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:	Introduction to High School German

Grade Level(s):	9-12

Duration:	Full Year:	√	Semester:		Marking Period:	

Course Description:	This course is an interactive introduction to German emphasizing communicative-based listening, speaking, reading and writing in the target language and the essentials of the cultures of the German-speaking world. Students will learn to use German to deal with discrete linguistic elements of basic daily life in predictable common settings. This course will use thematic instruction based on the model curriculum themes: All About Me, School Days, Celebrations and Food Glorious Food. The model curriculum themes will be infused with elements of the Advanced Placement Themes of Personal and Public Identities, Families and Communities, Beauty and Aesthetics, and Contemporary Life
Grading Procedures:	The goal of this course is for students to demonstrate proficiency on the ACTFL prurience scale and move along the continuum from the Novice-Low to the Novice-Mid level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. **Report Card Grades will be calculated using the following percentages:** 50% Primary Assessments (Tests, IPAs and projects) 35% Secondary Assessments (Quizzes, class participation) 15% Supporting Assessments (Homework)

	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
Interpersonal Communication	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.
Presentational Speaking	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.
Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.
Interpretive Listening	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
Interpretive Reading	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.

Primary Resources:	The textbook used for this course is <u>Mosaik 1</u> Publisher Jos A. Blanco. Published by Vista Higher Learning, Inc., Copyright 2018

Washington Township Principles for Effective Teaching and Learning

NJ World Language Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

NJ World Language Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.

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

- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Washington Township Goals:

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society
- Seniors who achieve a level 4 or AP level will pass the Seal of Biliteracy

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Under the Direction	Rosemarie Armstrong, Supervisor of World Languages and ESL K-12, FCS 9-12

Written: July 2017

Revised: ___July 2021 by Angela Bacher_____

BOE Approval: _____

Unit Title: Personal and Public Identities / All About Me

Unit Description:

Students use the target language in the three modes of communication to describe themselves, their family members and friends and where they come from. Students will explore the German alphabet to facilitate pronunciation and to be able to spell first and last names, names and the names of cities and towns. Students will to learn how to introduce themselves to others and greet others, formally and informally, and at different times of day. Students will explore the geography of Europe and the German-speaking countries and their capitals. Students will be able to identify themselves using nationalities, and to tell others where they live. Students will be able to engage in light conversational topics to express their age, and their birthdate.

Unit Duration: Half of a Marking Period

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.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

	• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
	• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
	• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
	• 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
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
	• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
	• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
	• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
	• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statement	**Possible topics:**
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	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:

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher in which they greet each other at different times of day and at different levels of formal introduction.
- Engage in short unrehearsed/unscripted conversations about where you and others live
- Engage in short unrehearsed/unscripted conversations about where you and others live originate from and their nationalities
- Ask / Answer questions about age, first and last names
- Engage in simple dialogue with new friend about age, where they live and what sports they play

Interpretive:

- Use texts with visual cues and repetition of key words to identify important words or phrases
- Use commercials from radio, television and the internet related to introducing oneself
- Match pictures of the time of day with the appropriate greetings
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about greetings and goodbyes
- Read and listen to information about where others live, where they are
- Listen to and watch a video about a greetings and goodbyes and different times of day
- Recognize common gestures, intonation, and other visual or auditory cues of the target language
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to where people are from.
- Identify German-speaking countries and their capitals on the map.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language
- Using cognates, match family members and sports vocabulary with their German translation

Presentational:

- Use lists or chunks of language and memorized phrases to compare greetings and goodbyes in the United States to those of German-speaking countries.
- Present and discuss information about classmates and famous German people, including their ages, their nationalities and their hometown.
- Use phrases to introduce self and others at different times of day
- Present and/or write a simple dialogue introducing yourself to a new student
- Present and/or write a simiple dialogue introducing yourself to an adult, a stranger, or an elder
- 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
- Count to 100, count by 5s, by 10s, by 2s and other combinations in context with age, date, calendar or situation
- Sing and/or recite the German alphabet
- Using the rules of German pronunciation, read aloud from an authentic source.

Cultural Content Statement(s):

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

Understandings:	Essential Questions:
Students will understand that… 1.) Using the formal form of address is integral to being able to speak to German speaking persons.	1. How does culture affect the way we introduce ourselves to others and respond to salutations/greetings? 2. What do I need to know when meeting a new person from the target culture?

2.) The rules of pronunciation in German will facilitate being able to communicate in the target langue.

3.) Personal identity is developed through experiences that occur within one's family, home and culture.

4.) There are similarities and differences in how we greet each other and say goodbye to each other in German-speaking countries compared to those in the United States.

5.) It is important to use context clues and cognates when interpreting visual and auditory information in the target language.

6) How are numbers formed and used in the German language?

3. How do we demonstrate politeness and respect through expression?

4. How does culture influence the way we use numbers?)gesture indicating numbers and observe pricing/price tags/metric system)

5. How has technology influenced communication?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpersonal

- **Nice to meet you**

On a note card, teacher will have written the German names of students, including an age (between 1 and 20) and the name of a city in Germany or Europe. Cards will be distributed to students In pairs, students will ask each other their name, age and where they live. Using the authentic German names and cities in Germany and Europe will allow students to practice the different nationalities and pronunciation.

Alternate: PowerPoint with names, cities, countries and ages can be shown and students will take turns answering questions about "themselves" that classmates will ask using information on the projected PowerPoint.

- Watch ***Willkommen in Berlin!***   And other videos of native German speakers introducing themselves. Note where people are from, what their relationships are to each other and what time of day it is based on the interactions.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- "Can Do" self-assessment
- Warm Ups
- **Cognate Challenge** – A long list of cognates will be projected on the front board. Students will be asked to see how many cognates they can recognize, in groups or pairs
- **Dictionary Dig** – A corner of the classroom will be set up with TASK CARDS that encourage students to explore the German/English dictionary to discover new words. Students will find words that start with a certain letter and have a certain number of syllables. Students will record their new words on a handout, including the English definition. Bonus cards will be included where students can alphabetize their new vocabulary words, create a word search using the words etc…. These words will give students and opportunity to interact individually with words that they would like to learn, practice pronunciation. This corner can also be used for students who finish tasks early, to promote additional learning for advanced learners and to allow students to gain skills utilizing a dictionary.
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Greetings and Goodbyes) 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.

- Using *Supersite* students work in pairs to record a conversation in which they greet each other for the first time, give names, ages and include an appropriate goodbye.

- In pairs, students practice greeting and leaving each other at different times of the day
- In pairs, students engage in a brief introductory conversation asking for the name, origin, birthdate and age of their partner
- In pairs or with teacher, pretend you are in a German-speaking city and need to greet a new person state and spell your first and last name, give birthdate and age, cell phone number and give an appropriate leave taking expression.
- Give students fake name tags, call up two students to have a brief conversation introducing themselves
- and using the informal or formal tone as necessary
- In pairs, ask and tell ages of family members
- In pairs, students talk about what sports they play and don't play

Presentational

- **Counting Song**

Watch the video a few times. Practice singing along and pronouncing the German numbers correctly. Be able to spell the numbers correctly, using the German alphabet and the rules of pronunciation.
  https://www.youtube.com/watch?v=6x0Lzvsk2LM

- **Create a skit**

In small groups students introduce themselves to a "new" student in the class or introduce themselves to their teacher on the first day of school. Demonstrate proper use of formal and informal address. Present class.

- Students can create an alphabet book for HS Preschool as another higher-level differentiated activity and read it to the Pre-K class

Interpretive

- **Good Morning to you!**

https://www.youtube.com/watch?v=sz8EPQYEd7g

Watch the video using EdPuzzle.com. Answer questions about the greetings during the various times of day. Identify cognates within the video.

https://www.youtube.com/watch?v=dBVNSwdFnBo

Watch video using EdPuzzle.com. Identify the greetings used in the exchange.

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 Quiz: Regular verbs WOHNEN / SPIELEN
- Grammar Quiz: Conjugations of irregular verb SEIN
- Grammar Quiz: The subject pronouns and the accusative case
- Grammar Quiz: Gender of articles
- Vocabulary Quiz: greetings and goodbyes
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary

Summative Assessments:

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

- Listen as others state their birthdate; record this information to determine age
- Read a brief introduction between two people and decide if they are speaking formally or informally to each other
- Create a Venn Diagram to compare greetings and goodbyes in German-speaking countries with those of the U.S.
- When given a list of people, determine if the formal or informal tone should be used
- Show a video of the German alphabet to determine similarities and differences between the letters included in the German alphabet and the English alphabet.
- Students create a class birthday list by moving around the room asking others their birthdate and recording that information

Benchmarks:

This school year it is your goal to become a more global citizen and to find a "pen pal" in another country with whom you can Skype or FaceTime and learn more about the world around you.

Interpretive Task: **Read descriptions of students from a variety of German speaking cities.   Complete a questionnaire about the students, their ages, the sports they play and where they are from.**

Presentational Task: **Choose one of the students about whom you have read and create a presentation for that person that includes your name, age,nationality and what sports you play as a way of introducing yourself to that student.**

Interpersonal Task: **Have a conversation with a classmate introducing yourself and your new friend, and ask questions about your classmate and his/her new friend.**

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

• Performance is defined as how well a learner uses language acquired in a classroom setting.

• Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:

> • interacting with native speakers of the language, or
> • immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

 • Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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

Learning Plan

<u>**Learning Activities**</u>**:**
<u>**Social Emotional Learning:**</u>
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

- Count to 100 – use dice/math flashcards to add/subtract/multiply/divide and look at ads with prices to practice numbers.
- Converation cards
- Parallel lines/Inner Outer Circle for interpersonal activiities
- Read about Germany pages 8-9 and answer questions in Ex. 1-3
- Partner activity- greeting each other at different times of the day
- Choose a notecard with a German person's name and age – introduce yourself to the class
- Choose German names (optional) and play a round robin 1 minute "getting to know you" dating game to practice greetings, pronunciation of names
- Explore the geography of Germany, Austria, Switzerland and Liechtenstein. Learn their capitals.
- Fill in a map of Europe using the German names for the countries.
- Research one of the 16 German Bundesländer and present important information about that part of Germany
- Sing the alphabet
- Have a spelling bee using German alphabet
- Information Gap activity (fill in greetings) -Activities for communication worksheets
- Describe 2 friends to class
- Partner activity- introduce partner to a new student in the class
- Identify subject pronouns
- Use dice to practice the conjugations of the irrecgular verb **sein**
- Use dice to practice the conjugations of the recgular verb **spielen**
- Play Bingo (Lotto) to practice the numbers
- Learn basic vocabulary to identify members of the immediate family
- Using pictures of famous Germans on a PowerPoint – identify where they are from and how old they are
- Students will research famous German-speaking people (living or dead) and create a poster about that person's heritage and historical significance.

- Watch the ***Willkommen in Berlin*** video and answer the questions that follow.
- Imagine that you and your partner are exchange students meeting for the first time, greet each other, introduce yourselves and include appropriate goodbye. Present to class
- Make a list of nouns that you've learned and sort them by gender / article. Create a visual way to learn them.
- Add the plural forms to the list of nouns. Create a chart of different ways to form plurals in German
- Watch the ***Deutsche Bahn*** add p. 21 and discuss in groups. Answer questions that follow.
- Fill out registration form including personal information, first name, last name, nationality, age, date of birth

All about Me
German Fun! Culture
EdPuzzle
Clixmix.de
ISLCollective
Quizalize
Speaking Prompts
Facebook Activity
E-Mail Activity
All About MySelfie – (FREE)
Zzish

Resources:
NJ World Language Standards
NJ World Language Progression Chart
AATG
GROW (German Resources on the Web)
Annotated Glossary With Resources
Ohio Model Curriculum
Online German Resources (University of Michigan)
Nancy Thuleen (University of Wisconsin at Madison)
BabLa Online Dictionary
Canoo German Dictionary and German Grammar
CAPL – Culturally Authentic Images
CARLA
CIA – Facts About Countries Around The World
Class Tools
Colby College – Culture and Grammar Instruction
Creative Language Class mostly Spanish resources, but good ideas for other languages
Culture Crossing
Deutsche Welle
Digital Dialects - includes audio games
EdModo
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
FLENJ
FLTEACH
FluentU
Fotobabble – Share and Narrate Pictures
Goethe Institut
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
Leo Dictionary Lingorilla – Video Clips and Interactive lessons
Lingt – Create speaking exercises for your students

LiveBinders
Live Worksheets
Living Languages
Lyrics Training
My Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
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
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Step Into German
TES – Lesson Plans and Activities
Today's Meet – Creat Chat Rooms
Voice Thread
World Language Classroom – Resources and Activities
Yabla

Newspapers and Magazines

MIT Humanities Library
News Link
PaperBoy
German Newspapers

Online Activities

BBC Languages
All about Me
German Fun! Culture
EdPuzzle
Clixmix.de
Quizalize
Speaking Prompts
Facebook Activity
E-Mail Activity
Zzish
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla

Presentation Software
Blogger - Blog
Book Creator (for writing stories and or essays)
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Fotobabble – Share and Narrate Pictures
Glogster
Google Drive
Haiku Deck
iMovie
Keynote

[Lingt](#) – Create Speaking Exercises For Your Students
[Live Journal](#) - Blog
OneNote
[Padlet](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
PowerPoint
[Prezi](#)
[SeeSaw](#) – Digital Portfolio
[Storify](#)
[Storyboard That](#) - Create Stories
[Today's Meet](#) – Create Chat Rooms
[Twitter](#)
[Twister](#) (Fake Twitter)
[Vocaroo](#) – Voice Recording Device
[Voice Thread](#)
[Voki](#) – Create an Avatar

Rubrics
[PALS Rubrics](#) - By Level
[FLENJ Rubrics](#) – By Level

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

Standard(s):
7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 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.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.

4.0	**Students will be able to:** • infer the role that personality and culture play in making friends and getting along with others • develop a multimedia presentation explaining the similarities and differences between greetings and goodbyes in my own culture versus those in a German speaking country at a Novice High level.
3.0	**Students will be able to:** • conduct an interview with a foreign exchange student or a native of a foreign country (using digital tools) about his or her friends and how to greet one another at different times of day, and depending on the level of formal relationship • compare and contrast the German and English Alphabets and the sounds made by different letter combinations, the rules of pronunciation and of spelling • See benchmark assessments
2.0	**Students will be able to use digital tools and face-to-face communication to:** • introduce myself and others. • ask for some personal information such as name, age, and where someone is from. • provide personal information such as name, age, and where we are from. • ask memorized questions (yes/no, either/or, and short response) about other classmates • answer simple questions (yes/no, either/or, and short response) about other classmates • greet and take leave in a culturally acceptable manner • use words, phrases, and memorized sentences to describe myself including details about age, nationality and where we live • tell my age and the age of others • understand when someone is stating their age and telling where they are from. • understand some basic personal information as found in personal profiles, bulleted biographies, and emails. • identify nuclear family members vocabulary • identify cognates of sports actitivies • use regular verb conjugations correctly • understand when to use the formal versus informal form of address
1.0	**With help, partial success at level 2.0 content and level 3.0 content:** • Memorize frequently practiced questions associated with getting to know someone new
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	[Gifted and Talented Resources](#)
Struggling Learners	• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	[ELL Resources](#) • Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. • Use of TPRS, songs and visuals. • Provide a buddy • Use of laptop computer to revisit videos, etc.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#). Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

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

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

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

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

Integration of 21st Century Skills

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

Focus on standards 9.1, 9.2 and 9.4
For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
• Civic Financial Responsibility (CFR)
• Credit Profile (CP) • Financial Psychology (FP)

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

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

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

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

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

Unit Title: School Community
Unit Description:
Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in German-speaking coutnries. Students will be able to express when they do things using time expressions. Students will learn simple weather statements in relation to what they do during different seasons, and/or weather events. Students will also express preferences. Students will be introduced to the German educational system and will be able to discuss the differences in the typical school day of a German student and an American student.
Unit Duration: 1.5 Marking Periods

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.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 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
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

	• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
	• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
	• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	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:

Interpersonal:
- Compare the school day in the US to the school day in Germany and express preferences to a peer
- Survey a classmate about interests, free time activities, school day, and preferences
- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher about which school subjects they like and don't like
- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher about when you have certain classes / subjects using expressions of time.
- Talk about what sports / games / freetime activities you might do depending on the weather and or the season.
- Talk about what sports / games / freetime activities you do not enjoy doing
- Engage in a conversation with a classmate about the school day, what classes each person has and when, including time expressions
- Engage in a conversation about what you do and don't like about school in the United States and compare that to the educational system in Germany
- Look at a weather report for a city in Germany and discuss what free time activities you might do
- Speak about where, when and how often people engage in free-time activities (time of day, day of week, month, season).
- Speak about activities planned for the future and about activities in which one was recently engaged.

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about free-time activities.

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about school and school related activities.
- Use texts with visual cues and repetition of key words to identify important words or phrases
- Make connections as to what temperatures in degrees Celsius would feel like.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language
- Compare two school day schedules and interpret which belongs to an American student and which belongs to a German student.
- Express preferences of others after listening to a passage about what free time activities they enjoy and do not enjoy
- Match pictures based on oral descriptions of various sports and activities.
- Match pictures based on oral descriptions of various school related activities
- Listen to and watch a video about free-time activies.
- Read and listen to descriptions of free-time activities.
- Read and listen to information about a typical school day.
- Listen to and watch a video about a German teenager's school day.
- Compare free-time activities of teenagers in the U.S. to those in German speaking countries.
- Understand cultural perspectives on free-time activities.

Presentational:

- Present and/or write a simple weather statement for a city in Germany
- Create a new blog entry talking about self, free time activities, family members and school interests
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Write a response to a newspaper column asking what young people like and don't like and how free time is spent
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions
- Write a letter to a German student who plans to host you for the summer, describing yourself, your interests, your family relationships and what you do and don't like about school.

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures (topics that assist in the development of this understanding should include, but are not limited to attitudes about education, exercise, personal interests, geography, schedules and travel opportunities).

Understandings:
Students will understand that…

1. The education system in German-speaking countries has many similarities and differences to the education system in the US.

2. The Metric system is used in Germany and Europe to measure temperature.

3. There are similarities and differences in the way we spend time outdoors in the US and in the German speaking countries we are learning about.

4. The formation of numbers in German is different.

5. Incorporating an expression of time in a German sentence will affect the word order of that sentence.

6. Free time activities of teenagers in Germany and of teenagers in the US are both similar and very different for a variety of cultural reasons.

Essential Questions:

1. How does culture influence the activities of teenagers?

2. What do leisure time activities tell us abou the values of a culture?

3. How does my school day differ from the school day in Germany and other German-speaking countries?

4. How do students talk about their classes and their social life?

5. How do people refer to common objects in their daily life?

Assessment Evidence

Performance Tasks:	Other Evidence:
5 Rules for the 3 Modes In order to help students better master this unit remember these rules when selecting activities: 1. They must be **authentic**. 2. They should always be **engaging**. 3. Activities should be **varied**. 4. They need to be **focused** around the unit theme. 5. Class/teacher should be 90% in **target language**. ## Interpersonal - Students will speak about class schedules and discuss most/least favorite subjects. - Students will engage in games where they find missing objects in a classroom - Students will digitally record a dialogue where they are making plans together during the school day and note which period they will meet, where, when and what they will do. - On a note card, teacher will have written the names of citiies in German speaking countries. Students will use their laptops to look up the current weather in that city and take notes on temperature and the upcoming forecast. Students will then work with a partner to discuss the weather in their assigned cities. ## Presentational Research the weather for the city and present a weather report to the class. - Watch ***Oh, George!*** and other videos of native German speakers talking about their school day, their families and/or their free time activities - Using *Supersite* students work in pairs to record a conversation in which they talk about their preferences of what to do this weekend, depending on the weather - Interview your partner about his/her family members, where everyone lives and what they do in their free time - Interview a classmate about what he/she likes about school, the school day, the school subject, the school schedule and the American school system vs. the German school system. - **Weather Video** Watch the video a few times. Practice stating the weather.	## Pre-Assessment: - Vocabulary evaluation/analysis - "Can Do" self-assessment - Warm Ups - **Cognate Challenge** – A long list of cognates will be projected on the front board. Students will be asked to see how many cognates they can recognize, in groups or pairs - **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Greetings and Goodbyes) 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 Quiz: Stem changing verbs - Grammar Quiz: Expressing future tense using the present tense of verbs - Grammar Quiz: Rules of word order - Grammar Quiz: Introduction of accusative case - Vocabulary Quiz: sports and free time activities - Vocabulary Quiz: weather expressions - Vocabulary Quiz: school subjects and school objects - Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc. - Student Blogs - Matching vocabulary with photos - Reading comprehension using authentic sources - Cloze Statements - where students must insert appropriate vocabulary. - Concentration game with vocabulary ## Summative Assessments: - Chapter Test / Unit Test - Integrated Performance Assessment or a component - Performance Assessment showing proficiency with "Can Do" statements and rubric

Express the weather more than one way.

https://www.youtube.com/watch?v=xDp5kZIypJI

- **Create a skit**

In groups of 2 – 3, students write and perform a dialogue in which students discuss what they would like to do in their free time and how the weather will play a role

In groups of 2 -3, students write and perform a dialogue in which they discuss their school schedule, their preferences for certain classes and the differences between the school day in the US and in Germany.

- **Back to School Ad**

Students will create a video presentation / back to school advertisement promoting what school objects are for sale, in what quantities and at what price.

Interpretive

- **Weather Report**

https://www.youtube.com/watch?v=59mmVlnBWDQ

Watch the video using EdPuzzle.com. Answer questions about the weather. Identify cognates within the video.

- **Stundenplan**

 Look at two different school schedules and answer questions about the which is for a German schools vs. which is for a US school. Identify 5 cognates and 5 new words.

- **Sports and Activities**

Read a blog about teenagers in Germany and how they spend their free time. Answer questions about the reading.
Presentational alternative:
Write original response to the blog, describing what you do in your free time, including when, in what seasons/ weather etc….

- **Comparing School Systems**

  https://www.youtube.com/watch?v=sIZfIbBFDqU
  https://www.youtube.com/watch?v=SX3J3bt1sns

 Watch a video comparing and contrasting school systems in German speaking countries. Write five sentences in English explaining what you understand. Use EdPuzzle to answer questions about the video.

Benchmarks:

Your school has organized a chance for each student in German class to connect with a "pen pal" in Germany with whom you can Skype or FaceTime and learn more about the similarities and differences in the two cultures.

*Interpretive Task***:**

Look at a school schedule for your German friend. Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information related to that typical school day and yours. Note your observations in a venn diagram.

*Presentational Task***:**

Respond to an email from your German friend in which your write about yourself and your family. Include information about how you (and your family members) spend your free time, what activities each person enjoys and does not enjoy. Incorporate information about what the weather might be like for different activities. Ask questions encouraging responses about his/her own family and free time activities.

Produce a multimedia rich presentation that compares school life in the United States to that in Germany.

*Interpersonal Task***:**

Have a conversation with a classmate introducing yourself and your new friend, and ask questions about this year's school schedule. Talk about what you like, don't like and how it differs from a German school day.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.
• Performance is defined as how well a learner uses language acquired in a classroom setting.
• Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
        • interacting with native speakers of the language, or
        • immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.
• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
 • Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics

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

Learning Activities:

Social 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

- Count to 100, 1000, 100,000, 1,000,000
- Do simple math in German
- Create your own school schedule using pictures / clipart
- List school supplies vocabulary in your notes, organize by gender / articles
- Create an ad for school supplies
- Vocabulary exercises page 23 in the textbook
- Practice telling time using digital and analog clocks
- Watch *Oh, George!* Video and answer the questions that follow
- Create a calendar of your school schedule
- Create a calendar of your free time activities
- Answer a questionnaire about how you and others spend your free time
- Discuss with a partner how you and members of your family enjoy spending free time
- Play Bingo (Lotto) with time expressions
- Read about the school day in German speaking countries pages 28-29 and answer questions

- Learn conjugations of the verbs *haben* and the accusative case. Do Exercises on pages 30-31
- Ask classmates questions about what they have in their backpacks
- Play "Go-Fish" with school objects vocabulary, practicing using the accusative case
- Explore the word order rules in German page 32
- Ask classmates about what school subjects they like / don' like
- Oral and written drills with time, verbs
- Write a journal entry about what you and your friends like to do during your free time.
- Play charades and have classmates guess what sports or activities are being acted out
- Textbook vocabulary exercises
- Compare educational systems in Germany and the US.
- Read about *Schultüten* in Germany. Think back to own experiences. Discuss similarities and differences
- Flyswatter game to review vocabulary
- In pairs, have a conversation about buying school supplies, using numbers for quantities and prices, using plurals and accusative case

Weather Songs and Chants
Weather PowerPoint
Weather Activities
Question Words Posters
ISLCollective
Random Name Picker
Telling Time
Time Wordsearch
Months PowerPoint

Resources:
NJ World Language Standards
NJ World Language Progression Chart
AATG
GROW (German Resources on the Web)
Annotated Glossary With Resources
Ohio Model Curriculum
Online German Resources (University of Michigan)
Vista Higher Learning
AudioLingua
Nancy Thuleen (University of Wisconsin at Madison)
BabLa Online Dictionary
Blindekuh.de
Canoo German Dictionary and German Grammar
CAPL – Culturally Authentic Images
CARLA
CIA – Facts About Countries Around The World
Class Tools
Colby College – Culture and Grammar Instruction
Creative Language Class - mostly Spanish resources, but good ideas for other languages
Culture Crossing
Deutsche Welle
Digital Dialects - includes audio games
EdModo
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
FLENJ
FLTEACH
FluentU
Fotobabble – Share and Narrate Pictures
Goethe Institut
Glogster
iCultureI Love Languages
Instructional Resources – Learning Scenarios

Isicollective
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
Leo Dictionary
Lingorilla – Video Clips and Interactive lessons
Lingt – Create speaking exercises for your students
LiveBinders
Live Worksheets
Living Languages
Lyrics Training
Mamalisa.deMy Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
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
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Step Into German
Swissworld.orgTES – Lesson Plans and Activities
Today's Meet – Creat Chat Rooms
Voice Thread
World Language Classroom – Resources and Activities
Yabla
Youtube

News Papers and Magazines

MIT Humanities Library
News Link
PaperBoy
German Newspapers
www.deutschewelle.de
www.neuneinhalb.wdr.de
www.wdrmaus.de
www.clixmix.de
www.kaleidos.de
www.internet-abc.de
www.new4kids.de
www.de.statisca.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
pixiwissentv

Online Activities

BBC Languages

All about Me
German Fun! Culture
EdPuzzle
Clixmix.de
Quizalize
Speaking Prompts
Facebook Activity
E-Mail Activity
Zzish
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Quizzizz
Yabla

Presentation Software
Blogger - Blog
Book Creator (for writing stories and or essays)
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Fotobabble – Share and Narrate Pictures
Glogster
Google Drive
Google Voice
Google Maps
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Live Journal - Blog
OneNote
Padlet
Poster My Wall – Online Poster and Flyer Maker
PowerPoint
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter
Twister (Fake Twitter)
Vocaroo – Voice Recording Device
Voice Thread
Voki – Create an Avatar

Rubrics
PALS Rubrics - By Level
FLENJ Rubrics – By Level

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

Standard(s):

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

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

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

4.0	**Students will be able to:** • Develop a multimedia presentation explaining the similarities and differences between the German educational system and the American educational system • Infer the role that family members and culture play in making friends and getting along with others • Conduct an interview with a foreign exchange student or native of a foreign country (using digital tools) about his or her friends and family and their preferences regarding school and free time actitves
3.0	**Students will be able to:** • Ask and respond to questions about academic and social aspects of school life in the U.S. and German speaking countries, schedules, and classroom activities using digital tools and face-to-face communication through the target language. • Understand the cultural perspectives of how people in the German speaking world value education and free time activies, based on geography, history and other cultural factors. • See benchmarks
2.0	**Students will be able to:** • Introduce myself to others and talk about what I like – in school and during my free time • Ask personal questions about a classmate's preferences, what they like to do in their free time • Ask personal questions about a classmate's preferences, what school subjects they like • Create a questionnaire asking questions about the preferences of others, to be used with family members, classmates, online friends • Answer simple questions about my preferences • Use words, phrases and memorized sentences to describe my family members, their interests and their preferred free time activities • Understand some basic personal information found in personal profiles, bulleted biographies and emails • Count beyond 100 • Name the classes students typically have during the day. • Give the time when classes meet. • Describe classes as a reflection of their personal opinions of classes. • Connect classes and the supplies students typically need for each one. • Make lists of school supplies, including the cost of each item. • Interpret information on a yearly calendar, including days of the week and months.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:** • Memorize frequently practiced questions associated with talking about family and school
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	[Gifted and Talented Resources](#)
Struggling Learners	• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know.

	- Model different ways in which they can combine words and phrases for communication. - Have students create a section of their notebook for vocabulary and a separate section for grammar. - Allow students to accompany vocabulary words with pictures and English translations. - Teach content in chunks Use of TPRS
English Language Learners	ELL Resources - Highlight academic vocabulary. - Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. - Use of TPRS, songs and visuals. - Provide a buddy - Use of laptop computer to revisit videos, etc.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

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

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

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

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

Integration of 21st Century Skills

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

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

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.

- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit Title: Family and Friends

Unit Description:

Students use the target language in the three modes of communication to explore family and relationships and to examine what they share in common with members of the target culture. Students understand that their experiences help shape their personal identity. Students be able to identify personality traits. Students will be able to demonstrate comprehension of short conversations and/or brief written messages about family relationships. Students will explore housepets and the role they play in the family.   Students will compare and contrast the role of family members in a German speaking family to that of American family members. Students will explore how culture influences how we view family and the roles of family members.   Students will learn how to express mood.

Unit Duration: One Marking Period

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.

| Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

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

• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. |

	• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
	• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
	• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
	• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
	• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
	• 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
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
	• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
	• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
	• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
	• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statement	**Possible topics:**
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	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:
<u>Interpretive:</u>

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify family structures in German-speaking countries.
- Match pictures of people to oral description of physical traits.
- Read and listen to information about a family and fill in family tree to identify relationships.
- Listen to /watch video about a person's family members and personality traits and answer questions.
- Understand cultural perspectives on family structure in German-speaking countries.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Watch a video about German teenagers and their activites and interpret which they *have to / should / want to* do by choosing the correct modal verbs
- Use texts with visual cues and repetition of key words to identify important words or phrases
- Use famous cartoon and/or television families to answer questions about how others are related
- Recognize main idea and key ideas when reading an article about how families differ in the German-speaking countries compared to in the U.S.
- Recognize main idea and key ideas when listening to short authentic clips that contains information about celebrations of milestone events (e.gl losing a tooth, first day of school, getting a job, birthday etc…)
- Identify the main idea and other significant ideas in readings from age and level-appropriate materials dealing with the celebration of milestone and cultural events within the target culture.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates in which they ask and answer questions about family members and their personality traits
- Explain how you are related to others
- Engage in a conversation about personality descriptions of people we know and famous people
- Give opinions about others
- Watch a commercial in German and discuss with a classmate what personality traits you would attribute to the people in the commercial.
- Engage in short unrehearsed/unscripted conversations with classmates in which they discuss the roles of family members within the household.
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they discuss what activities you must / should / can / want to / are allowed to do using modal verbs
- Talk about about the when you and others have birthdays.
- Speaking German, arrange your group in order from the person with the next birthday to the last.
- Engage in short unrehearsed/unscripted conversations about things you do to celebrate birthdays
- Compare and contrast the German yearly calendar to the American calendar and the kinds of things that are celebrated in both cultures and how these are celebrated
- Ask/Answer a classmates simple questions related to milestone events
- Survey a classmate about what celebrations are important and how each is celebrated.
- Engage in short unrehearsed/unscripted conversations about what kinds of activities your family enjoys during vacation.

Presentational:

- Present and/or write sample itinearary for a trip to the beach / the mountains, /a city in Germany
- Create a new blog entry talking describing yourself, your family members, your friends and the personality traits that best describe each person.
- Write a response to a newspaper column asking what young people like and don't like about the roles they play / chores they have within their family dynamic.

- Create a multi-media presentation in which words, phrases and sentences are combined to compare and contrast a milestone celebration (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) in Germany and in the United States
- Write a "personal" ad seeking a German pen-pal. Describe yourself, what you look like, your personality traits and things you enjoy doing in your free time.

Cultural Content Statement(s):

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

Understandings:
Students will understand that…

1. What constitutes a family can be very different from one family to the next and from one culture to the next.

2. Family members play different roles in various cultures.

3. Personality traits are determined by a number of cultural, familial and experiential factors

4. Celebrations of milestones like birthdays can differ dramatically from one culture to another.

Essential Questions:

1. How is family defined in various cultures and how are family structures the same/different?

2. Who is important to me?

3. How do friendships and qualities of a friend cultivate the person I am?

4. How are family activities/home lif in the US similar and different from families in Germany?

5. How does culture affect the role of each family member?

6. What makes up a person's identity?

7. What is considered positive and negative personality traits and does this vary in other countries?

8. How do our lifestyles and where we live (culture) determine our leisure time activities and how much leisure time we have?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- KWL Chart
  KWL Chart - Example
- "Can Do" self-assessment
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Holidays and Celebrations/ family tree/ free time activities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come

Interpersonal

- Watch **_Willkommen in Berlin!_** and other videos of native German speakers talking about a celebration and family relationships. Students will discuss their observations and compare notes.

- Using *Supersite* students work in pairs to record a conversation in which they talk about their personalities and the personalities of others

- Interview your partner about his/her family members, their personalities, when and how they celebrate their birthdays

- Students bring a picture to class. In pairs and ask questions about the other person's family picture. They can take notes on the names only and present the information learned to the class.

- Interview someone about their physical/personality traits,

- Students will play the Speed Dating Game. Innter/outer circles are created. Teacher gives short timed sessions to "couple" where they have limited amount of time to talk and ask questions. When buzzer/bell rings, outer circle moves to the right. After the entire circle rotates, students decide who is the best match for them.

Presentational

- **The Dating Game**

Create a short presentation about a "bachelor" or "bachelorette" contestant in which you express information about this fictional person, describing their personality traits and interests in an effort to match them with a date.

- **Family Roles**

Create a multi-media presentation about the roles that each person in your family plays. Explain which household responsibilities each person must / should / is allowed / not allowed to do.

- Create a poster with pictures of their favorite celebrity / sports figures or historical figures, identifying each with personality traits
- Have students create an acrostic poem to describe themselves and their favorite activities
- Create a PowerPoint, Prezi, iMovie, etc. about your family using vocabulary and grammar points found in the chapter.
- Write an email to a pen pal describing one's family and friends

Interpretive

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.
- **Family Tree** – project a complicated family tree and talk about how people are related to others beyond the nuclear family.
- Warm Ups
- Catalyst Carousel – students react to a picture and branstorm vocabulary they would like to know / learn to be able to talk about that picture
- Quick Write
- Picture Prompts – project pictures of celebrations of different holidays and events and identify what looks like an American vs. a German celebration and why.

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

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

- Read and interpret a contemporary article from iCulture and answer questions.
- Watch a video of a German student discussing his/her family and demonstrate understanding with comprehension questions, matching, or graphic organizer.

- **<u>Family Tree</u>**

Look at the family tree of England's royal family and answer questions about how people are related to each other.

http://blog.myheritage.de/wp-content/uploads/2011/04/Royal-Family.jpg

- **<u>Sports and Activities</u>**

Read a blog about teenagers in Germany and how they spend their free time. Answer questions about the reading. Infographics in German (Pinterest) can also be used so students practice interpreting information/charts/data.

Presentational alternative:

Write original response to the blog, describing what you do in your free time, including when, in what seasons/ weather etc....

- **<u>Listening Comprehension</u>**

Students will listen as teacher gives simple classroom directions. Students will mark a grid with the picture which best describes the action.

Benchmarks:

Interpretive:

Students interpret authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on the free time activities of German teenagers and how they are similar and different to the free time actitivies of American teenagers.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer question related to the different roles that each family member plays within the family and how their personality traits influence that.

Presentational:

You plan to be part of an exchange to Germany and will be celebrating your birthday while abroad. Your host family has aked to get to know you before you arrive so they can plan for your birthday celebration. Create a multi-media presentation using written and oral language, to describe yourself, your family, your interests, and what your birthday celebration might look like. Note how a U.S. birthday celebration is different from a German family celebration and make sure you do not offend the Host family with unreasonable expectations. Let them know you would like to celebrate the "German" way.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

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

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
 • Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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

Learning Plan

Learning Activities:

Social 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

- Textbook vocabulary exercises page 115
- Create an online dating profile describing your own personality traits
- Read about friendships p. 120-121 and answer questions
- Identify the modal verbs and how their use affects the "mood" of the sentence.
- Restate the same sentence with each different modal verb and explain how it changes the mood
- Textbook grammar exercises for **modal verbs,** page 123-125
- Identify the direct object of sentences in English and explore how German expresses the direct object using the accusative case rather than word order. The dog bites the man / the man bites the dog.
- 20 Questions
- Make a task list of things that have to get done at home and who does them.
- Add modal verbs to the task list to illustrate who must / should / wants to do the chores.
- Identify the imperative form of the verb.
- Textbook grammar exercises for imperative page 129-130

- Tell your partner to do a specific task, using the imperative
- Write a journal entry about your friends and family members and their personality traits
- Textbook reading about German-American relationship, page 134-135 and answer questions
- Research on the web American cities with German populations
- Research on the web famous German-American people.
- Charades with *modal verbs*
- Listening activity – match the picture to the person being described.
- Read about the roles of housepets in the family, page 136-137 and answer questions
- Create a family tree using famous people and present to class
- Photo Prompt - describe what the people are doing in the pictures and when they will do the activity
- Play Simon Sagt (Kommando Pimperle) using the imperative – one student gives the command and the group must perform or mime the activity – practice using the singular, plural and formal commands
- In small groups, prepare a skit in which a group of friends makes plans for the weekend. Use vocabulary and modals. Ex. 8 p. 133
- In small groups take turns saying one thing that you want to / must / can / may and are supposed to do today using each of the modal verbs. Ex. 2 p. 132

EdPuzzle
Clixmix.de
Quizalize
Speaking Prompts
ISLcollective
Iculture

Resources:
NJ World Language Standards
NJ World Language Progression Chart
AATG
GROW (German Resources on the Web)
Annotated Glossary With Resources
Ohio Model Curriculum
Online German Resources (University of Michigan)
Vista Higher Learning
AudioLingua
Nancy Thuleen (University of Wisconsin at Madison)
BabLa Online Dictionary
Blindekuh.de
Canoo German Dictionary and German Grammar
CAPL – Culturally Authentic Images
CARLA
CIA – Facts About Countries Around The World
Class Tools
Colby College – Culture and Grammar Instruction
Creative Language Class - mostly Spanish resources, but good ideas for other languages

Culture Crossing
Deutsche Welle
Digital Dialects - includes audio games
EdModo
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
FLENJ
FLTEACH
FluentU
Fotobabble – Share and Narrate Pictures
Goethe Institut
Glogster
iCultureI Love Languages
Instructional Resources – Learning Scenarios
ISLCollective
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
Leo Dictionary
Lingorilla – Video Clips and Interactive lessons
Lingt – Create speaking exercises for your students
LiveBinders
Live Worksheets
Living Languages
Lyrics Training
Mamalisa.deMy Languages - Grammar Guides and Short Vocabulary quizzes
NCLRC
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
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Step Into German
Swissworld.orgTES – Lesson Plans and Activities
Today's Meet – Creat Chat Rooms
Voice Thread
World Language Classroom – Resources and Activities
Yabla
Youtube

News Papers and Magazines

MIT Humanities Library
News Link
PaperBoy
German Newspapers
www.deutschewelle.de
www.neuneinhalb.wdr.de
www.wdrmaus.de
www.clixmix.de
www.kaleidos.de
www.internet-abc.de
www.new4kids.de
www.de.statisca.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
pixiwissentv

Online Activities

BBC Languages
All about Me
German Fun! Culture
EdPuzzle
Clixmix.de
Quizalize
Speaking Prompts
Facebook Activity
E-Mail Activity
Zzish
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Quizzizz
Yabla

Presentation Software

Blogger - Blog
Book Creator (for writing stories and or essays)
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Fotobabble – Share and Narrate Pictures
Glogster
Google Drive
Google Voice
Google Maps
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Live Journal - Blog
OneNote
Padlet
Poster My Wall – Online Poster and Flyer Maker
PowerPoint
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter
Twister (Fake Twitter)

Vocaroo – Voice Recording Device
Voice Thread
Voki – Create an Avatar

Rubrics
PALS Rubrics - By Level
FLENJ Rubrics – By Level

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.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	
4.0	**Students will be able to:** - Conduct an interview that incorporates personality traits, interest and roles of members of the family with a German exchange student.at a Novice High level - Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to likes and dislikes, personality descriptions, family members and how different milestones are celebrated in the target culture.
3.0	**Students will be able to:** - Retell highlights from age-level appropriate culturally authentic target language text orally or in writing, including personality traits and interests and roles of the members of the family and others. - Understand cultural perspectives on family and celebrations and free time activities - See benchmarks – create a multi-media presentation to host family introducing yourself and explaining how you celebrate your birthday.
2.0	**Students will be able to:** - Ask about and describe people using adjectives. - Ask for and give opinions. - Identify family members. - Ask and tell about someone's family. - Show relationships using possessive adjectives - Skim and scan target language culturally authentic audio, video, or written text to gain the gist of the main idea/concept. - Identify vocabulary for topics that include but are not limited to family members, age, preference, activities, descriptions and personality traits. - Discuss things they like to do - Describe themselves based on the activities like to do - Discuss things their friends and family members like to do - Describe friends and family members based on the activities they do - Describe their own personal characteristics - Describe friends and family members based on the activities they do
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

Advanced Learners	[Gifted and Talented Resources](#)
Struggling Learners	- Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. - Provide students with a list of specific words and phrases you want them to know. - Model different ways in which they can combine words and phrases for communication. - Have students create a section of their notebook for vocabulary and a separate section for grammar. - Allow students to accompany vocabulary words with pictures and English translations.

	• Teach content in chunks Use of TPRS
English Language Learners	ELL Resources • Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. • Use of TPRS, songs and visuals. • Provide a buddy • Use of laptop computer to revisit videos, etc.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators: ELA / WL Alignment
Alignment of the National Standards for Learning Languages to the CCSS:
http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf
Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.
Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf

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

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

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

Integration of 21st Century Skills

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

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

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

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

Focus on standards 9.1, 9.2 and 9.4
For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
• Civic Financial Responsibility (CFR)
• Credit Profile (CP) • Financial Psychology (FP)
• Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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

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

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

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

Unit Title: Guten Appetit / Food, Glorious Food

Unit Description:

Students use the target language in the three modes of communication to explore food and its cultural significance in the target culture.   Students will examine the similarities and differences in German attitudes about food, nutrition and eating in restaurants. Students will be able to demonstrate comprehension of short conversations between customers and servers in a restaurant setting. Students will compare and contrast specific food specialties in different regions of Germany and other German-speaking countries. Students will explore how culture influences food and dining out.   Students will consider how cultural, geographic, familial and commercial forces influence food choices.

Unit Duration: One Marking Period

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.

Core Idea:	• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
	• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
	• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
	• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
	• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
	• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
	• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
	• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
	• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
	• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
	• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
	• 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
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
	• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
	• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
	• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
	• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
	• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change

		in the student's community and/or different regions in the United States.
	Intercultural Statement	**Possible topics:**
	Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	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.
- Match pictures based on oral descriptions of various foods and drinks.
- Read and listen to information about foods and drinks.
- Listen to and watch a video about foods and drinks.
- Read and listen to descriptions of foods and drinks.
- Compare foods and drinks in the U.S. to those in German speaking countries and different regions of Germany
- Understand cultural perspectives on foods and drinks.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Identify foods that are prevalent in the home and target cultures and found in culturally authentic materials from electronic sources and other sources.
- Identify some cultural practices associated with food and dining out.
- Identify the main idea and key ideas associated with food products, origins, and where to purchase food as found in culturally authentic materials from electronic information sources and other resources.
- Infer the meaning of highly contextualized unfamiliar spoken or written words associated with food as found in culturally authentic materials from electronic information sources and other resources

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to foods and drinks.
- Engage in short unrehearsed/unscripted conversations with a classmate about food choices and preferences.
- Speak about foods and drinks.
- Speak about favorite foods and drinks.
- Offer, accept and refuse invitations relating to foods and drinks.
- Make plans for oneself and others to engage in eating and drinking.
- Speak about where, when and how often people enjoy foods and drinks.
- Speak about activities relating to foods and drinks.
- Engage in short unrehearsed/unscripted conversation between a "customer" and a "server" in a German restaurant, making allowances for the cultural differences in customs when dining out.
- Exchange information about personal food choices in the home and the target culture(s) using digital tools suchas blogs, wikis, or SKYPE as well as face-to-face.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare foods and drinks in the U.S. and in German-speaking countries
- Create a multimedia-rich presentation showing how food choices are influenced by culture, geography, and media in the home and target cultures.
- Use phrases to describe foods and drinks, including prices and personal tastes.
- Present and discuss information about foods and drinks.

- Present and or write information about foods and drinks.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural Content Statement(s);

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

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

Understandings:	**Essential Questions:**
Students will understand that…	1. What do my food choices say about me?
1. foods and drinks are an integral part of life and culture in the German-speaking countries	2. Which food choices in the target culture are similar to / different from our choices?
2. Personal identity is developed through and expressed by one's choices of food and drink	3. How do eating and dining habits in the target culture compare to our habits?
3. there are similarities and differences in foods and drinks in German-speaking countries	4. What foods and drinks are specific to German speaking countries?
4. both cultures choose food and drinks based on nutritional needs, attitudes about health and exercise, available resources, cost, and personal taste.	5. How has German cuisine influences American food?
	6. What are some of the differences in the customs and attitudes that Germans have about eating out?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpersonal

- Watch ***Willkommen in Berlin!*** and other videos of native German speakers talking about a food and restaurants.

- Using *Supersite* students work in pairs to record a conversation in which they talk about what they like to eat

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- "Can Do" self-assessment
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Greetings and Goodbyes) 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.
- Warm Ups
- Cognate Challenge – A long list of cognates will be projected on the front board. Students will be asked to see how many cognates they can recognize.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies

- Looking at an online menu for a German restaurant, discuss with a partner what foods you would like and would not like to order

Presentational

- **What's for Dinner?**

Create a multi-media presentation in which you express describe everything you eat during the day, labeling, breakfast, lunch, dinner and snacks. Put your preferences side by side with what a German teenager might eat for each meal.

- **Family Roles**

Create a multi-media presentation about the roles that each person in your family plays. Explain which household responsibilities each person must / should / is allowed / not allowed to do.

- Create a poster with pictures of their favorite celebrity / sports figures or historical figures, identifying each with personality traits
- Have students create an acrostic poem to describe themselves and their favorite activities
- Create a PowerPoint, Prezi, iMovie, etc. about your family using vocabulary and grammar points found in the chapter.
- Write an email to a pen pal describing one's family and friends

Interpretive

- **Recipe Reveal**

http://www.wdrmaus.de/spiel-und-spass/rezepte/reibekuchen.php5

Read the recipe and identify cognates and important information from the recipe.

- **Wolfgang Puck**

http://www.focus.de/kultur/videos/renners-hollywood/renners-hollywood-die-herren-des-walk-of-fame_vid_12106.html

Watch the video about famous Austrian Wolfgang Puck and identify food vocabulary that you have learned that are expressed or shown in the video. Answer questions

- **Im Restaurant**

https://www.youtube.com/watch?v=XVVIHSP2fsM

Watch the cartoon about eating and drinking in a restaurant and answer questions in EdPuzzle

- 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 Quiz: the modal verb Mögen
- Grammar Quiz: using the accusative case
- Grammar Quiz: using the imperative
- Vocabulary Quiz: foods
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary

Summative Assessments:

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

Write original response to the blog, describing what you do in your free time, including when, in what seasons/ weather etc....

- **<u>Restaurant Commercial</u>**

https://www.youtube.com/watch?v=IwsiL-2m_r8

Watch the commercial for a restaurant in Berlin and identify in English the captions that scrawl across the bottom based on what you have learned, cognates and context clues.

- **<u>Compare and Contrast</u>**
Have students view the Hungry Planet website and or infographics on Pinterest and make comparisons of the data.

- **<u>Interview</u>**

http://www.gim1-laziska.oswiata.org.pl/page/de/teksty/8.pdf

Read the magazine interview and answer questions about what young people enjoy eating in Germany.

Benchmarks:

Interpretive:

Students interpret authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on foods and restaurants. Students interpret some of the differences between what foods German teenagers enjoy and how their culture influences their nutrition and eating habits.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer question related to what they enjoy eating, how often they go to a restaurant, what kinds of restaurants they like and how the restaurant experience in America is different from the restaurant experience in Germany.

Presentational:

Student in invited to go out to dinner with host family while living in Germany. Find an online menu of the restaurant you are attending and create a multi-media presentation using written and oral language, to describe the food, the specialty items on the menu and the dining experience.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.
• Performance is defined as how well a learner uses language acquired in a classroom setting.
• Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
        • interacting with native speakers of the language, or
        • immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.
• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
 • Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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

Learning Plan

Learning Activities:

Social 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	Self-Management	Social Awareness	Responsible Decision-Making	Relationship Skills
• 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	• 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	• 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	• 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	• 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

- Describe what you eat at each meal
- Describe what a German student eats at each meal
- Read a menu and determine what you would order from that menu
- Interpret a poster with foods or Pinterest Infographic, then create your own meal visual for the HS cafeteria TV ammouncement
- Role-play talking about various foods and drinks
- Write a critique of a meal
- Write a description of a meal using your five senses
- Taste-test various foods and drinks
- Survey about food
- Have students respond to commands about food and drinks
- Have groups of three act out a scene in which one student invites the others to her/his house for a meal
- Have students make a list of foods and discuss likes and dislikes with a partner
- Have students interview each other about breakfast, using a set of provided questions

- Have students present 6 sentences about what they want/don't want to eat drink. Record answers.
- Create a menu for an *Imbissstand* – a snack stand and include prices
- Role-play a café scene
- Make a restaurant advertisement
- Internet activity with German restaurants
- Good eating habits poster or brochure
- Survey about likes and dislikes of foods and drinks
- Have students respond to your commands about food
- Act out a restaurant scene using a menu, include cultural differences in your scene
- Have students interview each other about food using a provided set of questions
- Use a menu for a game in which students race to add up the bill
- Plan a picknick and discuss with your group who will bring what food items and discuss activities
- With a pre-determined budget, choose a picnic lunch using a German store site on the web. Class critiques lunches using a Gallery Walk. Best lunch gets rewarded.

German Fun! Culture
EdPuzzle
Clixmix.de
ISLcollective
iCulture
Quizalize
Speaking Prompts
Zzish

Resources:
NJ World Language Standards
NJ World Language Progression Chart
AATG
GROW (German Resources on the Web)
Annotated Glossary With Resources
Ohio Model Curriculum
Online German Resources (University of Michigan)
Vista Higher Learning
AudioLingua
Nancy Thuleen (University of Wisconsin at Madison)
BabLa Online Dictionary
Blindekuh.de
Canoo German Dictionary and German Grammar
CAPL – Culturally Authentic Images
CARLA
CIA – Facts About Countries Around The World
Class Tools
Colby College – Culture and Grammar Instruction
Creative Language Class - mostly Spanish resources, but good ideas for other languages
Culture Crossing
Deutsche Welle
Digital Dialects - includes audio games
EdModo
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
FLENJ
FLTEACH
FluentU
Fotobabble – Share and Narrate Pictures
Goethe Institut
Glogster
iCultureI Love Languages
Instructional Resources – Learning Scenarios

- ISLCollective
- 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
- Leo Dictionary
- Lingorilla – Video Clips and Interactive lessons
- Lingt – Create speaking exercises for your students
- LiveBinders
- Live Worksheets
- Living Languages
- Lyrics Training
- Mamalisa.deMy Languages - Grammar Guides and Short Vocabulary quizzes
- NCLRC
- 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
- Read, Write, Think – Awesome Resources (need to be modified for language taught)
- Scholastic
- Step Into German
- Swissworld.orgTES – Lesson Plans and Activities
- Today's Meet – Creat Chat Rooms
- Voice Thread
- World Language Classroom – Resources and Activities
- Yabla
- Youtube

Newspapers and Magazines

- MIT Humanities Library
- News Link
- PaperBoy
- German Newspapers
- www.deutschewelle.de
- www.neuneinhalb.wdr.de
- www.wdrmaus.de
- www.clixmix.de
- www.kaleidos.de
- www.internet-abc.de
- www.new4kids.de
- www.de.statisca.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
- pixiwissentv

Online Activities

- BBC Languages

All about Me
German Fun! Culture
EdPuzzle
Clixmix.de
Quizalize
Speaking Prompts
Facebook Activity
E-Mail Activity
Zzish
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Quizzizz
Yabla

Presentation Software
Blogger - Blog
Book Creator (for writing stories and or essays)
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Fotobabble – Share and Narrate Pictures
Glogster
Google Drive
Google Voice
Google Maps
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Live Journal - Blog
OneNote
Padlet
Poster My Wall – Online Poster and Flyer Maker
PowerPoint
Prezi
SeeSaw – Digital Portfolio
Storify
Storyboard That - Create Stories
Today's Meet – Create Chat Rooms
Twitter
Twister (Fake Twitter)
Vocaroo – Voice Recording Device
Voice Thread
Voki – Create an Avatar

Rubrics
PALS Rubrics - By Level
FLENJ Rubrics – By Level

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

Standard(s):

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.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

4.0	**Students will be able to:**
	• compare and contrast meals and related cultural practices in the U.S. and German-speaking countries in a multi-media presentation at a Novice High level.
3.0	**Students will be able to:**
	• talk about foods and drinks for different meals at different times of the day in different environments.
	• Discuss the cultural differences and attitudes about food in the U.S. and Germany
	• Student will find an on-line German menu and create a multi-media presentation to describe the food, specialty items and dining experience.
	• Role-play a meal scene demonstrating understanding of cultural practices
2.0	**Students will be able to:**
	• offer, accept and refuse foods and drinks.
	• ask for and give an opinion of foods and drinks.
	• inquire about food and place an order.
	• act out a restaurant skit which highlights the differences in dining out in a German restaurant
	• use modal verbs to expres what you would like to eat
	• talk about personal food preferences
	• identify specific specialty foods of specific regions of Germany and German-speaking countries
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

Advanced Learners	Gifted and Talented Resources
Struggling Learners	• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.
	• Provide students with a list of specific words and phrases you want them to know.
	• Model different ways in which they can combine words and phrases for communication.
	• Have students create a section of their notebook for vocabulary and a separate section for grammar.
	• Allow students to accompany vocabulary words with pictures and English translations.
	• Teach content in chunks
	Use of TPRS
English Language Learners	ELL Resources
	• Highlight academic vocabulary.
	• Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook.
	• Use of TPRS, songs and visuals.
	• Provide a buddy
	• Use of laptop computer to revisit videos, etc.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that

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

Interdisciplinary Connections

Indicators:

ELA / WL Alignment

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

http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

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

Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf

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

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

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

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

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

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

Integration of 21st Century Skills

Indicators: see above link for indicators.
9.1.2.CR indicators, Career Planning, Decision making, Global Awareness, Media and information literacy, digital citizenship, (9.2.12; 9.4
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

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

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

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

Focus on standards 9.1, 9.2 and 9.4
For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
• Civic Financial Responsibility (CFR)
• Credit Profile (CP) • Financial Psychology (FP)
• Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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

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

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

Individuals from different cultures may have different	Culture and geography can shape an individual's	Awareness of and appreciation for cultural differences is critical to avoid	Solutions to the problems faced by a global society require the contribution of

points of view and experiences.	experiences and perspectives.	barriers to productive and positive interaction.	individuals with different points of view and experiences.

points of view and experiences.	experiences and perspectives.	barriers to productive and positive interaction.	individuals with different points of view and experiences.