Create a travel brochure for a destination in a German speaking country
- Identify different modes of transportation and where you might travel with each
- Create a short video advertisement for a travel destination
- List five places you would like to visit, find photos, create a PowerPoint or Prezi to describe that location to the class.
- Students receive an email from a travel agent about something that has gone wrong with their travel plans. Respond to the email asking appropriate questions and posing possible solutions or alternatives.
- Write a postcard to a friend about a place you visited, describe what you did, what you ate, what you saw
- Write a blog describing a trip that you took, including pictures, details about where you went, how you got there and what you did in each place.

#### **Benchmarks:**

*Presentational Assessment* – Create a travel itinerary or a video journal for a trip to a specific German, Austrian or Swiss city or resort. Include information about how you traveled, what you did, include information about cost, food, culture etc.....

*Interpersonal Assessment* – Watch the video of a drone visiting some of the most beautiful sights in Germany <https://www.youtube.com/watch?v=vp4iUwArXGA>

With your partner discuss what you saw and talk about. Note which sites you would most like to visit in person and why. Teacher will identify a glitch in your plan and ask students to spontaneously resolve it.

*Interpretive Assessment* – Read the article about Germany's 16 Bundesländer and answer the questions. Identify new and unfamiliar vocabulary.



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.

<b><i>Assessing Performance Assessing Proficiency</i></b>	<b><i>Assessing Performance Assessing Proficiency</i></b>
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 Emotional Learning:

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



### Self-Awareness

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



### Self-Management

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



### Social Awareness

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



### Responsible Decision-Making

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



### Relationship Skills

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

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

- Travel vocabulary page 130-131
- Brainstorm vocabulary (not listed in book) that can be used to describe additional travel scenarios
- Describe different options for traveling between two locations
- Identify different kinds of hotel options and why you might choose one over the other
- Listen to announcements in a train station or airport and decide what to do next
- Talk about what modes of transportation are available to you in different cities / places.
- Talk about what to pack for specific travel destinations
- Plan multiple routes around German cities using the subway map and explain the differences
- Identify prepositions of location and their uses in specific phrases – page 124-125
- Write and perform dialogue about going to (a city) for the weekend, discuss how you will get around
- Read article about vacation in Schleswig Holstein p. 129 Watch the video and discuss
- Read article about Germany's largest airport in Frankfurt page 136
- Read article about the ICD trains in Europe page 137 – Discuss their benefits and drawbacks.
- Research the Vogelfluglinie between Copenhagen and Hamburg
- Choose a travel destination and discuss with your partner how to get there, what to do when you go

- Compare and contrast German and American attitudes about driving
- Talk about getting your driver's license in Germany and discuss the merits of both systems
- Read about / watch video about Sabite's summer in Turkey – answer questions pages 134.-135
- Identify when you use the infinitive in German sentences. page 138-139
- Review use of time expressions in German and the word order rules – page 142
- Review the months / seasons / weather vocabulary in relation to why we travel and what we do when we travel
- Fill in the blank with the correct vocabulary words about weather
- Create a visual dictionary describing unit vocabulary
- Practice weather vocabulary with Flyswatter
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- Bring in and describe pictures from a trip you took and describe the events / the modes of transportation
- Introduce indefinite pronouns (jemand / niemand) and their uses page 144-145
- Handout individual travel “nightmare” scenarios” and have students react and say what to do next
- Review separable and inseparable prefix verbs – pages 120-121
- Use two way prepositions to say where something is and where you might put it
- Read travel destinations on the Nordsee
- Plan a trip with a small group – write an itinerary, plan how to get ther, what to do when you arrive, etc..
- Read current events and discuss
- Listen to slow spoken news and discuss
- Watch videos about tourists visiting specific cities in Germany. Choose one and explain why you would like to visit
- Explore why people love (or hate) Berlin in a youtube video with a passersby
- Go to the Deutsche Bahn website at <http://reiseauskunft.bahn.de> and plan a trip via train, exploring schedules, ticket prices for a variety of destinations, departure and travel dates. Give detailed explanation of your choices.

#### **Resources: Resources:**

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[www.vistahigherlearning.com](http://www.vistahigherlearning.com)

[www.aatg.org](http://www.aatg.org); [ACTFL.org](http://ACTFL.org)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)

[CARLA](#)

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

[Class Tools](#)

[Creative Language Class](#)

[CMOsulture Crossing](#)

[Digital Dialects](#)

[Dictionary](#)

[EdModo](#)

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

[FLENJ](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Generator](#) – generate puzzles, passports, etc.

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Kidsweb](#) crafts and cultural resources for kids in German

[Kindernetz](#) – German kids show and games (Tom und Erdbeermarmeladebrot)

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

[Library](#) – International Children's Library – online children's books in German

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

[Lingt](#) – Create speaking exercises for your students  
[LiveBinders](#)  
[Live Worksheets](#)  
[Lyrics Training](#)  
[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 World Language Classroom (Martina Bex)  
[Today's Meet](#) – Create Chat Rooms  
[Tongue Twisters](#) – collection of German Zungenbrecher  
[Voice Thread](#)  
[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](#)  
[Vispo.com/teleporter](#)  
[Swissworld.org](#)  
[Austria.de](#)  
[www.audio-lingua.eu](#)  
[www.mamalisa.de](#)

### **News, Infographics, 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](#)

## 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](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

[www.Google.com/voice](http://www.Google.com/voice)

[www.Google.com/maps](http://www.Google.com/maps)



## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

**Standard(s):** 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes  
 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences  
 • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast modes of transportation in Germany and the US, exploring the cultural, geographic, socio-economic reasons for the differences</li> <li>Use knowledge about cultural products and cultural practices to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience about the importance of revitalizing the transportation infrastructure of the US to make it more environmentally friendly and useful to people everywhere</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast age- and level-appropriate, <a href="#">culturally authentic materials</a> in an oral or written presentation.</li> <li>Participate in conversations on familiar topics using sentences and series of sentences</li> <li>Explain why Germans and Americans have such different attitudes about driving, traveling from place to place.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classrooms and cultural activities.</li> <li>Use expressions of time in sentences following the rules of word order</li> <li>Add expressions of time to a sentence and making the necessary changes to the word order</li> <li>Identify modes of transportation</li> <li>React to specific changes in the plan to travel from point A to point B</li> <li>Plan a trip using an airport schedule / train schedule / bus schedule / subway schedule and map</li> <li>Ask for help and suggestions for where to travel on your next vacation</li> <li>Use the two way prepositions with both the accusative and dative cases as necessary</li> <li>Understand the different ways to travel in Europe</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>research and discuss cultural issues/perspectives in more depth;</li> <li>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;</li> <li>create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>perspectives of a specific theme or having a futuristic twist;</li> <li>be held accountable for additional listening comprehension tasks;</li> <li>create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> <li>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;</li> </ul> <p>give assignments involving more sophisticated computer research and reporting</p>
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<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>Provide students with a list of specific words and phrases you want them to know.</li> <li>Model different ways in which they can combine words and phrases for communication.</li> <li>Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>Allow students to accompany vocabulary words with pictures and English translations.</li> <li>Teach content in chunks</li> <li>Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>Adapt the text based on language needs</li> <li>Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>Create graphic organizers and charts</li> <li>Create notecards to assist in learning vocabulary</li> <li>Give extended time on Interpretive assignments</li> <li>Allow use of a dictionary (in the native language)</li> <li>Rephrase and restate instructions</li> </ul>
<b>Learners with an IEP</b>	<p>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:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> <li>Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

[ELA / WL Alignment](#)

Aligning of the National Standards for Learning Languages to the CCSS:

[http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS\\_WL\\_standards\\_HO.pdf](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 & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

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

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

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

**Visual and Performing Arts:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

**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 21<sup>st</sup> Century Skills

**Indicators:**

**Indicators:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-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.

**Unit Title: Science and Technology**

## Unit Description:

Students will use the target language in all three modes to explore innovations in German technology/inventions/engineering as well as talk about how we communicate today. Students will explore the inventions/technology produced by Germany as well as the changes in communication methods to include apps, German etiquette around cell phone use, email, texting while replacing letter writing and phone calls. Students will learn about the parts of the car to help them survive a travel problem. They will learn about the German Autobahn and how and why Germans travel by bicycle more than Americans.

## Unit Duration: 6-7 weeks

### Desired Results

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives. Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

#### Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

	<ul style="list-style-type: none"> <li>• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> </ul>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</li> <li>• 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</li> <li>• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</li> <li>• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</li> <li>• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</li> <li>• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</li> <li>• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</li> </ul>	
<b>Intercultural Statement</b>	<b>Possible topics:</b>	
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.	Immigration, climate change, population, visual and performing arts, literature.	
Learners recognize and identify a few typical practices of the target culture.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.	
<b>Indicators:</b> <b><u>Interpretive:</u></b> <ul style="list-style-type: none"> <li>▪ Skim and Scan culturally authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on the community life in the target culture(s).</li> <li>▪ Read articles about German innovations in various fields and their influence on the global economy.</li> <li>▪ Read article about a car accident and identify important vocabulary</li> <li>▪ Understand a discussion in the target language related to communication methods in Germany</li> <li>▪ Read about use of email and texting in German speaking cultures.</li> <li>▪ Identify texting lingo</li> <li>▪ Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.</li> <li>▪ Demonstrate comprehension of content from reading, watching and listening material relating to traveling on the Autobahn in Germany</li> <li>▪ Watch video about Germans / Europeans use of bicycles to get around and identify key information</li> </ul>		

- Read about the German Autobahn and the recent changes (addition of a speed limit)
- Identify how people got around the the past and the scientific and technology changes that have occurred
- Watch advertisement about Mercedes Benz and identify key information
- Idetnify vocabulary related to technology and media

### **Interpersonal:**

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and heritage speakers, in which they ask and answer question about how you get to school and when / if you ride a bicycle
- Discuss with a partner how you most often communicate with friends and famiy members
- Debate the necessity of having a house phone (land line) in today's world
- Communicate using the present, Perfekt, and Imperfekt tenses
- Compare how we get to school / jobs / friends' houses to how Germans travel from place to place.
- Debate the importance of getting your driver's license at a young age.
- Discuss the importance of a speed limit on a high way as related to the article about the Autobahn
- Discuss with classmates the use of bicycles in the US vs. in Germany / German speaking countries
- Discuss how transportation may change in our lifetimes.
- Compare modes of transportation
- Discuss with a partner what kind of car you would like to own
- Discuss with a partner what types of technology you use on a daily basis

### **Presentational:**

- Use written and oral sentences to discourse, compare and contrast how people visit each other in Germany
- Produce an oral or written report on why you want / need a car
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
- Research German technology companies / inventors and present a PowerPoint about how their technological advancements have impacted our lives

### **Cultural Content Statement(s):**

Science and Technology impact our daily lives. Understanding the contributions and changes made by scientific and technological advancement help us identify a shared experience with people all over the world and experiences that occur within one's family, one's community, and the culture at large. Online newspapers, magazines, blogs, wikis, podcasts and government websites provide current information on perspectives of the target culture on local, national and global problems / issues. The amount of leisure time and how it is spent varies amount cultures.

### **Understandings:**

*Students will understand that...*

- 1.) Science and technology advancements have positive and negative impacts on the world we live in
- 2.) Different countries have different views of advancements in the areas of science and technology depending on their specific geographic, socio-economic and cultural viewpoints.
- 3.) Modes of communication have altered drastically in the past few years
- 4.) Personal preferences, as well as individual needs, are factors in determining how you communicate and how you get around from place to place
- 5.) There are differing opinions about the use of technology in schools
- 6.) There are differing opinions about the use of technology by young children
- 7.) Technology is often considered a luxury that many cannot afford
- 8.) Countries around the world have similar habits with respect to daily use of technology

### **Essential Questions:**

- 1.) How do advances in science and technology impact my life today?
- 2.) Who are innovators in science and technology?
- 3.) What role do ethics play in scientific advances?
- 4.) How have developments in science and technology affected our lives and the lives of others globally.
- 5.) How does the daily use of technology positively affect my life?
- 6.) How does the daily use of technology negatively affect my life?
- 7.) Does the use of technology help students learn more affectively?
- 8.) In what ways can we use technology to combat some of the global challenges we are facing?

## Assessment Evidence

### Performance Tasks:

#### 5 Rules for the 3 Modes

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

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

#### Interpretive:

- Read article about how students use technology to communicate with each other and teachers and identify key information
- Watch video about how much German teenagers rely on technology and what apps they use most  
<https://www.agentur-gerhard.de/social-media-marketing/social-media-nutzerzahlen-in-deutschland-2017/>
- Watch video about recent technological advancement and identify new vocabulary
- Read about what German students need to do to get their driver's licenses, and identify the differences to the American system
- Watch video about getting your driver's license in Germany  
<https://www.youtube.com/watch?v=n2Bi-gg4IM4>  
identify vocabulary and answer comprehension questions
- Identify challenges of getting your driver's license in Germany  
<https://www.welt.de/politik/deutschland/video176088009/Fuehrerschein-Pruefung-Darum-rasselt-jeder-Dritte-durch.html>  
In what Bundesland do the fewest students fail? What percentage of students fail their driver's test the first time? Answer questions and identify vocabulary in context
- Read about technological advancements in the automobile industry
- Read about BMW and all the advancements in the technology for their cars, while simultaneously encouraging great change on the environment.

#### Interpersonal:

- Debate with a classmate the best way to communicate with different people
- Use picture prompts to identify technological advancements and discuss their uses
- Interview a German partner to find out about how they communicate and travel on a daily basis
- Given the task to live without a specific piece of technology – discuss how you and your partner would cope
- Discuss with a partner the positive impact that social media / technology has had on your life

### Other Evidence:

#### Pre-Assessment:

Self Reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio clips related to technology and technological advances.

Interpersonal:

- I can ask and answer questions about the advantages and disadvantages of technology use
- I can ask and answer questions about personal daily use of technology
- I can exchange information about the use of technology in German-speaking countries.
- I can describe the types of challenges created by using technology
- I can explain how I feel about the importance of technology in schools

Presentational:

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

#### Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls



<ul style="list-style-type: none"> <li>▪ Discuss with a partner the negative impact that social media / technology has had on your life</li> <li>▪ Role play grandparent and grandchild. Describe to your grandchild what type of technology you had when you were their age, how it was used etc.</li> <li>▪ Interview a partner about how often they used technology. Do they play videogames? use phones at the dinner table? watch TV during meals? Compare their answers to your own family's rules and attitudes about technology</li> <li>▪ Make predictions with a partner about technologies that will exist ten years from now</li> </ul> <p><b><u>Presentational:</u></b></p> <ul style="list-style-type: none"> <li>▪ Create a commercial for a technological advancement</li> <li>▪ Make a video presentation of your daily routines and all the ways that technology impacts your daily life</li> <li>▪ Write a report about a recent German technological advancement</li> <li>▪ Create an advertisement for a new technological advance</li> <li>▪ Create a timeline about technology advancements for one item – cars / phones / computers / televisions / refrigerators / airplanes, etc...</li> <li>▪ Compare and contrast the way technology is used (or viewed) in different countries).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.</li> <li>• Student Blogs</li> <li>• Matching vocabulary with photos</li> <li>• Reading comprehension using authentic sources</li> <li>• Cloze Statements - where students must insert appropriate vocabulary.</li> <li>• Concentration game with vocabulary</li> <li>• <b><u>Word Splash Activity</u></b> - 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</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter Test / Unit Test</li> <li>• Integrated Performance Assessment or a component</li> <li>• Performance Assessment showing proficiency with "Can Do" statements and rubric</li> </ul>
<p><b>Benchmarks:</b></p> <p><i>Presentation Assessment</i> – Research a German science or technology advancement and write a report about how it will impact our future.</p> <p><i>Interpersonal Assessment</i> – Each pair of students will be assigned (will choose) a technological invention that has occurred in the past 30 years. Students will record their discussion / debate about the advantages of that technology and what has been lost as a result of that technology.</p> <p>The list includes but is not limited to the following – texting, Facebook, Instagram, Snapchat, back up cameras on cars, DVRs, Netflix, cell phones, online textbooks, online schools, smart phones, online shopping, email, video games, downloadable music, use of headphones, the 24 hour newscycle, wirerless and Bluetooth capabilities, exercise equipment, podcasts, etc.</p> <p><i>Interpretive Assessment</i> – Explore online BMW's plans for a self-driving automobile  <a href="https://www.bmwgroup.com/de/innovation/technologie-und-mobilitaet/autonomes-fahren.html">https://www.bmwgroup.com/de/innovation/technologie-und-mobilitaet/autonomes-fahren.html</a></p> <p>Answer questions and identify familiar and unfamiliar vocabulary about this technology.</p> <div></div>	

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.

<b><i>Assessing Performance</i></b>	<b><i>Assessing Proficiency</i></b>
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 Emotional Learning:**

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



### Self-Awareness

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



### Self-Management

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



### Social Awareness

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



### Responsible Decision-Making

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



### Relationship Skills

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

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

- Explore the BMW website for updates in technology related to automobiles and travel
- Debate the values and dangers of self driven automobiles
- Listen to description of different situations and identify key information. Ex. 4 page 157
- Read about a car accident and answer questions Ex. 5 p. 158
- Discuss with a partner the importance of communication in your daily life
- Match modes of transportation to the destinations as appropriate
- Match modes of communication to the specific scenario and explain why it's appropriate
- Describe differences in the pictures – Ex. 6 p. 158
- Read about Germany's Autobahn and identify key vocabulary and information p. 162
- Discuss use of bicycles in Germany vs. in the US
- Talk about how modes of transportation have changed over the years
- Introduce the Plusquamperfekt to describe past events, that occurred before another event in the past
- Use conjunctions and word order with the Plusquamperfekt pages 164-165
- Talk about how your grandparents / great grandparents traveled compared to how we travel.

- Discuss how modes of communication have changed in the past 200 years
- Use the Plusquamperfekt to talk about events in the past and the more distant past.
- [www.planet-schule.de/sf/filme-online.php](http://www.planet-schule.de/sf/filme-online.php) watch videos on a variety of topics including Technik
- Explain what you had done – Ex. 4 page 166
- Use comparatives and superlatives to describe – page 168-169
- Interview two classmates about what they feel is the most important piece of technology they use
- Describe something using comparatives and superlatives
- Describe the picture using the vocabulary indicated ex. 6 p. 171
- Watch commercial about Mercedes Benz p. 173 – identify important vocabulary and main idea
- Identify vocabulary related to computers, technology and media pages 174-175
- Categorize the vocabulary words
- Act out a skit with a partner about buying new electronic devices for your new apartment
- Debate with a partner what technology you could best live without
- Read about Max Planck p. 180 and answer questions that follow
- Research German media giants and the importance of information in German speaking countries
- Discuss how Germans view watching the news and compare to our personal attitudes
- Read about the newest trends in digital media and discuss how they affect our daily lives
- Explore the use of demonstratives page 186-187
- Create an original driver's license using the fun generator app  
<http://www.onlinewahn.de/generator/index.htm>
- Brainstorm what technology you can most easily live without
- Play 20 Questions about science and technology
- Play Battleship- Ask questions about vocabulary word to determine where battleship is located.
- Review vocabulary with LOTTO
- Brain storm and discuss- What technology is most important to us?
- Debate the usefulness of still having a home / landline telephone
- Write two truths and a lie and have your classmates determine which is the lie
- Explore texting lingo in German (compare LOL and BTW to the German abbreviations)
- Read the manual for installing a printer p. 194-6 and answer the questions
- Act out a skit about buying new technology in an electronics store
- Predict what the next big change in communication might be
- Listen to a dialogue about communication and use the imperative to restate the information p. 196
- Write a review of a new car p. 197

#### **Resources: Resources:**

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[www.vistahigherlearning.com](http://www.vistahigherlearning.com)

[www.aatg.org](http://www.aatg.org); [ACTFL.org](http://ACTFL.org)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)

[CARLA](#)

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

[Class Tools](#)

[Creative Language Class](#)

[CMosulture Crossing](#)

[Digital Dialects](#)

[Dictionary](#)

[EdModo](#)

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

[FLENJ](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Generator](#) – generate puzzles, passports, etc.

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Kidsweb](#) crafts and cultural resources for kids in German

[Kindernetz](#) – German kids show and games (Tom und Erdbeermarmeladebrot)

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

[Library](#) – International Children's Library – online children's books in German

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

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

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[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 World Language Classroom (Martina Bex)

[Today's Meet](#) – Create Chat Rooms

[Tongue Twisters](#) – collection of German Zungenbrecher

[Voice Thread](#)

[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](#)

[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](http://www.wdr.de)  
[www.tivi.de](http://www.tivi.de)  
[www.tagesschau.de](http://www.tagesschau.de)  
[www.wetter.de](http://www.wetter.de)  
[www.medi-kids.de](http://www.medi-kids.de)  
[www.spiegel.de](http://www.spiegel.de)  
[www.stern.de](http://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](#)

## **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](#) – Visualization 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](#)  
[Twister](#) (Fake Twitter)  
[Vocaroo](#) – Voice Recording Device  
[Voice Thread](#)  
[Voki](#) – Create an Avatar  
[www.Google.com/voice](http://www.Google.com/voice)  
[www.Google.com/maps](http://www.Google.com/maps)



## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

### Standard(s): World Language

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a multi-media presentation exploring the importance of science and technology and advances in both, specifically related to communication.</li> <li>Explore online newspapers, magazines, blogs, podcasts, videos and government websites that provide current information on the perspectives of the target culture on local, national, and global problems / issues and the advancement of science and technology in these areas.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> Students will be able to: <ul style="list-style-type: none"> <li>Identify the important technological advances in recent years</li> <li>Debate the advantages and disadvantages to specific scientific and technological advances</li> <li>Communicate about the importance of technology in their daily life.</li> <li>Identify the main idea and most supporting details contained in authentic materials using electronic information and other sources related to targeted themes</li> <li>Use digital tools to participate in short conversations and to exchange information related to the community and transportation systems</li> <li>Compare and contrast age-and level- appropriate culturally authentic materials orally and in writing</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> Students will be able to: <ul style="list-style-type: none"> <li>Identify the parts of the car</li> <li>Discuss why Germans use bicycles more frequently than Americans</li> <li>Orient myself to certain places in town</li> <li>Discuss the German Autobahn and the recent changes made</li> <li>Talk about the importance of technology and communication in your everyday life</li> <li>Communicate using email, texting, letter writing techniques</li> <li>Explore new technologies and their uses</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>research and discuss cultural issues/perspectives in more depth;</li> <li>pose questions that involve inference 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;</li> <li>create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>perspectives of a specific theme or having a futuristic twist;</li> <li>be held accountable for additional listening comprehension tasks;</li> <li>create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> </ul>
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	<ul style="list-style-type: none"> <li>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;</li> </ul> <p>give assignments involving more sophisticated computer research and reporting</p>
<b>Struggling Learners</b>	<p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p> <ul style="list-style-type: none"> <li>Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>Provide students with a list of specific words and phrases you want them to know.</li> <li>Model different ways in which they can combine words and phrases for communication.</li> <li>Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>Allow students to accompany vocabulary words with pictures and English translations.</li> <li>Teach content in chunks</li> <li>Use of TPRS</li> </ul>
<b>English Language Learners</b>	<p><a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></p> <ul style="list-style-type: none"> <li>Adapt the text based on language needs</li> <li>Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>Create graphic organizers and charts</li> <li>Create notecards to assist in learning vocabulary</li> <li>Give extended time on Interpretive assignments</li> <li>Allow use of a dictionary (in the native language)</li> <li>Rephrase and restate instructions</li> </ul>
<b>Learners with an IEP</b>	<p>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:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> <li>Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## 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](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 & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

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

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

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

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

**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 21<sup>st</sup> 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.

## Unit Title: Global Challenges

**Unit Description:** Students use the target language in the three modes of communication to explore important environmental issues. Be able to compare and contrast the different ways that different cultures approach solutions to these problems.

## Unit Duration: 4-5 Weeks

### Desired Results

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives. Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

#### Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

	<ul style="list-style-type: none"> <li>• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</li> <li>• 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> </ul>	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</li> <li>• 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</li> <li>• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</li> <li>• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</li> <li>• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</li> <li>• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</li> <li>• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</li> </ul>	
<b>Intercultural Statement</b>	<b>Possible topics:</b>	
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.	Immigration, climate change, population, visual and performing arts, literature.	
Learners recognize and identify a few typical practices of the target culture.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.	
<b>Indicators:</b> <b>Interpretive:</b> <ul style="list-style-type: none"> <li>• Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about environmental issues</li> <li>• Make use of print and digital resources to understand the meaning of new words and expressions</li> <li>• Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.</li> <li>• Synthesize information about the same topic from multiple authentic sources noting important similarities and differences in the points of view they represent</li> <li>• Interpret a weather map</li> <li>• Research weather patterns in the past and discuss how global warming has impacted the weather</li> </ul>		

- Match pictures of different weather events to activities that we enjoy during these weather events.
- Read and listen to information about weather and environmental issues
- Listen to and watch a video and podcasts about environmental issues.
- Read and listen to descriptions and comparisons of different countries and their approach to environmental issues.
- Compare recycling efforts in the U.S. to those in various German-speaking countries.
- Compare attitudes about global warming and other environmental issues to those in German speaking countries.
- Understand cultural perspectives.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Watch / Listen to authentic videos and podcasts, first for the gist and then for details. Fill in chart with relevant information.

#### Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to weather, environmental issues, what we do to conserve energy in our daily lives.
- Speak about how our school, town, state deals with environmental issues.
- Discuss ideas about how our school can do more to protect the environment.
- Speak about what our family and friends can do about environmental issues.
- Talk about solar panels, hybrid cars, wind energy, composting, recycling efforts and other ways that we are making a difference to our environment
- Describe your daily activities and how what you do impacts the environment.
- Speak about where, when and how often people engage in activities that protect the environment.
- in small groups, make lists of daily activities and sort them into “harmful to the environment” and “good for the environment” Discuss ways to change the behaviors to make them better for the environment.

#### Presentational:

- Use the information collected through the Podcasts and write a letter to a student newspaper about the environmental issues. Explain the problems (cause and effects) give examples and give suggestions for how young people can make a difference in the world
- Write a summary about an environmental issue that affects German speaking countries and what they do to address the problem.
- Use a series of sentences to describe daily activities and how they impact the environment.
- Compare and contrast how other cultures view humanity's impact on the environment
- Present and discuss information about daily activities and their impact on the environment
- Take inventory of activities that can affect the environment (drawing on previous knowledge of household vocabulary as well as cognates – e.g. sort the trash, use plastic or re-usable containers, take long/short showers, etc....)
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

#### Cultural Content Statement(s):

Global Challenges and Environmental Issues are important topics in the news today. Attitudes about what we can do on a personal, local and global level to help the environment are important. These attitudes can vary greatly among cultures. Topics that assist in the development of this understanding should include, but are not limited to daily routines, weather, conservation, and recycling. Online newspapers, magazines, blogs, wikis, podcasts, videos and government websites provide current information on perspectives of the target culture on local, national and global problems issues. Topics that assist in the development of this understanding should include, but are not limited to : current events and contemporary emerging global issues, problems, and challenges, e.g. population growth, migration, environmental degradation and protection; and the allocation of scarce resources.



**Understandings:***Students will understand that...*

1. Every person, regardless of culture, can make changes in their personal daily routine that can help conserve the environment.
2. Every day decisions impact the environment.
3. Culture influences people's attitudes about the environment.
4. The role of the government impacts quality of life
5. There are differences in opinion about the state of our environment
6. Countries around the world have unique issues involving the environment

**Essential Questions:**

1. How do my daily routines harm the environment?
2. How can I change my daily routines to conserve energy, water and other natural resources?
3. How do German-speaking countries express concern about environmental issues?
4. How can I express my own opinion and problem-solve?
5. How can we change the minds of those who do not believe the environment is facing a crisis?
6. How can technology be used to aid in any of these global challenges?
7. What are the biggest global challenges affecting the United States today? How do they compare to the global challenges that are important to German speaking countries?
8. How has social media changed the way we find out about issues affecting our environment, our neighborhood and other countries?

**I****Performance Tasks:****5 Rules for the 3 Modes**

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

1. They must be **authentic**.
2. They should always be **engaging**.
3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. Class/teacher should be 90% in **target language**.

**Interpretive:**

- Listen to authentic videos and podcasts
- First listen to understand the gist of the contents
- Listen again and fill in a chart with relevant details
- Read articles about environmental issues and create a graph indicating what you learned.
- Listen to descriptions of various environmental issues – recycling / wind energy / hybrid vehicles / use of public transportation etc. and discuss
- Read a weather map and identify the symbols and signs

**Other Evidence:****Pre-Assessment:**

Self Reflection: "Can Do" Statements

Interpretive:

- I can understand, read documents, and listen to audio clips related to global challenges

Interpersonal:

- I can ask and answer questions about environmental issues
- I can exchange information about events that have happened in the past
- I can describe the types of environmental issues and challenges in the world today.

Presentational:

- I can present information about different types of global challenges and ways that I can help make a difference
- Vocabulary evaluation/analysis
- [KWL Chart](#)  
[KWL Chart](#)  
[KWL Chart - Example](#)
- "Can Do" self-assessment rubric
- Quick Write

- Read and describe articles from iCulture, in which people describe the things they do to protect the environment
- Read articles about how BMW is tackling global and environmental problems  
<https://www.bmwgroup-werke.com/regensburg/de/verantwortung/umwelt.html>
- Take a virtual tour of the BMW museum in Munich Germany and learn about all the efforts they are making to impact the globe in a positive way
- Read about ways that we can help the environment  
<https://www.wiwo.de/technologie/umwelt/nachhaltigkeit-33-tipps-wie-sie-die-welt-verbessern-koennen/8281168.html>
- and
- <https://www.antenne.com/tipps/service/verbrauch/10-tipps-wie-wir-die-umwelt-schuetzen-koennen-id54796.html>

### **Interpersonal:**

- Interview a classmate or a German student to find out about what they do / should do to protect the environment  
[https://de.wikihow.com/Etwas-f%C3%BCr-die-Umwelt-tun-\(Kinder\)](https://de.wikihow.com/Etwas-f%C3%BCr-die-Umwelt-tun-(Kinder))
- Create a survey to ask classmates about how important environmental issues are to them
- Discuss with a partner the ways that we can make little changes in our daily routines to help the environment. Use information from the articles named above.
- Debate with a partner why little changes may not be enough to help the environment

### **Presentational:**

- Watch video about what we can do for the environment  
<https://www.youtube.com/watch?v=VVDHyIGQNZg> and create an original video answering the same questions
- Group project – choose an environmental issue and research how Germans and Americans are tackling the issues  
e.g. air pollution / climate change / global warming / excess packaging / trash / emissions / water conservation / wildlife conservation / deforestation / depletion of natural resources / lack of safe drinking water / soil erosion, etc....
- Create PowerPoint/ Prezi of environmental issues and potential solutions to the problem

- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Recycling - Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

### **Formative Assessments:**

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

### **Summative Assessments:**

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

**Benchmarks:**

*Presentational Assessment* – Choose an environmental issue and report to class how Germans (and compare to Americans) are tackling these issues. In pairs or small groups, research the issue, current strides toward tackling the issue and create a multi-media presentation to present to the class.

Topics include: air pollution / climate change / global warming / excess packaging / trash / emissions / water conservation / wildlife conservation / deforestation / depletion of natural resources / lack of quality drinking water / soil erosion etc....

*Interpersonal Assessment* – You and your partner create a plan to present to the school board that will address a specific environmental problem in our schools. Discuss the problem and how you will present your recommendations to the board.

*Interpretive Assessment* – Read the article below about the impact of electric cars on the environment.

<https://www.ndr.de/ratgeber/verbraucher/Wie-umweltfreundlich-sind-Elektroautos,emobilitaet266.html>

Answer questions, identify new and unfamiliar vocabulary and give your own opinion about these cars / this article.

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.

<b><i>Assessing Performance</i></b>	<b><i>Assessing Proficiency</i></b>
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 Emotional Learning:**

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



### Self-Awareness

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



### Self-Management

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



### Social Awareness

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



### Responsible Decision-Making

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



### Relationship Skills

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

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

- Review weather expressions page 112-113
- Discuss how the climate has changed and what we can do about it
- Read articles / listen to podcasts about environmental issues
- Interview classmates about what they do to help the environment
- Create list of suggestions to share with the school principal about how the school can make simple changes that will help protect the environment
- Record answers to above exercises to create a profile about a classmate
- Create complex sentences using conjunctions and proper word order
- Identify coordinating conjunctions and combine sentences using them
- Identify subordinating conjunctions and combine sentences using them
- Answer "why" questions using inverted word order and conjunctions in responses
- Create an online assessment to review grammar concepts
- Answer online survey (icebreaker) questions using Kahoot
- Create a visual dictionary, illustrating comparative forms



- Fill out survey about what you do to help the environment on a daily basis
- Identify environmental issues and brainstorm ways to help solve them
- Inside/ Outside Circle
- Google Voice- Respond to prompt about an environmental issue
- Acrostic Poem/ Question Sheet- Divide paper into 8 squares, and each square answers one question. Go around the room and find someone with similar answers
- Read about Wind Energy page 118 and discuss
- Read about Climate Change p. 119 and discuss
- Research additional environmental issues
- Listen to the following Podcasts and be prepared to discuss and debate the information

**Podcasts:**

<http://www.audio-lingua.eu>

[http://www.audio-lingua.eu/IMG/mp3/STE-008\\_daniela\\_umwelt.mp3](http://www.audio-lingua.eu/IMG/mp3/STE-008_daniela_umwelt.mp3)

[http://www.audio-lingua.eu/IMG/mp3/Umweltschutz\\_julia.mp3](http://www.audio-lingua.eu/IMG/mp3/Umweltschutz_julia.mp3)

<http://www.audio-lingua.eu/IMG/mp3/STE-007umweltschutz.mp3>

[http://www.audio-lingua.eu/IMG/mp3/helga\\_energie.mp3](http://www.audio-lingua.eu/IMG/mp3/helga_energie.mp3)

<http://www.audio-lingua.eu/IMG/mp3/STE-027chris-muell.mp3>

- Students will listen to the above podcasts and be able to fill in a chart identifying the following information:  
Environmental Problems / Causes / Effects / Solutions
- Watch video “Essen im Eimer” about food waste. Discuss what we can do about it
- Students use this information to discuss with a partner or in groups of three – What do you think are the top three environmental problems in your state / city / town? How can you be more responsible in your daily activities to protect the environment?
- Watch videos about current issues in German-speaking and European countries affecting the environment and the world as a whole. [www.wdr.de/tv/neuneinhalb](http://www.wdr.de/tv/neuneinhalb)
- Explore global issues involving human rights, such as child labor, child soldiers, education, clean water, etc. at [www.unicef.de](http://www.unicef.de)

**Resources: Resources:**

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[www.vistahigherlearning.com](http://www.vistahigherlearning.com)

[www.aatg.org](http://www.aatg.org); [ACTFL.org](http://ACTFL.org)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)

[CARLA](#)

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

[Class Tools](#)

[Creative Language Class](#)

[CMosulture Crossing](#)

[Digital Dialects](#)

[Dictionary](#)

[EdModo](#)

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

[FLENJ](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Generator](#) – generate puzzles, passports, etc.

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

[Kidsweb](#) crafts and cultural resources for kids in German

[Kindernetz](#) – German kids show and games (Tom und Erdbeermarmeladebrot)

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

[Languages On Line](#)



[Lang Media](#) – Video Clips  
[Language Magazine](#)  
[Learn A Language](#) – Comprehensive Lessons, Games and Activities  
[Learner.org](#) – Integrated Lessons for the World Language Classroom  
[Library](#) – International Children's Library – online children's books in German  
[Lingorilla](#) – Video Clips and Interactive lessons  
[Lingt](#) – Create speaking exercises for your students  
[LiveBinders](#)  
[Live Worksheets](#)  
[Lyrics Training](#)  
[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 World Language Classroom (Martina Bex)  
[Today's Meet](#) – Create Chat Rooms  
[Tongue Twisters](#) – collection of German Zungenbrecher  
[Voice Thread](#)  
[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](#)  
[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](http://www.medi-kids.de)

[www.spiegel.de](http://www.spiegel.de)

[www.stern.de](http://www.stern.de)

## 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](#)

## 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](#) – Visualization 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](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

[www.Google.com/voice](http://www.Google.com/voice)

[www.Google.com/maps](http://www.Google.com/maps)

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and problem-solve environmental issues that affect their home and school communities</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and contrast attitudes about environmental issues in the US and in German speaking countries.</li> <li>Present information about how an individual can conserve energy, recycle, and impact the environment</li> <li>Read authentic articles/ children's stories and listen/watch videos to interpret the main idea</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Talk about wind energy</li> <li>Identify environmental issues</li> <li>Identify what we do that impacts the environment</li> <li>Distinguish between positive and negative actions and their impact on the environment</li> <li>Make comparisons – use comparative and superlative adjectives</li> <li>Talk about the weather</li> <li>Use proper word order with conjunctions</li> <li>Use demonstrative pronouns</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>research and discuss cultural issues/perspectives in more depth;</li> <li>pose questions that involve inference 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;</li> <li>create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>perspectives of a specific theme or having a futuristic twist;</li> <li>be held accountable for additional listening comprehension tasks;</li> <li>create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> <li>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;</li> </ul> <p>give assignments involving more sophisticated computer research and reporting</p>
<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>Provide students with a list of specific words and phrases you want them to know.</li> <li>Model different ways in which they can combine words and phrases for communication.</li> <li>Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>Allow students to accompany vocabulary words with pictures and English translations.</li> <li>Teach content in chunks</li> <li>Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>Adapt the text based on language needs</li> <li>Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>Create graphic organizers and charts</li> </ul>

	<ul style="list-style-type: none"> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> <li>• Rephrase and restate instructions</li> </ul>
Learners with an IEP	<p>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:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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](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 & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

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

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

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

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

**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 21<sup>st</sup> Century Skills

### Indicators:

**Indicators: see above link for indicators.**

9.1.2.CR indicators, Career Planning, Decision making, Global Awareness, Media and information literacy, digital citizenship, (9.2.12; 9.4

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.
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