



# 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 1A

**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 an Introduction to HS German course. The 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 in the ACTFL proficiency guidelines. Students are becoming more aware of global connections 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 mid to the Novice high level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.

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

50% Primary Assessments (Benchmarks, tests, major projects)

35% Secondary Assessments (quizzes, class participation, minor projects)

15% Support Assessments (homework, classwork)

	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
<b>Interpersonal Communication</b>	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.

	<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.
	<b>Presentational Writing</b>	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.
	<b>Interpretive Listening</b>	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
	<b>Interpretive Reading</b>	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.
<b>Primary Resources:</b>	The textbook used for this course is <i>Mosaik! 1</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 professions and careers in the contemporary workplace.

adopts attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that facilitates cross-cultural communication.

views language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or professional 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.

<b>Designed by:</b>	Angela Bacher
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<b>Under the Direction of:</b>	Rosemarie Armstrong, Supervisor of World Languages & ESL, K-12
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**Written:** \_\_\_\_\_ **2017** \_\_\_\_\_

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

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

## Unit Title: Personal and Public Identities

### Unit Description:

Students will use German in the three modes of communication to describe themselves and others. They will talk about themselves, their likes and dislikes, and what they hope to do when they grow up. They will also discuss the likes, dislikes, and occupation choices of others.

### Unit Duration: 5-6 Weeks

### Desired Results

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

<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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li><li>• 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.</li><li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li><li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li><li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li><li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li><li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li><li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</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.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.</li><li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li><li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li><li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li></ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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</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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</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.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.	

Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.	
<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 foods.</li> <li>• Match pictures based on oral descriptions of someone's appearance, family, or occupation.</li> <li>• Read and listen to information about appearance, personality, family, and occupation.</li> <li>• Listen to and watch a video about personality, appearance, family, and occupation.</li> <li>• Read and listen to descriptions of someone's personality, appearance, family, and occupation.</li> <li>• Compare desired occupations in the U.S. to those in various German-speaking countries.</li> <li>• Understand cultural perspectives on personality, appearance, and occupations.</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 to individual personality traits, appearance, family, and occupations.</li> <li>• Speak about individual personality traits, appearance, family, and occupations.</li> <li>• Speak about individual personality traits, appearance, family, and occupations of others.</li> </ul> <p><u>Presentational:</u></p> <ul style="list-style-type: none"> <li>• Use memorized phrases and simple sentences to compare foods and drinks in the U.S. and German speaking countries.</li> <li>• Describe in writing and orally individual personality traits, appearance, family, and occupations.</li> <li>• Present and discuss information individual personality traits, appearance, family, and occupations</li> <li>• Present and or write information about individual personality traits, appearance, family, and occupations</li> <li>• Explain the uses of and forms of the possessives and pronouns when describing self and others.</li> <li>• Explain the verb forms used when describing someone else and others.</li> <li>• Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.</li> <li>• Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.</li> </ul> <p><b><u>Cultural Content Statement(s):</u></b></p> <p>Perceptions of personality, appearance, and occupation choices may vary across culture.(Topics to assist in the development of this understanding should include, but are not limited to: adjectives, occupations, appearance, hobbies, and family words) Many products and practices related to how we view ourselves and others are shared across cultures; others are culture-specific.</p>		
<p><b>Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Culture and and language shape personal identity</li> <li>• A teenager's role in society differs based on culture</li> <li>• Culture affects perceptions of occupations</li> <li>• German Americans have played a large role in shaping American culture</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Who am I and how do I relate to my community?</li> <li>2. How does what I do and where I am from define who I am?</li> <li>3. How does others see me?</li> <li>4. How am I unique?</li> <li>5. What role have famous German Americans played in our culture?</li> </ol>	

## Assessment Evidence

### Performance Tasks:

5 Rules for the 3 Modes

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

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. Teacher/class should be 90% in the **target language**.

### Interpretive:

- [www.audio-lingua.eu](http://www.audio-lingua.eu) Listen to the audio, and write down each person's age, where they live, their hobbies, and about their families
- Listen to the song- Ich bin Ausländer and write down the information the singer uses to describe himself
- Read an article interviewing students about what jobs they would like to have when they are older. Highlight all of the words that are professions
- Record answers given while skyping with a German student about what makes him/ her unique
- Look at Georg's personal letter. Write down all of the qualities he lists about himself, and all of the qualities he lists about a potential partner
- Infographics (Pinterest) and iCulture have authentic resources for activities

### Interpersonal:

- Students will interview each other about what makes them unique and report the answers to the class
- Play Guess Who with a partner- asking questions to guess the person partner has picked
- Describe people in pictures, telling about their age, appearance, personalities.
- Play Headbandz- Ask questions to figure out vocabulary word about professions
- Speed dating- Each student is given a fake profile, and they have ask each other questions to determine whether or not they would be a good match
- Interview a German student via Skype about what makes them unique
- Interview a German student about what profession they would like to do and why
- Create a role play where one student is giving another student advice about what profession they should pick

### Presentational:

- Create a Fakebook profile about yourself

### 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
- Grammar: adjectives
- Grammar: possessives in the nominative case
- Grammar: the future tense
- Grammar: Inverted word order
- 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

<ul style="list-style-type: none"> <li>• Write a short description of yourself or someone in the class, and then class will guess whom it is describing</li> <li>• Respond to a description of qualifications by suggesting a profession for a student looking for a job</li> <li>• Write a letter to your potential German host family, introducing and describing yourself.</li> <li>• Answer a list of simple questions to make a personality profile about yourself</li> <li>• Make an acrostic poem, using German adjectives to describe yourself, and personality</li> <li>• Respond to written questions about yourself and what job you would like to have</li> <li>• Research and create a multi media rich product about a famous German American</li> <li>• Create a Fakebook profile about a famous celebrity</li> <li>• Write a Fake personal ad</li> </ul>	
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## Benchmarks:

Students will make a video in which they describe themselves, their families, their likes and their dislikes, and possible future career plans so that they can introduce themselves to a potential German host sibling. They will then fill out a host family survey about themselves, to send to their German host families. Demonstrate you can use modal verbs in context with this benchmark.

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 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

- Survey about self
- Answer questions about self handed out on cards
- Listen to video with various German students describing themselves
- Understand cultural perspectives about personality and family traits
- Guess Who- Use pictures on game boards to describe various people
- Play Fly Swatter to identify vocabulary
- Play Langenscheidt board game to answer questions about each other
- Interview partner to determine which statements apply to them – p. 39, Ex. 7
- Answer the questions using the cues given- p. 66, Ex. 2
- Create a graphic organizer to review formation of future tense
- Use p. 80 to review formations of werden, and other ways to make the past tense
- Have students write 6 sentences describing themselves, and describing someone else
- Create a visual dictionary, with meaning, parts of speech, and picture of vocabulary words from the unit
- Answer simple survey questions to determine an appropriate occupation

- Write descriptions of famous German people hanging around the classroom
- Role-play a speed dating scenario, in which students ask each other questions to introduce themselves
- Role-play a counselor- student scenario to choose occupations
- Read articles about people picking jobs
- Look at the list of students, and decide with a partner which profession they should choose, based on their personal qualities
- Give basic advice as to what students should do in order to prepare for a job, using p. 125, Ex. 5-7
- Play Headbandz
- Make Venn Diagrams comparing and contrasting occupation choices of German and American teenagers
- Use written descriptions of German teenagers to answer questions
- Play Human BINGO to find classmates who match descriptions given
- Use Kahoot to read descriptions and find correct vocabulary
- Use Poll Everywhere to answer what job you want
- Use Poll Everywhere to write a description about yourself, and have people guess about whom the article is
- Play German American Jeopardy to review contributions of famous German Americans
- Compile a list of SAT words that originate from German, and determine their meaning
- Create a German American fact sheet, noting contributions of German Americans and German to the American culture, to promote awareness for German around Washington Twp. High School
- P. 138- Listen to Jasmin and Maria speaking, and determine what person goes with which adjective listened
- P. 138- Complete Verständnis, ex. 1-2, based on the descriptions from the dialogue
- p. 116- Look at the pictures, and tell a partner what each person does as an occupation
- Look at Georg's email about his perfect partner, and say whether you think Maria or Jessica would be better for him p. 116, Ex. 6
- Personal Ad- Write a personal ad based on p. 116, Ex. 7
- Role play meeting at a ten year reunion, asking classmates about themselves and what is going on in their lives
- Review vocabulary using Cloze Activity crosswords
- Klatsch und Tratsch- write a conversation about various people seen in pictures, asking about their ages, hobbies, etc. (p. 116)
- Review vocabulary with Quizlet.live, and kahoot.it
- Use Socrative to read the description, and determine who is being described
- Play M and M game- For each color, you have to answer a different question about yourself
- Lotto- Review verb forms
- Who am I?- Wear a card with a famous person's name on it, and ask questions until you figure out who it is describing
- Maus videos- Describe what they are doing and what they look like
- Ed Puzzle listening practice

### **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 and 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, 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](http://www.stern.de)

Pixi Wissen TV- videos on youtube.com

### Online Activities

[BBC Languages](#)

[Kahoot](#)

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

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

[Quizizz](#)

### Presentation Software

[Blogger](#) - Blog

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

[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.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.PRSENT.3: Describe orally and in writing people and things from the home and school environment

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>Create a multi media rich presentation to compare an occupation in the home and target cultures.</li></ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>Ask and respond to questions about others, including information about personality, age, and occupation wishes, and interact with various people using various digital tools and face-to-face communication in the target language.</li></ul>



	<ul style="list-style-type: none"> <li>• See benchmark</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Give information</li> <li>• Ask for information about other people</li> <li>• Use adjectives to describe themselves and others</li> <li>• Use the verbs haben and sein to talk about themselves and others</li> <li>• Conjugate regular verbs</li> <li>• Use possessives</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> <li>• give assignments involving more sophisticated computer research and reporting</li> </ul>
<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> <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>	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:

	<ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

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

Alignment of the National Standards for Learning Languages to the CCSS:  
[http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS\\_WL\\_standards\\_HO.pdf](http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf)

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

**Comprehensive & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%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%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: Family and Communities

### Unit Description:

Use German in the three modes of communication to explore how families, home life, celebrations, and the community are similar and different with regard to culture. They will compare and contrast the home life in Germany with that of the U.S., and note what is similar and different. They will also compare the layout of a German town with that of a town in the U.S.. They will also look at holiday celebrations in German-speaking countries.



**Unit Duration: 6-7 weeks****Desired Results**

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

<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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li><li>• 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.</li><li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li><li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li><li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li><li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li><li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li><li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</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.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.</li><li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li><li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li><li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li><li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li><li>• 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</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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</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.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Understandings:**

*Students will understand that...*

- Every culture has different important places in the community
- Family plays a vital role in every community, no matter what the culture
- Every family member plays important role in the family, regardless of age or culture
- Culture and language determine the how holidays and milestones are celebrated

**Essential Questions:**

- What are the important places in my community?
- How is my family part of the community?
- What are the characteristics of a community?
- How do I contribute to my family's well being?
- How does the value that we put on age vary from culture to culture?
- What role do celebrations play in my culture versus the culture of German-speaking countries?

## Assessment Evidence

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**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. Teacher/class should be 90% in the **target language**

**Interpretive**

- Watch 3A Fotoroman and write down all the family vocabulary words you hear, as well as any information they give about their family members (age, occupation, where they live, etc.)
- Go to neuneinhalb and find an article of a German teenager talking about chores he/she must do at home. Write down chores he/she must do, and underline anything having to do with home/ family vocabulary
- Go to audiolingual.eu, and listen and record as the people speaking give information about their families
- Watch an opening portion of Linderstrasse or Weissensee- Decide what true/ false statements are true about the family
- Go to wdrmaus.de and watch video about German holiday celebrations, noting the vocabulary for each holiday
- Go to blindekuh.de, and find an article about your favorite holiday in German. Create a list of 10 important vocabulary words
- Infographics and iCulture can be used for authentic resource articles.

**Interpersonal Tasks:**

- Interview classmate, to find out what he/ she has to do around the house
- Skype with your German partner to find out what he has to do around the house.
- Skype with a German partner to ask questions about what is around his community
- Play Inside/ Outside Circle to find out about a classmate's home/ family

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

- Vocabulary evaluation/analysis
- [KWL Chart](#)
- [KWL Chart](#)
- [KWL Chart - Example](#)
- "Can Do" self-assessment rubric
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. 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 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
- Grammar: possessives in the accusative case
- Grammar: modal verbs
- Grammar: the imperative in the Formal and informal cases
- Grammar: Ordinal numbers and giving the date
- Teacher quiz / Socrative / Kahoot/ 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

- Play 20 Questions to figure out what place you are describing
- Use Google Voice to record a non rehearsed conversation with a classmate about unit topics
- Working with a partner, look at a picture of a messy house, and give each other commands about what needs to be done in the house.
- Interview a German student to find out how he celebrates a particular holiday
- Using a map, give someone directions to get to various locations around the town

#### **Presentational Tasks:**

- Create a dialogue between a parent and a child saying what needs to be done around the house
- Create a multi-media rich presentation comparing communities in German- speaking Europe and the US
- Look at a picture of a dirty house after a party, and write what needs to be done to clean the house
- Response to an email about home and chores from a German partner
- Use a Venn Diagram to compare and contrast German and American household chores
- Sequence pictures to tell a story (Comic Strip Version A and B)
- Compare and contrast holiday traditions in Germany and around the US
- Create a shopping list telling what each person needs to buy for a party
- Create a greeting card for a particular holiday, using an appropriate German greeting
- Create an interactive GoogleMap, noting the important places around the community
- Design a task list for various places around the town
- Present a plan for what you are going to do in a town
- Create an advertisement for a place in a German town

'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:**

Students will design either a video, Prezi or PowerPoint presentation in which they describe their home, family, and Washington Twp. They will discuss important places around the town, noting what someone can see or do there, as well as where they are located. They will also write a short email to a potential German partner in which they ask their partners questions about their home and families.

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

- Watch 3A video on Family and answer oral questions
- Answer questions in the third person about the family shown using p. 100, Ex. 1
- Respond to Eva's letter by writing about your own family (p. 98, Ex. 6)
- Record answers orally on Supersite to talk about the families listed on p. 98
- Interview a classmate about his/ her ideal family
- Interview German students about his/her ideal families
- Use p. 107, ex. 5,6,8 as a guide for questions about family to ask a partner
- Create a visual dictionary of the vocabulary learned in this unit
- Use crossword puzzles as a CLOZE vocabulary activities
- One student tells where particular places are around town, and the other partner draws the places
- Chart chores for a family
- Use advertisement for a cleaning service, to suggest what chores need to be done around the house
- Look at a floor plan of a home, and write chores for each room
- Look at family chore calendar, and answer questions about who in the family does what chore and when

- Create flip charts from which to study
- Create color-coded graphic organizers for modal verbs, possessives, and imperative forms
- Respond to teacher commands (playing Simon Says)
- Play Charades to practice chore vocabulary
- Plan a birthday party saying what needs to be done, and where supplies need to be bought
- Read article, Eine deutsche Familie on p. 102, and discuss similarities and differences between German and American families
- Look at pictures of a famous German family. Discuss family members, summarizing appearances, relationships, and interests
- Write 6 sentences describing a famous American family
- Using page 106, practice with possessives and answer questions about your own family
- Play Headbandz to review vocabulary
- Give German exchange students advice about what to do or not do in Washington Twp. HS
- Make posters using command forms for what to do in German class
- Practice command forms, telling people what to do around the house (p. 128-131, Ex. 1-8)
- Look at the Fotoroman on p. 146-147, and try to guess what each person is going to do to help out for the party
- Work with a partner to create an alternate dialogue based on the Fotoroman
- Create a video diary, showing your home, and noting what each person has to do to help out around your house
- Make a list of house rules, to help a German exchange student understand how your house is run
- Read and discuss article on Der Wiener Naschmarkt on pp. 148-149
- Look at p. 141, and discuss what can be bought at each place
- Role play a conversation between a parent and a child, telling what needs to be done around the house
- Practice ordinal numbers by playing Schnitzel
- Have an end-of-unit celebration coinciding with a German holiday that takes place around the same time
- Create a greeting card for a holiday
- Skype with a German partner about how your family celebrates particular holidays
- Compare and contrast places around a German and American community
- Create a Google Map of places around the community
- P. 139 – Write a letter to a German friend talking about your family. Focus on how to write a proper greeting and salutation of a letter
- Create an idea map describing your family, their occupations, and their role in your family
- P. 133- Write a brief description of each person in activity 7 with a partner
- P. 144, ex. 5- Write what you can buy at each place in the town
- Brain storm important places in your town and compare to a German town
- Draw a map of your town based on the description given
- Look at advertisements for various places around town, and buy supplies based on a budget
- Create an obstacle course around the classroom where students have to give each other directions to get around
- Write a description about your town
- Write about German towns you see in pictures
- Use vispo.go to brain storm about what a family is like from this place, and what is around the town
- Play M and M game- for each color- use a different modal
- Play BINGO- for modal forms in context
- Human BINGO to find out about people's family or homes
- Human Tic Tac Toe to practice verb conjugations
- Lindenstrasse and Weissensee tv programs

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

Pixi Wissen TV- videos on youtube.com

### **Online Activities**

[BBC Languages](#)

[Kahoot](#)

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

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

[Quizizz](#)

### **Presentation Software**

[Blogger](#) - Blog

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

[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.6: Interpret some common cultural practices associated with the target culture(s).  
 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.  
 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a multi-media rich presentation to compare home life and household chores in the home and target cultures.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Using digital tools and face-to-face communication in the target language, ask and respond to questions about the family, rooms in the home, family member's roles in the home, and chores that are typically done x in the target language.</li> <li>Compare and contrast age and level appropriate culturally authentic materials orally and in writing.</li> <li>Demonstrate comprehension of short conversations and brief written messages on familiar topics</li> <li>See Benchmark</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Describe your family</li> <li>Give or refuse permission to do certain activities</li> <li>Tell how often you do chores</li> <li>Name what needs to be done around the house</li> <li>Conjugate modal verbs</li> <li>Correctly use TeMPo word order, to correctly formulate sentences</li> <li>Use the accusative case to say what you have</li> <li>Conjugate regular verbs</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> </ul>

	<ul style="list-style-type: none"> <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>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

[ELA / WL Alignment](#)

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

[http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS\\_WL\\_standards\\_HO.pdf](http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf)

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

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

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

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

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

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

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

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

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

### Focus on standards 9.1, 9.2 and 9.4

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

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving

(CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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

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

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

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

### Unit Description:

Students will use German in the three modes of communication to explore daily routines and free time activities in the home and target culture are similar and different. They compare daily routines in their home culture with that of the target culture. (Assessment of the interpretive mode may be in English; however the text is always in the target language)

### Unit Duration: 6-7 weeks

### Desired Results

**Standard(s):** Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

<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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</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.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.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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</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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</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.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.	
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.	
<b>Indicators:</b> <b>Interpretive:</b> <ul style="list-style-type: none"> <li>• Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about foods.</li> <li>• Match pictures based on oral descriptions of someone's daily routine and free time activities</li> <li>• Read and listen to information about daily routine and free time activities</li> <li>• Listen to and watch a video about daily routine and free time activities.</li> <li>• Read and listen to descriptions of someone's school schedule and daily routines.</li> </ul>		



- Compare activities and routines in the U.S. to those in various German speaking countries.
- Understand cultural perspectives on school, daily routines, and free time activities.
- 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 individual routines, free time activities, and school schedules.
- Speak about individual routines, free time activities, and school schedules.
- Speak about individual routines, free time activities, and school schedules.

#### Presentational:

- Use memorized phrases and sentences to compare activities and routines in the U.S. and German speaking countries.
- Use phrases and simple sentences to describe individual routines and free time activities
- Present and discuss information individual routines and free time activities
- Present and or write information about individual routines and free time activities
- Explain the uses of and forms of adverbial phrases when talking about schedules
- Explain the verb forms of stem vowel changing verbs used when describing someone else and others.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

#### Cultural Content Statement(s):

Perceptions of free time, daily routines, and school schedules may vary across culture. (Topics to assist in the development of this understanding should include, but are not limited to: adjectives, adverbial phrases, modal verbs, gern nicht gern, and sports) Many products and practices related to daily routines are shared across cultures; others are culture-specific.

#### **Understandings:**

*Students will understand that...*

- A balanced lifestyle includes both routines and free time activities
- Culture plays a role in determining what is part of a daily routine
- Culture plays a vital role in determining what popular free time activities are
- A German and American school day are quite different, and affect both routines and free time activities

#### **Essential Questions:**

- How balanced is my lifestyle?
- How different or similar are my daily activities to those in German speaking countries?
- What role does culture play in my free time activities?
- How is my school day similar to or different from the school day in the target culture?

### **Assessment Evidence**

#### **Performance Tasks:**

5 Rules for the 3 Modes

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

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. Teacher/class should be 90% in the **target language**

#### **Interpretive:**

- Use infographics from bpb.de to identify popular free time activities for German teenagers
- Watch *Das Wunder von Bern* and answer comprehension questions about soccer, and the role of soccer in German culture
- Complete webquest activity to find information about famous German athletes, paying special attention to German soccer players

#### **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.

- Go to the website of the Ludwig-Marum Gymnasium, and find what activities are offered to students at that school
- Watch video made by German students about their daily routine. Record answers
- Answer a survey about what your daily routine and free time activities are
- Go to kaleidos.de, find a school schedule, and record answers on when students visit what classes

#### **Interpersonal:**

- Skype with a German partner to ask questions about what his daily routine is
- Interview a classmate about what his or her daily routine
- Play Inside/Outside Circle to find out what activities your classmates like to do and not do in their free time and why. Report answers to the class
- Cloze activity with a partner showing two different time tables and try to determine the missing information about your schedule by asking questions
- Answer teacher questions about what you will do over the weekend and when
- Skype with our German partner school partners, and ask questions about the daily school schedule. Record answers.
- Play 20 questions to determine the activity the partner has

#### **Presentational:**

- Make a video diary showing what your daily routine is each day. Include when you do each activity,
- Create a Comic Strip showing the daily routine of two characters
- Create a multi media presentation comparing daily routines of teenagers in Germany and the US
- Create a survey about what activities and routines you have
- Call Google Voice to discuss your daily routine And your school day
- Create a story based on a picture, telling what each person is doing
- Create a multi media presentation giving information about a famous German athlete (age, birthday, sport he/she plays)
- Write your German partner, and give him/her a schedule including your school and home routine, so he/s he can adjust to life in the USA

#### **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
- Grammar: stem vowel changing verbs in context
- Grammar: word order and time phrases
- Grammar: basic reflexive verbs in context
- 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:**

Make a step-by-step picture/ video presentation, in which you explain your daily routine to someone who is coming to visit you. Be sure to ask questions either orally or in email of your partner, so that you can find out what is similar and different about their schedules.

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

- Crossword puzzle as CLOZE activity
- Play charades to act out routines and free time activities
- Brain storm free time activity vocabulary, and write 5 simple sentences based on vocabulary you came up with
- Create a visual dictionary, showing word, part of speech, and word in context for unit vocabulary
- p. 86, ex. 6- Ask a partner information about a schedule
- bpb.de- use graphics about routine, school, and free time activities
- p. 86, ex. 7- Formulate sentences using adverbial phrases about routine, and then interview partner to find out responses
- Play Battleship to determine activity being described
- Play Headbandz to determine activity being described
- Call Google Voice to discuss daily routines
- P. 87, Ex. 7- Talk about the activity based on the picture
- P. 87, Ex. 8- Create a story based on the picture of people completing activities
- Read and discuss- Sport, on p. 89
- Complete activities relating to *Das Wunder von Bern*
- Look at p. 98, Ex. 8- Determine not only what activities each family member does, but when they do the activities, as well
- Use Poll Everywhere to brain storm sport/soccer vocabulary
- P. 92- Listen to Julian's schedule, and fill in the missing information
- Discuss your weekend plans with a partner, discussing where and when you will do your activities
- Record a conversation with a partner on the SUPERSITE, based on p. 92
- Read p. 75- Die Deutschen und das Fahrrad, and Tooor! – identify new vocabulary
- Determine role of free time activities in German culture, based on readings from p. 75 (ex. 2-3)
- Interview a partner to find out his/her free time preferences – p. 75
- Research popular hiking trails in Switzerland (p. 75)

- Create color-coded charts to classify stem vowel changing verb conjugations
- Make lists of stem vowel changing verbs useful when talking about routines
- P.77, Use stem vowel changing verbs to talk about what each person has to do during the day
- P. 78- Use stem vowel changing verbs to talk about what each person has to do, record answers and repeat for class
- Create a story telling about what each person has to do- Ex. 4, p. 7
- Use stem vowel changing verbs to formulate questions about daily routines based on p. 79, Ex. 5
- Use the questions from p. 79 Ex. 5 to ask partner about his/her daily routines
- Use cues given to ask classmates' preferences on the activities listed – p. 79, Ex. 6
- Write a story about where and when people do various activities
- P. 85, Ex. 5- Take turns making false statements about each activity listed- students will correct each other based on the picture
- Play Fly Swatter to practice routine/activity vocabulary
- Write an email talking about your daily routines
- Ask classmate about his/her school schedule
- P. 112, Ex. 2- Look at the pictures and say what each person is doing in the picture. Add when they do each activity
- P. 112, Ex. 4- Describe to a partner what each person looks like, and then include what each person likes to do, and what each person does every day
- Record responses about about a German school schedule from kaleidos.de
- Fill out a schedule about your daily routine- p. 159, Ex. 4, and then discuss your answers with a partner
- Select a person from their answers (p. 159, Ex. 4)- read the answers out loud, and guess which student wrote them
- Write sentences talking about daily routine- p. 159, Ex. 5
- P. 160, Ex. 2- Say what each person wants to do over the weekend
- P. 160, Ex. 6- Write out what you want to do this weekend. Then find other students who want to do the same, and discuss a time when you can do the activities together

#### **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 and 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](#) – 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.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).  
 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.  
 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a multi-media presentation to compare daily routines in the home and target cultures.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Ask and respond to questions to the daily routines of yourself and others, things you do in your free time, things you must do, and your school schedule using digital tools and face-to-face communication in the target language.</li> <li>Compare and contrast age and level appropriate culturally authentic materials orally and in writing</li> <li>See benchmark</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use adverbial phrases to tell when you do something</li> <li>Talk about your school schedule</li> <li>Tell the time</li> <li>Talk about what you do in your free time</li> <li>Talk about chores you have to do</li> <li>Conjugate stem vowel changing verbs</li> </ul>



	<ul style="list-style-type: none"> <li>• Conjugate regular verbs</li> <li>• Conjugate modal verbs</li> <li>• Use basic reflexive verbs in context</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> </ul>

	<ul style="list-style-type: none"> <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>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

[ELA / WL Alignment](#)

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

[http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS\\_WL\\_standards\\_HO.pdf](http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf)

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

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

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

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

### Unit Title: Science and Technology: Healthy Living

**Unit Description:** Students use German in the three modes of communication to engage in the study of a healthy lifestyle and general well being. They will examine how food and exercise choices play a key role in healthy living

**Unit Duration: 6-7 weeks**

### Desired Results

**Standard(s):** Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

<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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</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.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.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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</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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</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.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Indicators:****Interpretive:**

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

**Interpersonal:**

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions what hurts, and what you do to stay healthy.
- Speak about individual healthy living practices, and what hurts.
- Speak about individual healthy living routines, and what hurts.

**Presentational:**

- Use memorized phrases and sentences to discuss what different people do to be healthy.
- Use phrases and simple sentences to describe what hurts, and what to do to maintain a healthy lifestyle.
- Present and discuss information about different body parts, what hurts, and what you do to stay healthy.
- Present and write information about different body parts, what hurts, and what you do to stay healthy.
- Explain the uses of the dative to talk about what hurts, and what you can do to maintain a healthy lifestyle.
- Explain the use of dative verbs to talk about what hurts, and ways to maintain a healthy lifestyle
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target language during daily interactions.

**Cultural Content Statement(s):**

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

**Understandings:**

*Students will understand that...*

- Staying healthy is a part of everyday life
- Maintaining physical health is important
- The concept of a healthy lifestyle varies from culture to culture.
- There are differences in seeking medical attention in other cultures and places you go for medical attention

**Essential Questions:**

- How do we live a healthy lifestyle?
- How do others view a healthy lifestyle?
- How do people stay healthy and take care of themselves?
- How does the view of a healthy lifestyle differ from one culture to another?

**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. Teacher/class should be 90% in the **target language**.

**Interpretive:****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



- Monsters- draw body part called out by the instructor, and pass paper to next person. Next person will draw next part. Label all body parts when finished
- Perform five senses experiments/activities using body parts.
- Uh Das Tat Weh- music video – Watch video and fill in blanks about body parts that are hurting. Watch video again to find dative forms
- [www.gesundesleben.de](http://www.gesundesleben.de) and [www.richtigfit.de](http://www.richtigfit.de)- navigate the sites to find tips and organizations to help you stay fit
- Look at infographics from bpb.de and determine what Germans do to maintain a healthy lifestyle
- Answer a healthy lifestyle survey
- Watch video- Kekse isst man ab und zu! – Write what foods cookie monster should eat (based on the song)
- Find an article about staying healthy. Underline the words having to do with food choices and highlight any sports or activities words
- Go to Baden Baden Kurhaus website- Find what is offered to help students recover and maintain healthy lifestyle
- Go to Ludwig-Marum-Gymnasium Mensa menu- Determine what they serve for students and how healthy the food is
- Watch Bauer Joghurt video about organic yoghurt and write what makes the yoghurt healthy

#### **Interpersonal:**

- Interview a German student to find out what he/she does to be fit
- Interview a classmate to find out what he/she is doing to stay fit
- Play 20 Questions to determine what body part is hurting your classmate
- Look at pictures with a partner, and tell what the people in the pictures should do to stay healthy
- Battleship- Ask questions to determine what body part is hurting your classmate, so that you can sink his/her battleship
- Look at pictures of different types of food, and discuss with a partner whether you would eat the food as part of a healthy lifestyle
- Act out a scene at a doctor's office, with a patient telling the doctor what is hurting (unscripted)
- Friend tells you a health problem, and you give advice on what to do to stay healthy

#### **Presentational:**

- Write an email to your doctor, telling him about what symptoms you have
- Make a video giving tips and tricks on how to stay healthy
- Write a response to a classmate, giving suggestions on how to maintain a healthy lifestyle

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
- Grammar: Dative pronouns in context
- Grammar: dative verbs in context
- Grammar: the verb sollen in context
- 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

- Make a Poster using Glogster or another online poster maker, giving 5 tips on staying healthy (using sollen)
- Make a blog including healthy lifestyle tips and tricks
- Create a cafeteria menu for one week that incorporates healthy food for a healthy lifestyle
- Make an advertisement for a Kur, telling what is offered there to increase the health and well being of the patients

### **Benchmarks:**

Interview and survey both German and American students, asking them what they do to stay healthy. Then read several articles on authentic practices in the target culture. Based on your new knowledge, compile all of their tips into one video or poster, giving the ten most important healthy lifestyle tips. Make sure to include some information you learned from your readings.

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

- Practice body parts with – Kopf, Schulter, Knie, und Fuss song
- Play Simon Says to incorporate body parts and command forms
- Play Fly Swatter to practice body parts vocabulary
- Draw and label monsters to practice body parts
- Play Twister to practice body parts
- Use richtigfit.de and gesundesleben.de to find types to stay fit
- Find and label a picture with all of the body parts
- Play Headbandz to review vocabulary
- 20 Questions to review vocabulary
- Battleship- to determine what body part is hurting
- Color coded charts to label nominative, accusative, and dative cases
- Charts to review forms of sollen
- Brain storm ways to stay healthy
- Bpb.de- infographics on staying healthy
- Letters to doctor – telling what hurts, or what the health issue is
- Make posters using multi media sources like Glogster
- Articles on healthy living- highlight and circle vocabulary
- Create visual dictionary for unit vocabulary
- Review vocabulary with quizlet.live and kahoot.it
- Crossword puzzles- CLOZE activities
- Kurhaus Baden Baden website
- Teach mnemonic device for dative endings- RESE NESE MRMN
- Have students come up with their own mneumonic devices for dative forms
- Pp.170-171- Review dative case uses



- Complete Edpuzzle Listening activity on Dative case
- p. 113, After watching the Zapping video about Bauer Joghurt- answer the comprehension questions
- Use Kahoot and Quizlet.live to practice dative forms
- Use Quizizz.com to complete dative case CLOZE activities
- P. 172- Complete activities 1-4 to use dative case in context
- P. 173, Ex. 5- Write out answers, and then review with a friend orally to decide what belongs to whom
- P. 173, Ex. 6- Recommend food to the people listed, to help them stay healthy
- Record conversation from p. 173, Ex. 6 with a partner on the supersite
- P. 173, Ex. 7- Complete with a partner to practice dative forms in context
- P. 176, Ex. 1- Tell what healthy drink/food you would bring for each one of the people
- Create a restaurant dialogue based on p. 176, Ex. 2
- P. 176, Ex. 3- Write what each person thinks of the food listed (using the dative)
- Pictures of different ailments- Say what is wrong or what is hurting
- Pictures of different types of food- Say whether you like the food, and whether it is healthy
- Call Google Voice and respond to a prompt
- Create an end of the unit review game
- Review formation of modal verbs (sollen) using p. 123
- Respond to a healthy living survey
- School menus
- Look at picture, and write 5 sentences saying what the person should do
- Role play- doctor's office
- Ask the Doctor email responses
- Lotto
- Human Bingo-What you do to stay healthy
- Create healthy living comic strips

#### **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](#)

[iCulture](#)

[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](#)

[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.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Create a multimedia-rich presentation to compare healthy lifestyles in the home and target cultures.</li></ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Ask and respond to questions about what activities you do, what foods you eat, what is healthy and what is not, label body parts, and give advice on what should be done to stay healthy.</li><li>• Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to healthy lifestyles.</li><li>• Compare and contrast culturally authentic materials telling you about healthy lifestyles in the target culture.</li><li>• <b>See Benchmark</b></li></ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Conjugate the verb sollen</li><li>• Give advice</li><li>• Give reasons</li></ul>

	<ul style="list-style-type: none"> <li>• Talk about foods</li> <li>• Talk about free time activities</li> <li>• Say what hurts</li> <li>• Label body parts</li> <li>• Use the dative case to talk about health</li> <li>• Use dative verbs to talk about health</li> <li>• Talk about how often you do something</li> <li>• Conjugate stem vowel changing verbs</li> <li>• Ask for advice</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)R</li> <li>• ephrase and restate instructions</li> </ul>
<b>Learners with an IEP</b>	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

	<p>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](#)

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

[http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS\\_WL\\_standards\\_HO.pdf](http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf)

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

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

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

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

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

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

**Standards in Action: Climate Change** By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the

complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

## Integration of 21<sup>st</sup> Century Skills

**Indicators: 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%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: Beauty and Aesthetics: Entertainment and Fashion

**Unit Description:** Students use German in the three modes of communication to engage in the study of clothing and entertainment choices. They will explore the role these things play in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence purchases, perceptions, and preferences.

**Unit Duration: 6-7 weeks**

### Desired Results

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> <li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>• 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.</li> <li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> </ul>
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<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.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.</li> <li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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</li> </ul>	
<p>Presentation communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</li> </ul>	
<p><b>Intercultural Statement</b></p>	<p><b>Possible topics:</b></p>	
<p>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</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>	



interprets meaning) of the target culture society.		
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.	
<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 clothing, music, and entertainment.</li> <li>• Match pictures based on oral descriptions of someone's preferences of clothing, music, and entertainment.</li> <li>• Read and listen to information about clothing, music, and entertainment.</li> <li>• Listen to and watch a video about clothing, music, and entertainment.</li> <li>• Read and listen to descriptions of someone's preferences in movies, clothing, and entertainment.</li> <li>• Compare clothing, movie, and entertainment choices in the U.S. to those in various German speaking countries.</li> <li>• Understand cultural perspectives on clothing, movies, and entertainment choices.</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 to individual preferences on clothing, music, and entertainment.</li> <li>• Speak about music, clothing, and entertainment choices.</li> <li>• Speak about the clothing, music, and entertainment choices of others.</li> </ul> <p><u>Presentational:</u></p> <ul style="list-style-type: none"> <li>• Use lists and or chunks of language, and memorized phrases to compare clothing and entertainment choices in the U.S. and German speaking countries.</li> <li>• Use phrases and simple sentences to describe clothing, music, and entertainment.</li> <li>• Present and discuss information about clothing, music, and entertainment.</li> <li>• Present and write information about clothing, music, and entertainment.</li> <li>• Explain the uses of stem vowel changing verbs- lesen, sprechen, sehen, tragen when talking about clothing and entertainment</li> </ul>		

- Explain the uses of the accusative to describe what someone has on
- Explain the uses of weil or denn to give information about your opinion
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation, and common idiomatic expressions, of the target language during daily interactions.

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

Perceptions of clothing, music, and entertainment may vary across culture. (Topics to assist in the development of this understanding should include, but are not limited to: adjectives, weil, denn, accusative case, stem vowel changing verbs, and colors ) Many products and practices related to role of ge are shared across cultures; others are culture-specific.

#### **Understandings:**

*Students will understand that...*

- Culture affects how we view beauty.
- Culture affects our perspectives on clothing, music, and entertainment.
- There are similarities and differences in clothing, music, and entertainment in German speaking Europe and the US.

#### **Essential Questions:**

- What is our concept of beauty? Is it the same or different from that of the German culture?
- What clothing or entertainment is specific to the German culture?
- What role does culture play in tastes in clothing, music, and entertainment?

## **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. Teacher/class should be 90% in the **target language**.

#### **Interpretive:**

- Carla.umni.edu-

Read texts associated with: Do Clothes Tell a Story?

- Answer questions about a movie trailer from kino.de
- Go to otto.de and pick out clothing based on a budget
- Go to a German movie theater website, and determine what movie you should see based on genre, times, and location
- Look at German movie titles, and decide what English movie they are describing
- Listen to different various descriptions of tv shows, movies, and music and determine what is being described
- Fill out survey about different movie and music tastes
- Complete CLOZE activity by listening to a text of a German song
- Draw outfit based on description given
- Find biographic information about band members of Tokio Hotel online, by using blindekuh.de as a search engine
- Complete a webquest about a famous German speaking musician
- Use infographics from bpb.de to answer questions about tastes in movies and music
- Complete webquest activity on traditional clothing in German speaking countries

#### **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
- Grammar: using weil and denn to give reasons
- Grammar: stem vowel changing verbs- tragen, sehen, lesen
- Grammar: modal verb: mögen
- Grammar: the accusative case to talk about the direct object
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.

**Interpersonal:**

- Carla.umni.edu- Ask partners questions about what clothing they like to wear and why from: Do Clothes Tell a Story?
- Interview classes from our German partner school about their clothing and entertainment choices
- Play 20 Questions to ask a classmate about a type of entertainment (music. Movies, books)
- Interview classmates about their favorite type of music/movies
- Interview classmates about what clothing they like to wear and why
- Describe and discuss movies and music based on the pictures given with a partner
- Play Battleship- Ask questions about vocabulary to determine where the partner's Battleship is
- Ask questions a series of questions about preferences (focusing on moegen)

**Presentational:**

- Carla.umni.edu- Create presentations based on: Do Clothes Tell a Story
- Create a movie advertisement about your favorite movie, noting genre, actors, times in can be seen, and rating
- Create a skit replaying a shopping scene
- Design a clothing advertisement that gives various German clothing styles
- Record a FlipGrip Movie showing what clothing you have in your closet, and what type of music you like to listen to
- Write a description of your favorite movie, and have other students guess the movie
- Create a collage using magazine pictures to represent clothing vocabulary
- Create survey about entertainment tastes
- Create a Multi-Media presentation about a German music group, including a sample of their music
- Sequence pictures to tell a story and write the captions (Comic Strip- Version A or B)
- Write and respond to an email from your German partner about his/her entertainment preferences
- Create a picture dictionary, illustrating vocabulary words, noting parts of speech, giving a picture, and using the word in a sentence
- Moderate a fashion show
- Write a movie review about a movie you have recently seen

- 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:**

Survey classmates about fashion, music, and movie choices. Categorize the genres and determine which is the most popular/least popular.

Interview a German, to find out what their typical fashion, music, and movie choices are. Compare your interview to the class results.

Create a presentation, based on the information you have compiled, explaining the most typical fashion and entertainment choices to a German student visiting Washington Twp. and how it may differ from their culture.

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

- Graffiti- In a small group take turns writing/ drawing words and guessing what the words are
- Play Headbandz to review vocabulary
- Go to kino.de – Movie trailers and descriptions
- Use clothing catalogue to pick out clothing for when you want for your upcoming trip to Germany
- Use various magazines to cut out clothing pictures to create clothing collage
- Describe pictures of different movies
- Use youtube.com to find music videos of various German speaking music artists
- Brain storm adjectives to describe movies and music
- Crossword puzzle CLOZE activities about unit vocabulary
- Play Battleship to review vocabulary
- Read and discuss portrait of Tokio Hotel- p. 121
- Find biographic information of band members of Tokkio Hotel online
- Play Flyswatter to review color vocabulary
- Draw and color an outfit based on description
- Create a visual dictionary using unit words
- Create a chart giving different examples of how to use weil versus how to use denn
- Create a color coded chart with the conjugations of tragen, sehen, and lesen
- Describe the pictures, saying what people are wearing, seeing or doing with the stem vowel changing verbs
- Guess Who- Play describing clothing or famous musicians/ actors
- Review accusative case by making color coded endings charts
- Play Suitcase game- What do you have packed? (Review accusative case)
- Play Whisper Down the Lane with movie/ music descriptions
- Call GoogleVoice and report on your favorite music/ movie
- Play End of the Unit Jeopardy to practice unit grammar and vocabulary



- Use Voki to create an Avatar talking about his/ her entertainment preferences
- Compare and contrast German and American entertainment choices
- Use bpb.de infographics to find out about German entertainment tastes
- Go to German movie theater website and compare movies playing to what is currently playing In the US
- Give opinion about clothing shown in pictures
- Give opinion about movie and music shown in picture
- Write a dialogue about going to the movies with a friend
- Webquest- traditional dress in German speaking Europe
- Compare and contrast German fashion and American fashion
- Act out a scene with an opinionated clothing shopper
- Color By Number activity- follow the written directions to color in items, then write a short description of the finished product. (ie- That is a shirt. It is long and blue)
- Use and describe movie, music, and clothing posters
- Write interview questions using stem vowel changing verbs to ask class mates
- P. 81, ex. 4- Look at tv schedule, and write out what you want to see, and when (using the stem vowel changing verb- sehen)
- P. 81, Ex. 4- Interview a partner about what he/ she wants to watch and when
- P. 154- Practice forms of moegen to express what you like and do not like – complete Jetzt sind Sie dran
- Complete p. 155, Ex. 1-3 to practice forms of moegen to express preferences
- Write 5 sentences about what movie or tv show you would like to see this weekend (p. 155)
- Ask/ answer questions using moegen
- Review accusative case with ein words
- P. 105 – Jetzt sind Sie dran- Write the correct forms of the accusative case to talk about what people have
- Describe what the people in the pictures are wearing- p. 107, ex. 8
- Look at the 3B Fotoroman p. 118-119- What are these people wearing?
- Write a description about the clothing a classmate is wearing- students must guess whom the sentences are describing
- Use zdf.de and ard.de to find tv schedules
- Have students describe their own outfits
- Lotto
- Comic Strips
- Human Tic Tac Toe for verb conjugations

#### **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 and ACTFL and TELL](#)

[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](#)

[www.bahn.de](#)

Pixi Wissen TV- videos on youtube.com

Annenberg videos

## **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.6: Interpret some common cultural practices associated with the target culture(s).  
 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations  
 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a multimedia-rich presentation comparing entertainment preferences in the home and target cultures.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Ask and respond to questions about music, movie, tv, and books, including your preferences, opinions, and complete transactions in various places using visual tool and face-to-face communication in the target language.</li> <li>Interview a German student regarding practices/preferences around entertainment and compare it to yourself.</li> <li>See Benchmark</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Ask for opinions</li> <li>Give opinions</li> <li>Give reasons for your opinion</li> <li>Use stem vowel changing verbs sehen, lesen, and tragen</li> <li>Classify movie, music, tv, and book genres</li> <li>Use adjectives to describe</li> <li>Use varied word order with weil</li> <li>Use the verb moegen to talk about preferences</li> <li>Use gern and nicht gern to talk about preferences</li> <li>Use accusative case to give more information in a sentences</li> <li>Give details</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> </ul>

	<ul style="list-style-type: none"> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> <li>• Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>• Adapt the text based on language needs</li> <li>• Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>• Create graphic organizers and charts</li> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> <li>• Rephrase and restate instructions</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

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

Alignment of the National Standards for Learning Languages to the CCSS:  
[http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS\\_WL\\_standards\\_HO.pdf](http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf)

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

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

**Social Studies:** <https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.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%20NJSLSVPA.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%20NJSLSCCLKS.pdf>

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

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.



## Unit Title: Global Challenges

### Unit Description:

Students will use German in the three modes of communication to engage in the study of the geography of German speaking countries. They will explore the role geography plays in the use of public transportation, and what animals are found in the country. They will also examine the role culture plays in the use of public transportation and the role of animals in a society.

### Unit Duration: 6-7 weeks

### Desired Results

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"><li>• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li><li>• 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.</li><li>• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li><li>• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li><li>• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li><li>• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li><li>• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li><li>• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</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.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.</li><li>• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li><li>• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li><li>• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li></ul>

	<ul style="list-style-type: none"> <li>• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>• 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</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.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> <li>• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li>• 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.</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.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.	

Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.	
<b>Indicators:</b>		
<u>Interpretive:</u>		
<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 animals, geographic features, and public transportation</li> <li>• Match pictures based on oral descriptions of animals, geographic features, and public transportation</li> <li>• Read and listen to information about animals, geographic features, and public transportation</li> <li>• Listen to and watch a video about animals, geographic features, and public transportation</li> <li>• Read and listen to descriptions of animals, geographic features, and public transportation</li> <li>• Compare the geography of German speaking Europe to that of the US.</li> <li>• Understand cultural perspectives on the use of public transportation</li> <li>• Recognize common gestures, intonation, and other visual or auditory cues of the target language.</li> </ul>		
<u>Interpersonal:</u>		
<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 to animals, geographic features, and public transportation</li> <li>• Speak about animals, geographic features, and public transportation</li> </ul>		
<u>Presentation:</u>		
<ul style="list-style-type: none"> <li>• Use lists and or chunks of language, and memorized phrases to compare Geography in the U.S. and German speaking countries.</li> <li>• Use phrases to describe animals, geographic features, and public transportation</li> <li>• Present and discuss information on animals, geographic features, and public transportation</li> <li>• Present and or write information about animals, geographic features, and public transportation</li> <li>• Explain the uses of and forms of question words to ask for specific information about a particular place</li> <li>• Explain the verb forms of dative prepositions when talking about location and forms of transportation used.</li> <li>• Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.</li> <li>• Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.</li> </ul>		
<b><u>Cultural Content Statement(s):</u></b>		
Perceptions of geography, animals, and use of public transportation may vary across culture.(Topics to assist in the development of this understanding should include, but are not limited to: adjectives, directions,locations, dative case, languages, countries, and capitals) Many products and practices related to role of geography are shared across cultures; others are culture-specific.		

**Understandings:**

*Students will understand that...*

- Geography has a large affect on the development of language and culture
- German speaking Europe has different geographic features than that of the US
- The role of public transportation is different in German speaking Europe than in the US
- Animals play a different role in German culture than that of the US

**Essential Questions:**

- How does geography affect language and culture?
- How does the geography of German speaking countries differ from the geography of my own culture?
- How does the role of public transportation differ in German speaking Europe and the US
- What role do animals play in the lives of those living in German speaking cultures? How does that compare to the role animals play in my own culture?

## Assessment Evidence

**Performance Tasks:**

5 Rules for the 3 Modes

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

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. Teacher/class should be 90% in the **target language**.

**Interpretive:**

- Find your Way: Students will listen to directions and use a Game Piece to move on a map of a city
- Go to bahn.de- Find information about a train trip, noting times, where/ when you have to change trains, and costs
- Go to (city name). de, and find important places around the town, and specific geographic features
- Listen to German commentary about town, and write down geographic features and the best way to get around the town
- Go to Karlsruhe.de, and plan a trip around the town, noting what public transportation you have to take to get the the places, and the costs
- Go to [www.tiergaerten.de](http://www.tiergaerten.de) and plan a trip to the Karlsruhe Zoo, noting its location, how to get there, and what animals can be seen there
- Use the video- Der kleine Kücken piept, to note what sounds each animal makes in German
- Watch video on Pixi Wissen on animals, and answer questions
- Read a present tense version of Die Bremer Stadtmusikanten, and answer questions about the animals in the text
- Go to bpb.de to read infographic determine use of public transportation in Germany
- Watch video version of Die Bremer Stadtmusikanten and compare to written version

**Interpersonal:****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
- Grammar: Es gibt in context
- Grammar: dative prepositions in context
- Grammar: Question words to gain more information
- 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

<ul style="list-style-type: none"> <li>• Interview a German student over Skype to find out how they get to/ from school and around town</li> <li>• Interview a classmate to find out what his/ her favorite animal is and why</li> <li>• Students will work in pairs on an information gap activity, using city, directions, and geography vocabulary. Each student has some information the other student is missing, and students must ask each other to find out the necessary information</li> <li>• Play 20 questions to ask questions about German speaking countries/ the bordering countries of Germany</li> <li>• Play 20 questions to guess the animal another student is thinking of</li> <li>• With a partner, discuss the pets you and your family have</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Create an interactive Google Map about a German town, highlighting places of interest, and geographic features</li> <li>• Explain to someone coming to Washington Twp. For the first time how to get around the town</li> <li>• Compare and contrast German and American geography, using a Venn Diagram</li> <li>• Compare and contrast German and American uses of public transportation, using a venn diagram</li> <li>• After researching the Austrian city of Salzburg, write a postcard describing where you are staying, what you can see, and what your opinion is (p. 183- Thema)</li> <li>• Create a Fakebook profile for one of the animals from Die Bremer Stadtmusikanten</li> <li>• Write where you would like to live and why (using dative prepositions with location- in den Bergen, am Meer, in der Stadt)</li> <li>• Write about what kind of pet you would like to have and why</li> <li>• Create questions for a German speaking partner, focusing on question words and dative prepositions</li> </ul>	<p>sentences, a paragraph, captioned drawing, or diagram</p> <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:**

Research a particular region of German speaking Europe, based on information received on various websites. Create an interactive GoogleMap, labeling both landforms and landmarks of the region.

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.

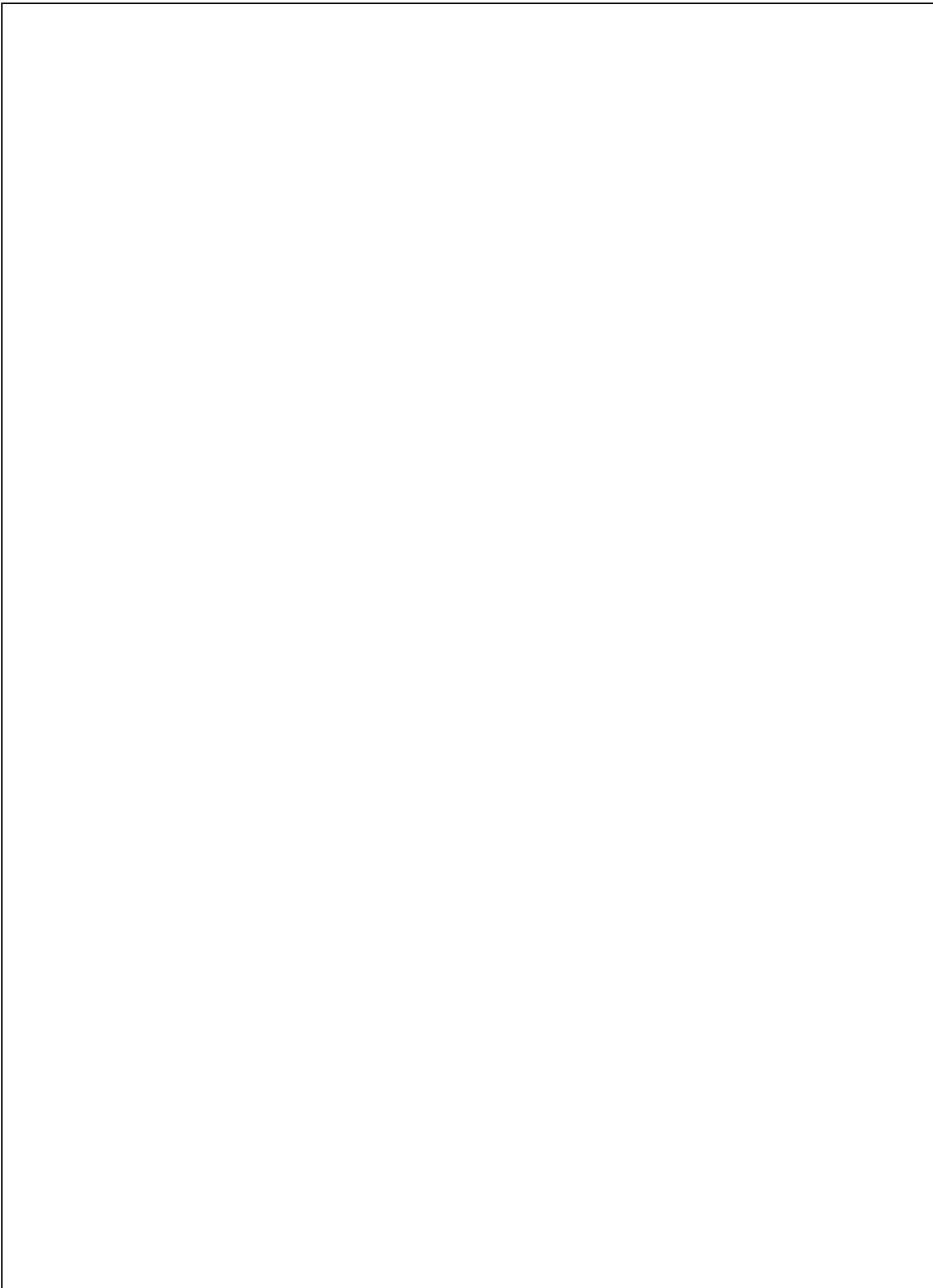
- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
  - interacting with native speakers of the language, or
  - immersed in a target language environment.

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.

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<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

- Use Vispo.go to describe geographic features of the location, and the positives and negatives of living in each place, and how you would get around, based on the geographic features
- **Tiergarten.de**- plan a trip to the Karlsruhe Zoo, and compare and contrast to the Philadelphia Zoo
- Use Poll Everywhere to poll students on what their favorite animal is and why
- Play Stadt, Land, Fluss to review German vocabulary- think of as many German names for cities, countries, and geographic places in 2 minutes
- Play Fly Swatter to practice location of specific geographic landmarks, as well as the location of various cities, and the bordering countries of Germany
- Compare and contrast German and American public transportation- the availability, as well as the price
- Brainstorm what role geography plays in what types of animals are in a particular country
- Read infographics about Germans and their pets, and compare to what types of pets Americans have
- Find prices to travel via Deutsche Bahn, and compare to those using an American train
- Read Hunden und Katzen on p. 136-137, and make predictions based solely on the infographics (p. 136-Strategien)
- Complete p. 137, Nach dem Lesen (ex. 1-2)
- Complete Meine Haustiere, p. 137 with a partner
- Read- Die Vereinigten Staaten und Kanada on pp. 134-135, answer questions under – Was haben Sie gelernt?
- Read Panorama- Oesterreich, p. 178-179, and answer questions- Was haben Sie gelernt? On p. 179
- Fill out and color code a map of German speaking countries, countries that border Germany, and important landforms in German
- Look at Österreich in Zahlen, and write as much as possible that you were able to understand from the text
- Review question word forms with Quizlet.live or Kahoot
- Review question word forms with quizizz.com
- Create an interactive game to review unit concepts

- Practice making writing more interesting by answering questions with all of the question words (Strategien- p. 183)
- Read p. 180-181, Die ersten Monaten in Graz- practice the reading strategy- Scanning (p. 180)
- Complete Cloze activities based on Die Bremer Stadtmusikanten vocabulary
- Brainstorm reasons to live in various locations with a partner
- Create a visual dictionary (with vocabulary word, part of speech, use of word in a sentence) for the unit vocabulary
- Answer comprehension questions from Die Bremer Stadtmusikanten
- Create a visual dictionary for Die Bremer Stadt Musikanten
- Write from the animal's perspective in Die Bremer Stadtmusikanten
- Review landforms and rivers in each of the German speaking countries, using the maps on pp. A2-A7
- Graffiti- Take turns drawing various vocabulary words from the chapter, and have other classmates guess what the words are
- Review vocabulary with Cloze activities on Socrative.com
- Write 5 sentences about what animal you would like to have and why
- Call Google Voice and answer a prompt
- Bahn.de for train travel
- Write postbards
- Travel blogs

### **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](#) – 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.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).  
 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations  
 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.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a multimedia-rich presentation to compare the geography of German speaking Europe to that of the student's home</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Ask and respond to questions about geographic features, including directions, landforms, cities, and capitals, and completing transactions in various places using digital tools and face-to-face communication in the target language.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Name landforms</li> <li>Name bordering countries of Germany</li> <li>Name languages and capitals</li> <li>Give directions and cardinal locations</li> <li>Use dative case to give location</li> <li>Ask where things are located</li> <li>Tell where things are located</li> <li>Ask about capitals and languages</li> <li>Ask what is located in a city</li> <li>Ask about proximity</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 to the CCSS:

[http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS\\_WL\\_standards\\_HO.pdf](http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf)

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

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

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

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

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

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

**Standards in Action: Climate Change** By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for

students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

## Integration of 21<sup>st</sup> Century Skills

**Indicators:** <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.