



# 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:** German 2A

**Grade Level(s):** 9,10,11,12

**Duration:**

*Full Year:*

**x**

*Semester:*

*Marking Period:*

**Course Description:**

This course is designed for the student who has successfully completed German 1A or has a teacher recommendation from the middle school upon completion of the Beginning 1 and 2 German courses. This course is an 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 Novice High level and steadily moving towards the Intermediate low level in the ACTFL proficiency guidelines. 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 Novice high to the Intermediate low 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.

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**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>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>
	<b>Interpersonal Communication</b>	. I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.
	<b>Presentational Speaking</b>	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can present information on most familiar topics using a series of simple sentences.
	<b>Presentational Writing</b>	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write briefly about most familiar topics and present information using a series of simple sentences.
	<b>Interpretive Listening</b>	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear	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.
	<b>Interpretive Reading</b>	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of short and simple texts when the topic is familiar.
<b>Primary Resources:</b>	The textbook used for this course is <i>Mosaik! 2</i> , copyright © 2018 by Vista Higher Learning.			

## 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:**

Angela Bacher

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**Under the  
Direction of:**

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

**Written:** \_\_\_\_\_ **2018** \_\_\_\_\_

**Revised:** \_\_\_\_\_ **July 2021** \_\_\_\_\_

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

## Unit Title: Personal and Public Identities

**Unit Description:** Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school activities are similar and different in the home and target culture(s).

**Unit Duration: 4-5 Weeks**

### Desired Results

**STUDENTS WILL BE COMING INTO THIS COURSE AT A NOVICE HIGH AND MOVING TOWARD THE INTERMEDIATE LOW LEVELS.** 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.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<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>
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<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>
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"><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><li>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li></ul>

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|  | <ul style="list-style-type: none"><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> |
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**Understandings:**

*Students will understand that...*

1. Every person, regardless of culture, has qualities that make him/ her unique.
2. Expanding your language/ cultural awareness will allow you to better relate and connect to people of other cultures.
3. Culture influences people's preferences and views of others.

**Essential Questions:**

1. How do others see me and what makes me unique?
2. How can I relate or connect to people of other cultures?
3. How does culture influence preferences?
4. How does culture affect how I view others?
5. How does climate change/scarcity of resources affect migration?

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<p><b>Performance Tasks:</b></p> <p><b><u>5 Rules for the 3 Modes</u></b></p> <p>In order to help students better master this unit remember these rules when selecting activities:</p> <ol style="list-style-type: none"> <li>1. They must be <b>authentic</b>.</li> <li>2. They should always be <b>engaging</b>.</li> <li>3. Activities should be <b>varied</b>.</li> <li>4. They need to be <b>focused</b> around the unit theme.</li> <li>5. Class/teacher should be 90% in <b>target language</b>.</li> </ol> <p><b><u>Interpretive:</u></b></p> <ul style="list-style-type: none"> <li>• Listen to Ich bin Ausländer and write a profile of the singer, based on what you hear</li> <li>• <a href="https://www.youtube.com/watch?v=2Wd-Fdk-DX4">https://www.youtube.com/watch?v=2Wd-Fdk-DX4</a> <ul style="list-style-type: none"> <li>- Listen to each person describe him/herself (do this without looking at prompts on screen)</li> </ul> </li> <li>• Fill out survey about self</li> <li>• Read and listen to descriptions about other people- guess whom it is describing</li> <li>• Police Sketch artist- Draw person being described. To expand activity, draw two people being described, based on comparisons</li> <li>• Read and describe articles from iCulture, in which people describe themselves, and compare the people</li> </ul> <p><b><u>Interpersonal:</u></b></p> <ul style="list-style-type: none"> <li>• Play 20 Questions- One student will think of a famous person, and the other will ask yes/no questions to determine the person (using comparisons)</li> <li>• Interview a classmate or a German student to find out about preferences</li> <li>• Look at pictures of famous Germans and have a spontaneous conversation describing them (using comparisons)</li> <li>• Speed Dating- Ask classmates (with a fake "dating" profile) questions, to determine who would be a good "match"</li> </ul> <p><b><u>Presentational:</u></b></p>	<p><b>Other Evidence:</b></p> <p><b><u>Pre-Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary evaluation/analysis</li> <li>• <a href="#">KWL Chart</a></li> <li>• <a href="#">KWL Chart</a></li> <li>• <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. Free-time 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.</li> </ul> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies</li> <li>• Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)</li> <li>• TPR response</li> <li>• Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry</li> <li>• Whiteboard responses</li> <li>• Smartboard responses</li> <li>• Exit slips / Polls</li> <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>• Performance Assessment showing proficiency with "Can Do" statements and rubric</li> </ul>

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| <ul style="list-style-type: none"><li>• Call GoogleVoice and introduce yourself, mentioning your preferences (using comparative)</li><li>• Create a “dating profile,” based on the information given to you.</li><li>• Create a PowerPoint or Prezi in which you introduce yourself, mentioning your preferences</li></ul> |  |
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**Benchmarks:**

Teacher created Integrated Performance Assessment about describing yourself and others in detail, comparing interests and preferences at the Intermediate Low level.

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	

<b>Learning Plan</b>
<p><b>Learning Activities:</b></p> <p><b><u>Social Emotional Learning:</u></b></p> <p>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.</p>



# 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

- p. 3 Ex. 1,3,5- Use definite and indefinite articles to label items you use on a daily basis
- P. 3, Ex. 2- Use the correct pronouns to talk about other people
- Introduce yourself and others using the verb sein- p. 3, Ex. 4 -6
- Interview a classmate using the cues provided- p. 3, Ex. 7
- Describe yourself, and then read your description to a classmate- p. 3, ex. 8
- Review forms of haben and the accusative case to talk about what you and others have- p. 4
- Talk about what you and others have in more detail- p. 5, Ex. 1-4
- Ask classmates questions about how many of a particular item they have – p. 5 Ex. 5
- Review regular verbs, time words, interrogatives – p. 6
- P.7, Ex. 1-3- Use verbs to describe hobbies and interests of yourself and others
- Ask questions about others using various interrogatives, using p. 7, Ex. 4-5 as a guide
- Review time phrases and dative case, using p. 6
- Interview classmates to find out about their favorite holidays and when their birthdays are- p. 7, Ex. 7-8
- Review stem vowel changing verbs and negation to talk about someone else or yourself in more detail- p.8
- Describe what other people are doing using stem vowel changing verbs- p. 9, Ex. 1-3
- Using p. 9, Ex. 4-5 as cues, say when you are someone is going to do something
- Look at p. 9, ex. 7- Give advice to Holger saying what he should do
- Using the pictures as cues, say what you and others like to do – p. 11 Ex. 1-7
- Review modal verbs and imperative forms- p. 12
- Give someone advice, using the prompts on p. 13, ex. 1-2 as cues
- Look at pictures, and say what the people should do- p. 13, ex. 7-8
- Review adverbs and separable prefix verb forms to describe what people like to do and when
- Describe likes and dislikes using the cues given- p. 15, Ex. 4-7
- Interview classmates about what they like to do, using p. 15 as a prompt

- Review comparative and superlative forms – pp. 168-169
- Compare people and items using the prompts on p. 169
- Use comparative forms to get to know someone's preferences- p. 171, ex. 4 and ex. 7
- Record answers to above exercises to create a profile about a classmate
- P. 170, ex. 1- Use comparatives to describe someone else
- Create an online assessment to review grammar concepts
- Answer online survey (icebreaker) questions using Kahoot
- Use pictures of German celebrities to practice comparative forms
- Create a visual dictionary, illustrating comparative forms
- 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 someone based on a picture
- Write a description of a famous person- Classmates must guess whom the paragraph is describing
- M and M game- Answer questions about self and your preferences based on M and M colors
- Timed Games- Line up based on specific information (birthdate, family, how far you travel to school), finding out answers by asking classmates only in German
- Play Guess Who, and write descriptions of board characters, comparing them to one another
- Speed Dating
- 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

#### **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](#)

[EdModo](#)

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

[FLENJ](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

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

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

[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

[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](#)

[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

[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](#)

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.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)  
[EdDraw](#) – Visulation Solutions (Charts and Diagrams)  
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions  
[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.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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.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.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 making friends and getting along with others.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compare and contrast leisure time activities of self and others to target culture through creating a multi-media rich presentation</li> <li>• Present information about free time activities and personality traits of self and others</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 family relationships</li> <li>• Identify personality traits</li> <li>• Identify physical traits</li> <li>• Distinguish between positive and negative personality qualities</li> <li>• Identify preferences</li> <li>• Identify likes and dislikes</li> <li>• Make comparisons</li> <li>• use stem vowel changing verbs and modal verbs in the present tense</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> </ul>
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	<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>• 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](#)

[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 4 contribute 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:**

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-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: It's All in the Past: Memories of Childhood

### Unit Description:

This unit teaches students how to communicate orally and in writing in both the Perfekt and Imperfekt tenses about childhood experiences as it relates to the German culture. Students will explore the cultural perspectives on childhood songs, games, and stories. At an intermediate low level students will be able to communicate/compare/contrast in all modes about childhood toys, games and activities, and fairy tales as they relate to how people interact in the German culture.

### Unit Duration: 6-7 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.

Core Idea:	• 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).
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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.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> <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.
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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 childhood experiences, as well as fairy tales in the target culture(s).
- Read and depict information that uses the Perfekt and Imperfekt tenses.
- Listen to and interpret information about toys, play, pets, and childhood.
- 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: childhood memories and activities, as well as, fairy tales

**Interpersonal:**

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and heritage speakers, in which they ask and answer question related to childhood experiences.
- Communicate verbally using the Perfekt tense, and in writing using the Imperfekt tense.
- Compare childhood experiences and fairy tales in the target culture(s) with own.
- Maintain a discussion related to: how people interact, what they were like as a child, and activities they used to do.
- Maintain a discussion related to: toys, pets, and animals in fables; childhood and children's activities, and fairy tales.

**Presentational:**

- Use written and oral sentences to discourse, compare and contrast how different childhood experiences are in the United States and German-speaking countries.
- Produce an oral or written report on information about childhood activities, and elementary school; a description from the point of view of a person in the past.
- Present information about common fairy tales.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.

**Cultural Content Statement(s):**

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

Communication: discussing personal history (narrative and orally)

Community, Connections and Culture: Differences and similarities between USA and German- speaking countries regarding childhood games, nursery rhymes, playground activities and pre-school age child care opportunities

**Understandings:**

*Students will understand that...*

- 1) Going through each stage of life impacts the next.
- 2) Each culture uses both spoken and written language to express memories and things that have happened in the past.
- 3) Fairy tales play an important role in the childhood of German speakers.

**Essential Questions:**

- 1) Why are childhood memories and milestones an important part of growing up?
- 2) How has my childhood shaped who I am?
- 3) How can I communicate my memories, and the find out more about the memories of others?
- 4) What role do fairy tales play in the childhood of German speakers?

**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:

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:**

- Model how to write about your childhood using an authentic children's picture book.
- [Video](#): Watch a video about 4 students talking about their childhood. Stop video for students to answer questions in the target language.
- Have students read [Grimm's Fairy Tales](#) and determine main idea, themes, cognates
- Listen to children's songs from target countries and identify common themes/compare to stories told to children here.
- Find on-line students talking about themselves in target countries. Compare their lives to yours.
- Compare Kitas in Germany to preschool in the USA. What does early childhood school look like in target countries?
- Find infographics about childhood past times from [bpb.de](#). Interpret and discuss.
- Use [neuneinhalb.de](#) to find interviews with children of different ages telling about their favorite memory. Write down as many past tense forms as you can hear.
- Use [blindekuh.de](#) to find newspaper articles written in the past tense. Underline Imperfekt forms
- iCulture and Newsela will have articles that can be used for discussion.

**Interpersonal:**

- Maintain a discussion related to: childhood toys, pets and activities, and to or for whom something is done.
- Using photo albums, children's books, etc. put students in pairs to discuss activities they used to do as a child
- Have students talk about their childhood pets, toys and games.
- Ask students to bring in at least one baby picture. In one minute (timed) tell a partner what they were like as a child/ baby, what they used to like to do, what they used to like to eat, what their parents used to say to them, etc. The Yearbook Baby Photo section can also be used for this. Inner/Outer Circle or Parallel lines activities can be used to alternate partners and give lots of practice in telling their story
- Studies have shown that children need creative play more than they need structured play. Have students research and argue the point in basic sentences.
- Use Inside/Outside Circle to report to each other on what they did over the weekend

**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. Free-time 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

- Interview a classmate/ German student to find out what he/she did as a child

**Presentation:**

- Write an email to a friend, saying what you did over the weekend
- Look at different pictures, and tell a story of what is going on
- Call GoogleVoice, and report your favorite childhood memory

## **Benchmarks:**

**Perfekt tense:** Create an interactive photo album recalling what you used to like to do as a child. Record voice narration.

## **Imperfekt tense:**

After studying Grimm fairy tales, create and act your own fairy tale, using the Imperfekt tense.

Here is Spanish benchmark to compare rigor level:

### **BENCHMARK #1: PRESENTATIONAL SPEAKING:**

**Learning Target:** I can describe a specific memory about an event, occasion, toy, childhood item, etc. from my childhood.

While spending some time with a host family in Germany, you are sitting with the entire family around the dining room table talking. Your host mom just told a funny story from her childhood. You recall a memory from your childhood and decide to share it with your host family. You will want to include: *You will want to include the following in your letter: How old you were; Where it was; Who you were with; What happened/what you were doing.*

### **BENCHMARK #2: INTERPERSONAL SPEAKING:**

#### **Learning Target:**

- I can answer a variety of questions about my childhood.
- I can ask a variety of questions about someone else's childhood.
- I can compare/contrast my childhood with someone else's childhood.

You are dating a German student and are going to meet his/her family soon. His/her family does not speak any English. They want to know if you are a good match for their son/daughter so they ask you a TON of questions about you and your childhood.

**Be prepared to:** Talk about what you were like when you were little (personality and physical appearance); Talk about what you used to do when you were little (when, with whom, where, and why); Talk about what you used to like/dislike; Ask what your boyfriend/girlfriend was like as a child; Compare your childhood with that of your boyfriend/girlfriend. Feel free to embellish your stories just a bit, so that you'll make a good impression on your girlfriend/boyfriend's family.

### **BENCHMARK #3: PRESENTATIONAL WRITING:**

#### **Learning Targets:**

- I can describe what I was like when I was little.
- I can describe what I used to do when I was little (when, with whom, where, and why).
- I can write about what I used to like and dislike when I was little.

You are volunteering with Big Brothers/Big Sisters. They have paired you with a shy, six year old German speaking child. You decide to introduce yourself in a letter before you meet him/her. In the letter you write about what you were like as a 6 year old, hoping to break the ice. You will want to include the following in your letter: An introduction of yourself; A description of what you were like when you were little (personality and physical appearance); A description of what you used to do when you were little (when, with whom, where, and why); A description of what you used to like/dislike when you were little.

Feel free to include anything else that will allow you to better connect with you new "little".



## 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

- Go over the Perfekt tense, using tips on p. 46
- Make an interactive notebook of the Perfekt tense
- Say what happened in the pictures, p. 48, Ex. 1-3
- Ask questions to a partner, based on prompts from p. 49, Ex. 4
- Describe famous people (what they did, what they looked like, etc. ) using the Perfekt – p. 49, Ex. 5
- Talk about what you did in the past, using the prompts given- p. 49, Ex. 6-7
- Look at pictures, and ask each other questions about what they people did – p. 56, Ex. 3
- Talk about the person's timeline, p. 56, ex. 4
- Create your own timeline of important childhood events
- Ask a partner what he/she did over the weekend (p. 56, Ex. 5)
- Describe a famous childhood character (in the Perfekt tense), and play 20 questions to guess who it is
- Call GoogleVoice
- Inside/Outside Circle
- Review Perfekt forms with Human Tic Tac Toe

- Review verb forms with LOTTO
- Circle Stories- Each person in the group writes a few sentences in the past tense, and then gives story to next person in group to act out
- Review verb forms with Kahoot / Quizizz/ Socrative
- Write a Blackboard message board post about your favorite childhood memories
- Look at pictures and discuss events in the Perfekt tense
- How much can you remember- Look at a scene from a famous childhood tv show/story/ movie for 30 seconds, and then say/ write as much about it as you can remember
- Use Poll Everywhere to find out about people's favorite childhood story, and later about Grimm fairy tales
- Review the Imperfekt tense with charts and color coded notes/notebooks- p. 74-75
- Discuss and highlight when to use Perfekt and Imperfekt tenses – Illustrate with Venn Diagram
- What tense is it- p. 76, Ex. 1
- Report situations in the past tense, using the cues given – p. 76, Ex. 2-3
- Read fairy tale excerpt and fill in the correct verb forms- p. 76, Ex. 4
- Report about life in the past- p. 76, Ex. 5
- Write a story, based on the pictures and cues given- p. 76, Ex. 6
- 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
- Highlight Imperfekt forms in various fairytales
- Write Imperfekt descriptions about fairytale characters, and play 20 questions to figure out whom it describes
- Rewrite a portion of a fairy tale, from the perspective of a particular character
- Brain storm vocab and verb forms- write a short story based on this information
- Create an Instagram account from the perspective of a fairy tale character, telling what they did (based on fairy tale plot)
- Come up with story, based on pictures
- Give students cards with infinitive verb forms- Students have to use forms in the past tense (either Perfekt or Imperfekt) to say what they did
- Answer questions about childhood based on what is written on cards

### **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)  
[World Culture EncyclopediaWha](#)  
[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](#)  
[EdModo](#)  
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions  
[FLENJ; ACTFL.org](#)  
[FLTEACH](#)  
[Fotobabble](#) – Share and Narrate Pictures  
[Glogster](#)  
[I Love Languages](#)  
[Instructional Resources](#) – Learning Scenarios  
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises  
[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice  
[Languages On Line](#)  
[Lang Media](#) – Video Clips  
[Language Magazine](#)



[Lawless French Audio Practice](#)

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

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

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

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

[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

[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](#)

[Shelby County Schools World Languages](#)

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

[Today's Meet](#) – Creat Chat Rooms

[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](#)

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.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)

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

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

[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)

Flipgrid

## 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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

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.

<p>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</p> <p>• 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.</p> <p>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.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences</p> <p>• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>• 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.</p>	
<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Research similarities and differences of favorite childhood stories and fairytales at home and around the world in target language countries</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast childhood parties, toys, pets, games, nursery rhymes and songs</li> <li>Compare and contrast fairy tales</li> <li>Use digital tools to participate in short conversations and to exchange information related to targeted themes</li> <li>Create a video or presentation discussing their childhood</li> <li>Demonstrate comprehension of conversations and written information on a variety of topics.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Talk about celebrations and parties with family and friends</li> <li>Discuss childhood toys and games they and their friends played with using the Perfekt tense</li> <li>Describe what they were like as a child</li> <li>Talk about activities that they and their friends used to do as a child using the Imperfekt tense</li> <li>Discuss to or for whom something is done</li> <li>Discuss cultural perspectives on childhood songs</li> <li>Use common verbs in past tense</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>	<p><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></p> <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>

	give assignments involving more sophisticated computer research and reporting
<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>• 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>
<b>Learners with a 504</b>	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](#)

[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:**

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

### Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

**Unit Description:** Students use the target language in the three modes of communication to explore milestone events as celebrated in the target culture and compare and contrast them to similar celebrations in the home culture.

**Unit Duration: 6-7 weeks**

### Desired Results

#### Standard(s):

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.

#### Core Idea:

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

- 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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

	<ul style="list-style-type: none"> <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.	<p>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.</p> <ul style="list-style-type: none"> <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.	<p>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.</p> <ul style="list-style-type: none"> <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> <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>
<p><b>Indicators:</b></p> <p><u>Interpretive:</u></p> <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 free-time activities.</li> <li>• Match pictures based on oral descriptions of celebrations.</li> <li>• Read and listen to information about celebrations.</li> <li>• Listen to and watch a video about celebrations.</li> <li>• Read and listen to descriptions of celebrations.</li> <li>• Read and listen to information about past activities.</li> <li>• Compare celebrations in the U.S. to those in various German speaking countries.</li> <li>• Understand cultural perspectives on celebrations.</li> <li>• Recognize common gestures, intonation, and other visual or auditory cues of the target language.</li> </ul> <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> <li>• Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related celebrations.</li> <li>• Speak about celebrations.</li> <li>• Speak about preparing for a party.</li> <li>• Describe preparations for parties and celebrations.</li> <li>• Speak about where, when and how people celebrate.</li> <li>• Discuss what you did in the past.</li> </ul> <p><u>Presentational:</u></p> <ul style="list-style-type: none"> <li>• Use simple sentences and series of sentences to compare celebrations and parties in the U.S. and Francophone countries.</li> </ul>	



- Use simple sentences and series of sentences to describe celebrations and parties, including when and how often.
- Present and discuss information about parties and celebrations.
- Present and or write information about parties and celebrations.
- Explain the uses of accusative pronouns in context.
- Explain the uses of dative pronouns in context.
- Explain the uses of the Perfekt tense in context. .
- Explain the uses of negative expressions in context.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

### Understandings:

*Students will understand that...*

- 1.) parties and celebrations are an integral part of life in the German-speaking world.
- 2.) personal identity is developed through and expressed by how people celebrate.
- 3.) there are similarities and differences in parties and celebrations in German-speaking countries compared to those in the United States.
- 4.) both cultures engage in various parties and celebrations based on needs, available resources, and personal taste.
- 5.) large parties are held in similar locations in Germany as in the U.S.
- 6.) the etiquette for guests and hosts in Germany is similar to that in the U.S.

### Essential Questions:

- 1.) How and why are parties and celebrations in the United States similar/different to parties and celebrations in German-speaking countries?
- 2.) How do celebrations affect personal identity?
- 3.) What characteristics of parties and celebrations are specific to the German-speaking world?
- 3.) What is the importance of parties and celebrations in the German-speaking world?
- 4.) What are some of the similarities and differences in parties and celebrations in German- speaking families compared to that of the US?
- 5.) Although there are differences, what connects us across cultures with parties and celebrations?
- 6.) How is the concept of time perceived in social gatherings?

## 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:**

- Watch Sendung mit der Maus video description about Nikolaustag. Compare Nikolaus to Santa Claus
- View a video showing a German family party. Have students note similarities/differences by observing.
- Research typical German teenager social/get-togethers/parties. Compare and contrast to the U.S. teen.
- Listen to a German teenager describe his/her favorite holiday.

### 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. Free-time 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)



**Interpersonal:**

- Students divide into pairs and interview each other about their family celebrations for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
- Create / Write a dialogue between two people discussing party plans.
- Interview a student or the teacher about his or her family celebrations.
- Interview (either student to student, student to teacher or teacher to student) about a party.
- Create a PowerPoint, Prezi, iMovie, etc. displaying plans for a party or a past celebration.
- Illustrate the events of a party or celebration.
- Write a letter or postcard about a party you attended.
- Post an entry about a party or holiday celebration on Instagram or on a blog.
- Write an email to a pen pal talking about how you celebrated Christmas or your birthday ([www.epals.com](http://www.epals.com)).

**Presentational:**

- Create a TV commercial advertising a holiday event (like a Christmas Market).
- Create a party invitation.
- Create a party menu using detail at this level.
- Make a calendar showing the activities one has to do to prepare for a party.
- Plan a party as if you were the Event Planner
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene of a holiday celebration.
- Deescribe what you did after a party you gave ended.

- 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

**Benchmarks:**

Teacher created Integrated Performance Assessment on celebrations

Create and narrate photo diary of a holiday celebration with a partner, and compare and contrast holiday practices with those of a German celebration at an IL level.

**Presentational:** You are an exchange student in a German-speaking country. Your host family wants to know about special events in which you participate in your community. Using digital tools, show and describe photos of a typical special event you or your friends might attend and how you prepare for it step by step. Be prepared to answer questions from your teacher and classmates. Listen to a special event presented by 2 other of your “roommates.” Ask your classmates 3 questions about their event. After sharing events, determine which one would be most fun and why. Which one took the most preparation?

**OR:**

**Interpretive:** Students will read an article they choose from a selections of celebrations the teacher has provided. Then the student will give the main idea and supporting details, as well as recognize keywords to demonstrate understanding.

**Presentational:** Students will write an email to their Epal describing how they celebrated one of three holidays (teacher will provide choice), including things they did to prepare, what types of food they had, and any other traditions they may have celebrated.

**Interpersonal:** Students will have a conversation about what their favorite holiday/celebration is and describe why it’s their favorite, what they do to prepare for this celebration, and what kind of activities they do for this celebration.

(Celebrations unique to the U.S.: Homecoming, Halloween, Prom, Sweet Sixteen, 4<sup>th</sup> of July celebrations . . . .)

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.

<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

- Review holiday vocabulary- p. 20
- Brain storm any extra vocabulary needed to talk about holidays
- Use holiday vocabulary to find related words and fill in the blank – p. 21, Ex. 1-2
- Listen to the conversation and decide which statement about the celebration is true -. P. 21 Ex.3
- Describe the holiday scenes using the prompts provided- p. 22, ex. 5
- Write sentences about family celebrations using the prompts provided- p. 21, Ex. 4
- Read Kiara's email about her family's celebration, and answer questions- p. 22, ex.6
- Write your own email response using Kiara's email as a prompt
- Ask your partner questions about the picture prompts in front of him/her- p. 22, Ex. 7
- Work within a group to plan a party, and write down your questions- p. 22, Ex. 7
- Look at the Fotoroman on pp. 24-25, and write down one adjective to describe each scene
- Watch – Frohes neues Jahr- and answer Richtig oder Falsch questions- p. 24
- Plan a New Year's Eve party in a group of three, using vocab. and cultural practices seen in Frohes neues Jahr! - p. 25, Ex. 2
- Research how Germans celebrate New Year's Eve and compare to how Americans celebrate
- Read and discuss Oktoberfest- pp. 26-27
- Read and discuss the Southern German celebration of Heilige drei Koenige – p. 27
- Pick a holiday, and discuss with a partner how you celebrate- p. 27, Ex. 3
- P. 31, Ex. 6- look at the picture from Dieter's party, and discuss what people did
- Discuss and list accusative pronouns (make color coded charts)- p. 32
- P. 33, Ex. 1-4 – Discuss what has to be done for a party using accusative pronouns
- Review and discuss dative pronouns on p, 34- add pronouns to color coded chart
- Discuss what you did for someone for a particular celebration- p. 35, Ex. 1-2
- Say what you are going to get someone for his/her birthday- p. 35, Ex. 3
- Write a story based on the picture, using dative pronouns p. 35, ex. 4

- Ask a partner if he/she has bought what is needed for a party – p. 36, Ex. 1
- Plan a party, creating checklists based on p. 36, Ex. 2 and 5
- Watch commercial about German discount supermarket- p. 37, and answer questions p. 37, Ex. 1-2
- Brain storm about what you could buy a discount supermarket in the US for a party
- Pick a German and American Holiday- and compare and contrast using a Venn Diagram
- Interview a partner about his/her favorite holiday
- Research one holiday not celebrated in the US, and present information to the class
- Plan a party for a celebration
- Find and cook a recipe from a holiday celebrated in Germany
- Write a diamond poem about a holiday
- Write an acrostic poem about a holiday
- Compare and contrast food from a particular holiday
- Call GoogleVoice- Report about what your favorite holiday is, how you present it, and why it is your favorite holiday
- Cut out pictures about a holiday and make up a story about the holiday
- Language Races- Look at a picture with a holiday celebration, 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
- Create an interactive notebook for unit vocabulary and grammar
- Review vocabulary and grammar with Socrative, Quizizz, and Kahoot
- Create unit review with online resources

Advertisements for food and decorations- Use to create IPA assignments

#### **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)

[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](#)

[EdModo](#)

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

[FLENJ; ACTFL.org](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

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

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

[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

[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](#)

[Shelby County Schools World Languages](#)

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

[Today's Meet](#) – Creat Chat Rooms

[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](#)

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.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](#)

[www.bahn.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)  
[EdDraw](#) – Visulation Solutions (Charts and Diagrams)  
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions  
[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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
  - 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 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.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.
- 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
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
  - 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

• 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.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Develop a detailed agenda for a family celebration that can utilized by a party planner and include a written note to the client that her/his day is going to be special at the</li> </ul>
<b>3.0</b>	<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. including self, family and cultural celebrations.</li> <li>Compare and contrast age- and level-appropriate, <a href="#">culturally authentic materials</a> in an oral or written presentation.</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>Wish someone a good time in various cultural and social situations.</li> <li>Ask for and give advice in various social situations.</li> <li>Correctly use direct and indirect object pronouns in sentences.</li> <li>Correctly recall events in the Perfekt tense</li> <li>Tell people what to do using the Imperativ</li> <li>Ask for help and check if things have been done when preparing for a celebration</li> <li></li> <li>Use negative expressions in complete sentences.</li> <li>Create a party invitation</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> give assignments involving more sophisticated computer research and reporting
<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> </ul>



	<ul style="list-style-type: none"> <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>. 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

[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 4 contribute 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:

<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: Fashion and Personal Style

### Unit Description:

Students will use all three modes of communication in the target language to describe, compare and contrast different types of clothing. Students will examine cultural perspectives on clothing choices and note differences and similarities between German and American fashion.

**Unit Duration: 6-7 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.

<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>	<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>
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>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.</p> <ul style="list-style-type: none"> <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>
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>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.</p> <ul style="list-style-type: none"> <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> <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>

**Indicators:**Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about fashion.
- Match pictures based on oral descriptions of types of clothing.
- Read and listen to descriptions of types of fashion

- Listen to and watch a video about types of fashion, as well as different opinions on fashion.
- Read and listen to descriptions of types of fashion, as well as different opinions on fashion.
- Read and listen to information about fashions.
- Compare fashion in the U.S. to those in various German speaking countries.
- Understand cultural perspectives on fashion.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to fashion preferences.
- Speak about fashion, giving specific information to describe what you see.
- Compare and contrast different types of fashion.
- Discuss what your previous opinions, using the past tense

Presentational:

- Use simple sentences and series of sentences to compare fashion the US and German speaking countries.
- Use simple sentences and series of sentences to describe fashion.

Present and discuss information about fashion.

- Present and or write information about fashion.
- Explain the uses of the verb **kennen** in context.
- Explain the uses of the verb **wissen** in context.
- Explain the uses of the Comparative and Superlative in context.
- Explain the uses of the Perfekt tense in context.
- Explain the uses of negative expressions in context.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

**Understandings:**

*Students will understand that...*

- 1.) Colors, fabrics, styles, adjectives, sizes, and occasions can all be used to describe clothing of a culture.
- 2.) Cultural values, as well as geographic location, are expressed in popular clothing of a culture.
- 3.) Fashion styles and preferences change with age, and cultural shifts.

**Essential Questions:**

- 1.) How can the clothing of a culture be described?
- 2.) What does fashion say about a culture?
- 3.) How can culture and geography affect fashion choices?
- 4.) How do fashion styles and preferences change throughout time?
- 5) How does media play a role in fashion expectations for each gender? Is it the same in each culture?

## 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**.

**Interpretive Tasks:**

- Go to otto.de and and plan an outfit to wear to a German party. Compare and contrast three choices based on style and price
- Draw an outfit, based on the description given to you

**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. Free-time 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.

- Select clothing picture, based on oral description given to you
- Deutschland heute- pp. 60-61- skim the text and find borrowed words, and then decide which statements are true or false about the text
- P. 62- Listen to description on clothing and mark down every article you hear

#### **Interpersonal Tasks:**

- Ask a partner to describe what he/she would wear to a particular event
- Ask a partner what he/she thinks about a particular German fashion designers (based on clothing pictures)
- Bring in a picture of an outfit you wore as a child. Describe the outfit, and answer questions from a partner
- Make commentary on the different fashion you see with a partner
- Ask a German partner about what he/she wears to school, around the house, etc.

#### **Presentational Tasks:**

- Write a dialogue and perform with a partner- You are in a store looking for new clothes to wear to a party. Talk to the sales clerk. Find out how much at least three articles of clothing cost, and buy at least one item. Compare prices and styles.
- Create a blog post for a fashion magazine, in which you describe clothing worn at an event, giving your opinion on the clothing
- Create a clothing diary, finding outfits worn by different people at different types of events. Compare clothing in each picture.
- Put on a fashion show, showing fashions you would wear to a particular place or event and say why

#### **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

**Benchmarks:**

Create a Prezi or PowerPoint for a German student getting ready to visit the US in which you describe various day to day situations and times of year, and explain what you would wear and why. After researching a few online German shopping sites, suggest where your partner might buy some new clothing for his/her trip given a pre-determined budget that is in line with what a typical German student might spend.

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

- Review clothing vocabulary on pp. 38-39
- Brainstorm vocabulary (not listed in book) that can be used to describe different types of fashion, as well as different types of art
- Describe the clothing different people are wearing, based on the pictures- p. 39, Ex. 1-2
- Talk about what clothing you wear on vacation and compare different clothing for different situations
- Talk about what the people are wearing, and give your opinion of their clothing – p. 40, Ex. 5
- Determine what you are wearing to a party – p. 40, Ex. 7
- Write and perform dialogue about going shopping to find appropriate clothing- p. 40 Ex. 8
- Read article about fashion in Germany and answer comprehension questions p. 42-43
- Find information about a German designer online
- Read articles about the German fashion world, and answer comprehension questions- pp. 44-45
- Compare and contrast German and American fashion
- Describe what you would wear in each situation- p. 56. Ex. 1
- Deutschland heute- answer comprehension questions based on article about German fashion pp. 60-61
- Discuss with a group about what you would wear to various locations p. 61, Ex. 3

- Fill in the blank with the correct vocabulary words based on clothing- p. 62
- Create a visual dictionary describing unit vocabulary
- Practice clothing vocabulary with Flyswatter
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- Bring in and describe pictures from when you were a child, and other points in history
- Bring in pictures of German and American celebrities and describe clothing
- Discuss kennen and wissen, and uses of both, create interactive notebooks and color coded notes charts
- Practice wissen and kennen and wissen in context, p. 51, Ex. 1-3
- Police Sketch Artist- Draw someone, including their clothing, based on description given.
- Review two way prepositions, pp. 52-53- use interactive note books and color coded charts to assist with learning process
- Use two way prepositions to say where and how you would wear something- p. 53, Jetzt sind Sie dran
- Play Lotto to review vocabulary.

### **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)

[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](#)

[EdModo](#)

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

[FLENJ](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

[Lawless French Audio Practice](#)

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

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

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

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

[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

[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](#)

[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

[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](#)

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.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](#)

[www.bahn.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)

[EdDraw](#) – Visulation Solutions (Charts and Diagrams)  
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions  
[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.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
  - 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

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.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.

- 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
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
  - 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
  - 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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compare and contrast traditional dress of different parts of Germany and the US, noting what made these items popular</li> </ul>
<b>3.0</b>	<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. including self, family and cultural celebrations.</li> <li>• Compare and contrast age- and level-appropriate, <a href="#">culturally authentic materials</a> in an oral or written presentation.</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 kennen and wissen in context to give specific information</li> <li>• Ask for and give advice in various social situations.</li> <li>• Correctly use direct and indirect object pronouns in sentences.</li> <li>• Correctly recall events in the Perfekt tense</li> <li>• Tell people what to do using the Imperativ</li> <li>• Ask for help and suggestions for what to wear</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the Komparativ and Superlativ to make comparisons</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 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>
<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> </ul>



	<ul style="list-style-type: none"> <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>	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

[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.

## Unit Title: At Home and Around the Community

### Unit Description:

Students will use the target language in all three modes of communication to talk about their home, and the community in which it is located. They will compare German and American homes, and then use the target language to express where they would like to live, and why.

### Unit Duration: 6-7 weeks

## Desired Results

### Standard(s):

. 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.

#### Core Idea:

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

- 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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

	<ul style="list-style-type: none"> <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.	<p>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.</p> <ul style="list-style-type: none"> <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.	<p>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.</p> <ul style="list-style-type: none"> <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> <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>

#### **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 the community life in the target culture(s).
- Read and depict information that uses the Perfekt and Imperfekt tense, as well as da and wo compounds. In addition, interpret information about places your home and where you went in the city, as well as, what modes of transportation you used to get there.
- Understand a discussion in the target language related to stores, modes of transportation and giving directions in the form of commands, as well as different types of homes.
- 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: selecting a home, and the different areas to live in.

##### **Interpersonal:**

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and heritage speakers, in which they ask and answer question related to community life, what is in a home, and benefits and negatives of living in particular areas.
- Communicate using the present, Perfekt, and Imperfekt tenses, as well as da and wo compounds.
- Compare daily community life practices and different types of homes available of people in the target culture(s) with own.
- Maintain a discussion related to: selecting a home, describing what is near your home, and where you want to live.

##### **Presentational:**

- Use written and oral sentences to discourse, compare and contrast how housing and communities are in the United States and Spanish-speaking countries.
- Produce an oral or written report on what you are looking for in a home.

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

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

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

### **Understandings:**

*Students will understand that...*

- 1.) Geography, as well as economic and cultural factors affect the types of homes that are available and that people live in.
- 2.) Different areas offer different positives and negatives to living there, depending on needs and personal preferences
- 3.) German and American homes share many commonalities, but also many differences
- 4.) Personal preferences, as well as individual needs, are factors in determining where you live

### **Essential Questions:**

- 1.) How do geography, economic, and cultural factors affect types of homes?
- 2.) What are the positives and negatives of living in different areas or regions?
- 3.) How do homes in the US compare to homes in German speaking countries?
- 4.) What is important when choosing where to live?
- 5) How does the scarcity of resources/climate change affect migration?

## **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:**

- Look at home advertisements on pp. 106-107, look for words in the texts related to the words given under Text Untersuchen.
- Go to [www.remax.de](http://www.remax.de)- Find three different homes and gather information on each (cost, location, rooms)
- [www.ikea.de](http://www.ikea.de)- Furnish your dream home based on a budget given to you. (based on the prices from ikea.de)

### **Interpersonal:**

- Debate with a classmate where the best place is to have a home and why
- Use pictures from Vispo.go and discuss with a partner if he/she would like to live in that location and why
- Interview a German partner to find out about his/her home. Compare that to your home in the US
- Describe your home to a partner. Your partner will draw what you are describing, and ask further questions for clarification

### **Presentational:**

### **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. Free-time 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.

<ul style="list-style-type: none"> <li>▪ Write a classified ad, in which you state what you are looking for in a home, and list what type of community you would like to live in, as well as what you are looking for in a home</li> <li>▪ Make a video presentation of your home, going through each room, giving specific information of what is in each room.</li> <li>▪ Write a letter to your German speaking grandmother, illustrating where you are living in Germany, highlighting what the house looks like, and what is in the host community. Say what you like and dislike about the community</li> </ul>	<ul style="list-style-type: none"> <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>• Performance Assessment showing proficiency with "Can Do" statements and rubric</li> </ul>
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**Benchmarks:**

After researching different types of homes in Germany, you will make a presentation about the type of home you would like to rent/own in Germany, what is in the home, and where it is located (area of Germany, and community). Be prepared to answer questions about your choices to your classmates.

Possible benchmark:

**City Planning**

**Student Task:** A committee of German urban planners is visiting your town. They are interested in knowing how you would rearrange your downtown area to better serve the community. Create a simple map which includes important community areas, such as: the town hall, the hospital, the mall, the post office, the high school, the supermarket, the pharmacy, the airport, the movie theater, and a park.

**Write a description of your map for the committee giving the location of each building.**

**\*Teacher Note: You may choose to make this assessment an oral presentation instead of written\***

**Scoring Rubric**

**3 Exceeds Expectations** Student provides more than 10 correctly labeled buildings on their map. Uses at least 10 complete sentences. Errors, if present, in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

**2 Meets Expectations** Student provides 10 correctly labeled buildings on their map. Uses 10 complete sentences. Errors in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

**1 Approaches Expectations** Student provides 7-9 correctly labeled buildings on their map. Uses 7-9 complete sentences. Errors in grammar, spelling, punctuation, and capitalization may hinder comprehension.

**U Does Not Meet Expectations** Student provides 6 or less correctly labeled buildings on their map. Uses 6 or less complete sentences. Errors in grammar, spelling, punctuation, and capitalization hinder comprehension.

**Cars vs. Public Transportation**

You're visiting your German pen pal for two weeks in the summer, played by another student in the class. Your pen pal, Ralph, has already spent two weeks with your family in the United States. One day at dinner, Ralph, mentions how shocked he was by how much your American family used their car over public transportation, which is so common in Germany. During the conversation, Ralph actively encourages you to use more public transportation instead of driving by explaining just a small number of the advantages of public transportation for the community. You respond by listing 5 disadvantages and 5 advantages of public transportation Ralph can end with a German idiomatic expression of agreement/disagreement.

**Scoring Rubric**

**3 EXCEEDS EXPECTATIONS** Students give 5 or more advantages and disadvantages of public transportation. Students make slight errors in vocabulary and/or language structures, but errors do not impede comprehensibility.

**2 MEETS EXPECTATIONS** Students say three advantages and disadvantages of public transportation. Students make some errors in vocabulary and/or language structures, but errors do not impede comprehensibility.

**1 APPROACHES EXPECTATIONS** Students give two advantage and disadvantage of public transportation. Students make numerous errors in vocabulary and/or language structures that may impede comprehensibility.

**U DOES NOT MEET EXPECTATIONS** Does not give any advantages or disadvantages of public transportation. Students make significant errors in vocabulary and/or language structures that severely impede comprehensibility.

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.



## 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 household vocabulary on pp. 66-67
- Match the item to which room it goes into in the house- p. 67, Ex. 1
- Describe the different rooms of the house, p. 67, Ex. 2
- Listen to the description of the home, and determine which sentence is correct- p. 67 Ex. 3
- Describe home in the picture with a partner- p. 67, Ex.4
- Put the parts of the conversation in order, based on a logical sequence- p. 67, Ex. 5
- Describe and compare rooms of the house- p. 67, Ex. 6
- Look at the pictures in the Fotoroman and describe the house, p. 70-71
- Watch Fotoroman video and answer comprehension questions about the home- p. 70-71
- Read about Fribourg, Switzerland and homes there.Ex. 1-2 pp. 72-73
- Compare those homes to homes in the US. – p. 72-73
- Discuss and review da and wo-compunds. Create interactive notebooks or color coded charts
- Describe places in the pictures using da and wo-compounds- p. 80, Ex. 1-3
- Ask and answer questions to find out more specific information

- Use interactive notebook and color charts to discuss and practice coordinating conjunctions -pp. 83, Ex. 1-3
- Go over previous exercises, and give more information using coordinating conjunctions
- Read about living in Switzerland and Liechtenstein on pp. 104-105
- Compare homes in the US with homes in Switzerland and Liechtenstein using a Venn Diagram
- Practice reading skills with pp. 104-105, Was haben Sie gelernt? (about homes in Switzerland and die Schweiz)
- Practice reading strategies- recognizing related words- from home advertisements- pp. 106-107
- Debate with a classmate- What is the best home listed? Why?
- Look at ikea.de- and compare prices for home items to those in the US
- Go to vispo.go and discuss what type of homes are in each location, and if you would want to live there and why
- Brainstorm what you think is important to have in a community where you would like to live
- Brainstorm what you think should be in your dream home
- Look at pictures of different homes, and say if you would like to live there and buy.
- Compare and contrast housing costs in the US and German speaking countries
- Use infographics from bpb.de to compare and contrast German and American living styles
- Play 20 Questions to determine household item being described
- Play Battleship- Ask questions about vocabulary word to determine where battle ship is located.
- Review vocabulary with LOTTO
- Identify household items using Kahoot, Quizlet.live, and Quizizz as review tools
- Find various German real estate sites- and describe homes you see
- Create visual dictionary with household and home location vocabulary
- Find pictures of different types of homes in the US- compare and contrast their features
- Find pictures of homes in Germany versus homes in Austria or Switzerland- compare and contrast their features.
- Brain storm and discuss- What does “home” mean to you?

#### **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)

[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](#)

[EdModo](#)

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

[FLENJ; ACTLF.org](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

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

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

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

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

[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

[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](#)

[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

[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](#)

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.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](#)

[www.bahn.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)  
[EdDraw](#) – Visulation Solutions (Charts and Diagrams)  
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions  
[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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

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.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.

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

- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Participate in a bargaining/bartering conversation as either the buyer or the seller and conclude how to find a home based on the cultural connections of the neighborhood and market places.</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>• Give directions around a town with or without using a map.</li> <li>• Communicate desires of where to live</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> <li>• Find a home based on specific needs</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>• Discuss things I have done and bought</li> <li>• Identify where actions took place</li> <li>• Orient myself to certain places in town</li> <li>• Model directions for a task</li> <li>• Talk about your home</li> <li>• Ask questions to find an appropriate home</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>

0.0	Even with help, no success
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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>
<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>Special Needs 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> Activities will be modified based on individual learner needs, and as directed per student's Individual Education Plan
<b>Learners with a 504</b>	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

[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: 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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**Unit Title: Everyday Living: My Daily Routines Now and Then**

**Unit Description:** Students will use the target language in all three modes of communication to describe their household chores and daily routines and compare them to those of German speakers. They will also compare their chores and routines in their present lives to those they had when they were younger.

**Unit Duration: 6-7 weeks**

**Desired Results**

**Standard(s):**

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.

<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>	<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>
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>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.</p> <ul style="list-style-type: none"> <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>
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>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.</p> <ul style="list-style-type: none"> <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> <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>

**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 daily life in the target culture(s).
- Read and depict information that uses both the present and past tenses (Perfekt and Imperfekt)
- language related to routines and chores
- 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: routines and chores.

**Interpersonal:**

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and heritage speakers, in which they ask and answer question related to chores and routines
- Communicate using the the present, Perfekt, and Imperfekt tenses
- Compare daily community life practices of people in the target culture(s) with own.
- Maintain a discussion related to: daily routines and chores now and when you were a child

### **Presentational:**

- Use written and oral sentences to discourse, compare and contrast daily routines and chores in Germany and the US
- Produce an oral or written report on daily routines
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.

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

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

### **Understandings:**

*Students will understand that...*

- 1.) Every member of the the family, regardless of age contributes to the family's well being
- 2.) Contributions to the family as well as daily routines change with age
- 3.) Culture plays a role in household contributions and daily routines

### **Essential Questions:**

- 1.) How do I contribute to my family's well being now, and how does that differ from when I was younger?
- 2.) How do daily routines change with age?
- 3.) What role does culture play in household contributions and daily routines of children and adults?

## **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:**

- Go on bpb.de and find and report on infographics about childhood daily routines in Germany and the US and compare and contrast
- Go to clixmix.de and find a video about a child recapping her daily activities. Take notes and report back to class
- Answer written questions about a typical day for you
- 

### **Interpersonal:**

- Each student receives a list of chores from the teacher. Students will ask each other what chores they had to complete (Answer based on prompts)
- Interview a partner to find out about what they did over the weekend. Report student's answers to the class
- Interview the teacher about what he/she did as a child (Daily routines, etc) and compare to your childhood schedule

### **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. Free-time 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

- Interview a German student, asking him to recap a typical day for him

**Presentation:**

- Write a blog post recapping a day in the life of you as a child, talking about what you used to do and when
- Call Google Voice and summarize one of your days this week
- Write an email to a German student comparing your schedule last year to your schedule this year
- Create a digital photo album recounting what you did on a given day. Narrate your script

- 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

## Benchmarks:

Interpersonal Task: Find different household chores that you did in lessons 2B. As a pair, make a list of all the chores, talk with the partner about the different chores you have to do in your own home. Each partner should share what household chores he or she is assigned. Work together to determine how you will organize your comparison chart.

Presentational Task: Use your final lists to write an email about what you had to do as a child in your house

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, with language with ease and confidence in everyday interactions with native speakers and in the workplace. Learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recurring 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
  - 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 spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced with familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about family, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions; 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 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 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 complex transactions on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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



## Learning Plan

### Learning Activities:

#### 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

- Watch and discuss "Zapping" about the amount of housework done by Swiss men – p. 86
- Discuss who does what jobs in your house, based on prompts from p. 86
- Compare and contrast the chores done in Swiss homes (based on the video) and American homes
- Review chore vocabulary using words from pp. 86-87
- Use context clues to determine which vocabulary words fit in the sentences- p. 87, ex. 1-3
- Listen to the speakers, and determine what each person has to do around the home – p. 87, ex. 4
- Look at the picture, and discuss what each person has to do to clean the house p. 88, ex. 5
- Look at picture from p. 88, ex. 5 and repeat the exercise in the PAST tense
- Discuss with a partner which chores you had growing up -p. 88 ex. 5
- Look at the pictures from the Fotoroman- pp. 90-91- discuss what people had to do
- Look at and discuss the Goethe poem- Kenner und Enthusiast- find the routines and chores in the poem – Fotoroman expansion activity- p. 91
- Look at Julians calendar, and write out what he did and when- p. 97

- Create your own calendar, scheduling your chores, as well as work/school events, and then ask a partner about his/her last month (find out more details)
- Talk about things people used to do as children, using the cues given- p. 100, Ex. 1
- Using the cues given, formulate sentences to ask a partner about what he had to do and when- p. 101 Ex. 5
- Write a dialogue in which one person plays the role of a grandmother, trying to find out as much information as possible about where the student was, and what the student did
- Ask your friend what chores he did this week (use p. 102, Ex. 1 for help)
- Look at picture of party setting and report everything that had to be done to prepare for the party – p. 103, Ex. 7
- Listen to people report on things they had to do this weekend. Circle every chore you hear- p. 108- Zuhören
- Create color coded charts for reflexive verb and pronoun forms
- Look at various pictures, and report what each person does in the morning to get ready
- Play 4 Corner game- Ask questions about daily routines, and students go into the corner that best applies to him
- Practice reflexive forms with Socrative, Quizizz, and Kahoot
- Put sentences having to do with daily routine in logical order (based on time and routine)
- Create a visual dictionary of routine/chore vocabulary
- Play FlySwatter to identify routine vocabulary
- Call Google Voice and report what you did over the weekend
- Compare German/ American childhood chores using a Venn Diagram
- Play Battleship- students ask each other yes/ no questions about daily routine and expanded chore vocabulary to find where partner has his/her Battleship
- Write blog posts and journal entries recapping a routine of a day
- Compare the routine of a German student to an American student
- Play Lotto to review vocabulary
- Find pictures of you doing something you enjoyed doing every day as a child, and say why you liked to do this activity
- Human Bingo- Ask classmates questions about when they do a particular activity
- Compare and contrast childhood routines in Germany and another German speaking country

#### **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)

[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](#)

[EdModo](#)

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

[FLENJ; ACTFL.org](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

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

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

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

[Lawless French Audio Practice](#)

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

[Learner.org](#) – Integrated Lessons for the World Language Classroom  
[Lingorilla](#) – Video Clips and Interactive lessons  
[Lingt](#) – Create speaking exercises for your students  
[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  
[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](#)  
[Shelby County Schools World Languages](#)  
[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)  
[Today's Meet](#) – Creat Chat Rooms  
[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](#)  
[www.clixmix.de](#)  
[www.kaleidos.de](#)  
[www.internet-abc.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](#)  
[www.bahn.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)

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

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

[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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
  - 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 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.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.
- 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
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
  - 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
  - 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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Participate in a bargaining/bartering conversation as either the buyer or the seller and conclude how they spend their day based on the cultural connections of the neighborhood and market places.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Give directions around a town with or without using a map.</li> <li>• Communicate errands.</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> <ul style="list-style-type: none"> <li>• Discuss things I have done and bought</li> <li>• Identify where actions took place</li> <li>• Orient myself to certain places in town</li> <li>• Model directions for a task</li> <li>• Discuss daily routines and chores</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>
<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>Special Needs 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> Activities will be modified based on individual learner needs, and as directed per student's Individual Education Plan
<b>Learners with a 504</b>	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:**

**Indicators:**

**Indicators:** [ELA / WL Alignment](#)

Alignment of the National Standards for Learning Languages

[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 4 contribute 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:

<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	The ability to solve problems effectively begins with gathering data, seeking	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global

order to effectively solve a problem.	resources, and applying critical thinking skills.	to self reflect on why possible solutions for solving problems were or were not successful.	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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