



7-12 World Language German

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St. Charles R6 School District



Grades 7-12 German World Language Curriculum Committee

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Grades 7-12 German World Language Curriculum
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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

7th-12th Grade World Language Course Description

- 7th and 8th grade students will have the option to take one semester of World Languages and Cultures, which includes an introduction to German, French and Spanish. This is not a prerequisite course for a Level 1 World Language. Its purpose is to introduce students to all three language courses in our district so they may make a more informed decision on which language to pursue.
- 8th grade students will have the option to study German, French, or Spanish for a full year and earn high school credit. Depending on individual student proficiency in the World Language, the student will be recommended to take Level 1 Spanish, French or German to strengthen their foundation in that language skills or for Level 2 Spanish, French or German to further develop their fluency in their 9th grade year.
- The 8th grade Level 1 World Language class will be parallel to classes at the high school.
- Students will continue to develop their language skills as they progress through levels 1-5/AP.
- Starting a year-long course in the 8th grade will allow students to reach Level 5 or Advanced Placement courses by their senior year. Students in an AP World Language course will be eligible to take the Advanced Placement exam for college credit.

German 1 Course Description

Students will learn the primary skills necessary to develop a thorough basis of grammatical, literary and oral understanding of the German language. The areas of reading, writing, speaking and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses.

German 2 Course Description

Students will further develop skills learned in the previous course. This course will focus on expanding skills in listening, speaking, writing and reading. Students will learn more about descriptions, travel, cuisine, grammar, clothes, illnesses, culture and history. German culture will become a larger focus as students continue to explore the influence that the Germans have had on the rest of the world.

German 3 Course Description

Students will further develop skills learned in the two previous courses. The goals of this course imply increased competence in the four basic skills and a more systematic manner for understand the history, geography, and culture of the country through the study of modern literature.

German 4 Course Description

Students will further develop skills learned in the previous three courses. German IV places more places more emphasis on reading and on understanding the spoken language of native speakers. Students will work with selections written by Germans and will increase their ability to use self-expression.

AP German 5 Course Description

Students will continue their study of the Frmn culture history and society. In this course, students will be expected to read, write ad speak in German while using primary sources such as German literature, radio, and television in an effort to better understand German culture while strengthening communication skills both oral and written, Topics in the course may vary based upon the interests of students enrolled in the course.

8th-12th World Language Rationale

In our ever-changing society, students must be prepared to work in a variety of situations within a multi-cultural, multi-lingual community. As communities change, professional expectations change and many jobs will require people who are fluent in a variety of languages. Through the study of another language, students will gain knowledge of other cultures, become aware of cultural differences and similarities and learn about their own culture and society.

Scope & Sequence
Scope and Sequence: German 1

Unit Num. Sem.	Unit Title	Grammar concepts	Vocabulary	Cultural Connection	Skills <i>What the student is able to do</i>
1 S1	Wer bist du? (Who are you?)	<ul style="list-style-type: none"> *Introduction phrases *Asking questions *Expressing date and time *Introduce verb conjugation *Pronouns *Possessive adjectives (my/your) *Alphabet and pronunciation 	<ul style="list-style-type: none"> *Introduce verbs in phrases *Numbers 0-100 *Days, Months *Greetings *Question words 	<p>Learn how to introduce yourself and others in German</p> <ul style="list-style-type: none"> *Learn how to be polite in another country *Learn about a person or group (i.e. singer, band, historical figure) and give basic information in German while learning more about these German-speaking people 	<p>Students can:</p> <ul style="list-style-type: none"> *Introduce themselves *Introduce others *Greet others correctly for the situation (time, formal/informal) *Count 0-100
2 S1	Schule (School)	*Gendered Nouns	<ul style="list-style-type: none"> *School supply objects *School subjects 	Compare the German and American school systems	<p>Students can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss school supplies (name, price in Euros)

		<p>*Definite Articles</p> <p>*Indefinite Articles</p> <p>*Compound words</p> <p>*Negation with 'kein'</p> <p>*Expressing when something happens with date and time</p> <p>*Basic conjunctions: und, aber, denn</p> <p>*Continue verb conjugation</p> <p><input type="checkbox"/> Expressing opinions with haben and gern</p> <p><input type="checkbox"/> Introduce Accusative case</p>	<p>*Verbs: haben, schreiben, machen, lernen, lesen, arbeiten, brauchen, benutzen, kosten, kaufen</p> <p>*Adjectives to describe opinions about classes</p> <p>*gern/nicht gern</p> <p>*Money denominations (Euros, Cent)</p>	<p>Compare school supplies needed in Germany and the USA.</p>	<p><input type="checkbox"/> Discuss school schedule and classes</p> <p><input type="checkbox"/> Explain when (date and time) events occur</p> <p><input type="checkbox"/> Count 0-100</p>
3 S1	Erdkunde (Geography)	<p>*Verb conjugation</p> <p>*Basic prepositions: in, nach</p> <p>*Cardinal directions</p> <p>*Introduce irregular verbs</p> <p>*Expressing weather and temperature in</p>	<p>*German-speaking countries, states and capitals</p> <p>*Sights and locations in the DACH countries (Germany, Austria, Switzerland)</p> <p>*Adjectives to describe sights and locations</p> <p>*Verbs: sein, haben, kommen, fahren, gehen, sehen, essen, fotografieren, besuchen</p>	<p>Understand the geography of DACH countries.</p> <p>Learn about the sights of cultural and historical significance in DACH countries.</p> <p>Discover the places students could visit while studying, travelling or living in a DACH country.</p>	<p>Students can:</p> <p><input type="checkbox"/> Locate and identify German-speaking countries on a map</p> <p><input type="checkbox"/> Give information on German-speaking countries (i.e. states, capitals, major physical features)</p> <p><input type="checkbox"/> Discuss major sights and locations of German-speaking countries</p> <p><input type="checkbox"/> Discuss holidays and celebrations in German-speaking countries</p> <p><input type="checkbox"/> Conjugate regular verbs</p> <p><input type="checkbox"/> Report the weather and temperature in</p>

		complete sentences *Regional holidays and festivities in German-speaking countries	*Weather vocabulary		complete sentences
4 S2	Essen im Restaurant (Eating at a restaurant)	*Accusative case *Formal and informal pronouns *Irregular Verbs *Express opinions about nouns with mögen, finden, besser als *Continue numbers and money denominations	*Food vocabulary by category (meat, vegetables, fruit, dairy, bread, beverages) *Typical dishes from German-speaking countries People and objects in a restaurant *Phrases for ordering/taking orders in a restaurant *Verbs: essen, mögen, lesen, bestellen, bezahlen, möchten	*Learn how the experience of eating out is different in Germany and in the USA. *Understand how cultural practices like tipping, hospitality and courtesy drive the experience of eating out.	Students can: <input type="checkbox"/> Discuss which foods they prefer <input type="checkbox"/> Order food in a restaurant <input type="checkbox"/> Understand cultural differences between American and German dining experiences <input type="checkbox"/> Conjugate irregular verbs

5 S2	Was machst du in deiner Freizeit? (What do you do in your free time?)	<ul style="list-style-type: none"> *Regular verb conjugation *Irregular verb conjugation *Expressing opinions about verbs using gern, lieber als, am liebsten *Review expressing weather in complete sentences *Review basic preposition IN *Review time and date 	<ul style="list-style-type: none"> *Verbs for typical free-time activities *Locations of free-time activities (i.e. Konzert, Kino, Sportplatz, Campingplatz, etc) *Free-time activities in different regions of DACH countries (i.e. Alpen, Bodensee, Donau, etc) 	<p>Compare typical free time activities in Germany and in the USA.</p> <p>Learn how elements such as geography, history, transportation, and expectations influence what activities are popular in different countries.</p>	<p>Students can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss how they spend their free time <input type="checkbox"/> Discuss where they spend their free time <input type="checkbox"/> Express an opinion about which activities they prefer <input type="checkbox"/> Use the Accusative case <input type="checkbox"/> Express time, season and date
6 S2	Meine Familie und ich (My family and me)	<ul style="list-style-type: none"> *Regular and irregular verb conjugation in the 3rd person *Modal verbs *Sentence structure with modal verbs 	<ul style="list-style-type: none"> *Family members *'Patchwork family' words (step, half, foster) *Social issues (homelessness, divorce, refugees, immigration) *Verbs: müssen, sollen, können, wollen 	<p>Families come in all shapes and sizes in Germany and the USA.</p> <p>How families cope with social issues facing them.</p>	<p>Students can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss their families <input type="checkbox"/> Discuss social issues facing families in DACH countries and the USA <input type="checkbox"/> Use modal verbs <input type="checkbox"/> Use the Accusative case

Scope and Sequence: German 2

Unit Num. Sem.	Unit Title	Grammar concepts	Vocabulary	Cultural Connection	Skills <i>What the student is able to do</i>
1 S1	Kleidung und Shoppen (Clothing and Shopping)	*Review gendered nouns *Review Accusative direct objects *Review formal and informal pronouns. *Separable verbs *Dative verbs: gefallen, passen, helfen, schenken *Dative	*Clothing *Separable verbs *Dative verbs *Words for comparing (i.e. besser, besser als, am besten) *Places to go shopping *Vocabulary for people, places, objects encountered while shopping	Shopping for clothes is a different experience in Germany and in the USA: <ul style="list-style-type: none"> - Prices - Where do you shop? - Sizes - How do you ask for help? - Fashions and trends - How do you interact with salespeople in a store 	Students can: <ul style="list-style-type: none"> <input type="checkbox"/> Discuss which articles of clothing fit well or look good on them and others <input type="checkbox"/> Compare one article of clothing to another <input type="checkbox"/> Go shopping for clothing <input type="checkbox"/> Ask/Give help in a clothing store <input type="checkbox"/> Give compliments or make suggestions about someone's clothing
2 S1	In der Stadt (In the City)	Review gendered nouns Introduce prepositions: <ul style="list-style-type: none"> <input type="checkbox"/> What is a preposition? <input type="checkbox"/> Introduce Accusative prepositions for going places (in) <input type="checkbox"/> Introduce Dative prepositions for location (in, bei) <ul style="list-style-type: none"> <input type="checkbox"/> Street directions 	City building <ul style="list-style-type: none"> *Types of dwellings *Types of transportation *Directions (left, right, straight, around the corner, across from) *Accusative prepositions *Introduce 2-Way prepositions (in) *Some Dative prepositions (gegenüber, bei, zu, nach) 	Compare living in a German city with living in an American suburb or city: <ul style="list-style-type: none"> - Dwellings - Goods and services - Addresses - Transportation Understand how issues such as geography, demographics, history, public policy, and concepts of space affect how people live in Germany and the USA.	Students can: <ul style="list-style-type: none"> <input type="checkbox"/> Discuss dwellings <input type="checkbox"/> Discuss places to find goods and services in a city <input type="checkbox"/> Give street directions <input type="checkbox"/> Give an address <input type="checkbox"/> Understand when to use Accusative and Dative prepositions <input type="checkbox"/> Use Accusative prepositions to explain movement

3 S1	Feier und Feste (Celebrations and Holidays)	<ul style="list-style-type: none"> *Review separable verbs *Review Accusative *Dative indirect objects *Separable verbs *Conjunctions: weil, deshalb/deswegen (because of that) 	<ul style="list-style-type: none"> *Verbs: anrufen, mitbringen, einladen, vorbereiten, kaufen, brauchen, müssen, können, wollen, sollen *Celebration words 	<p>Compare traditions for celebrations such as birthdays, graduations and holidays</p> <p>Communicate aspects of social relationships (friends, classmates, colleagues, bullies) that are found within school and the community</p>	<p>Students can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss preparing for a celebration (what they need to do, who they will invite, etc) <input type="checkbox"/> Discuss their social relationships <input type="checkbox"/> Use the Accusative case for direct objects <input type="checkbox"/> Use Dative for indirect objects <input type="checkbox"/> Use separable verbs in sentences <input type="checkbox"/> Use modal verbs in sentences
4 S2	Zu Hause (At Home)	<ul style="list-style-type: none"> *Dative Prepositions *Accusative Prepositions *Two-Way prepositions *Dative verbs: liegen, sitzen, stehen, hängen *Accusative verbs: legen, setzen, stellen, hängen *Introduce adjective endings *Time and frequency 	<p>Types of dwellings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rooms <input type="checkbox"/> Furniture <input type="checkbox"/> Prepositions <input type="checkbox"/> 	<p>Learn how people live in Germany (types of dwellings, amount of space, types of furniture)</p>	<p>Students can</p> <ul style="list-style-type: none"> *Identify items within a house *Use dative prepositions to explain location of objects *Use accusative prepositions to explain where you move objects *Discuss what activities and chores you do in each room
5 S2	Kochen und Essen (Cooking and Food)	<ul style="list-style-type: none"> *Imperative verbs: informal *Imperative verbs: formal *Imperative verbs: plural *Review Accusative for direct objects *Review Dative for indirect objects 	<ul style="list-style-type: none"> *Chores and tasks *Food (continued from Level 1) *Cooking vocabulary *Dative pronouns *Adjectives for food (cont. from Level 1) *Frequency words (oft, am Montage, am Wochenende, etc) 	<p>What are some common responsibilities in a household?</p> <p>Learn about typical German recipes and ingredients.</p> <p>Understand some regional differences in cooking in DACH countries.</p>	<p>Students can:</p> <ul style="list-style-type: none"> *Give and understand commands *Communicate about chores and responsibilities *Give cooking instructions *Correctly apply direct and indirect objects *Describe the food students have created
6	Tiere und Zoos	*Review prepositions	*Animals	Learn about attitudes toward	Students can:

S2	(Animals and Zoos)	<ul style="list-style-type: none"> *Introduce Simple Past tense (including modal verbs) *Adjective endings *Review all Grammar concepts *Review directions and locations <ul style="list-style-type: none"> □ Review chores and time frequency 	<ul style="list-style-type: none"> *Animal habitats *Animal parts *Animal verbs *Vocabulary for taking care of animals *Continue frequency words 	<p>house pets in DACH countries.</p> <p>Learn about conservation efforts by zoos in DACH countries</p> <p>Read about animals in children's literature and create a short children's story with animals.</p>	<ul style="list-style-type: none"> *Discuss animals (appearance, habitats and behaviors) and their places in home and zoos *Correctly apply Accusative and Dative prepositions *Comprehend and begin to use Simple past tense *Understand and use noun-adjective agreement *Correctly apply all grammar concepts learned
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Scope and Sequence: German 3

Preamble: German 3 and 4 are written so they can be used in the same classroom on a 2-year cycle (A year and B year). Should the numbers of students allow for separate German 3 and 4 classes, this curriculum can be easily adapted by teaching year A in German 3 and year B in German 4. All topics and accompanying vocabulary will be taught over the course of two years (four semesters) of instruction. Grammar concepts are introduced in German 3 and mastered and built upon in German 4 to prepare students for a rigorous, content-based AP course in German 5.

Year Unit.	Unit Title	Grammar concepts	Vocabulary	Cultural Connection	Skills <i>What the student is able to do</i>
A 1	Märchen (Fairy Tales) AP Topic: Beauty and Aesthetics	*adjective/noun agreement (adj endings) *Imperfekt/Simple past tense (incl. modal verbs) *Fairy tale phrases (Es gab einmal...) *Review of previous concepts *Conjunction (als)	*Imperfekt verb list *Fairy tale- themed list of nouns *Adjective verb list *Mortar words	The Brothers Grimm and their effect on the tradition of storytelling How fairy tales function as part of a broader culture (lessons, values, social norms)	Students can <input type="checkbox"/> Read and understand traditional fairy tales <input type="checkbox"/> Perform fairy tales as a stage performance with fluency <input type="checkbox"/> Write their own fairy tale that demonstrates their understanding of grammar, vocabulary and fairy tale structures
A 2	Ein Volk, Viele Geschichten (One People, many Histories/ Stories) AP topic: Personal and Private Identities	*Perfekt/ Conversational past tense *Giving time frames and years for events *Continue adjective endings *Introduce Genitive case	*Topic-specific vocabulary *Perfekt verb list *Events and people list	Germany, Austria and Switzerland have a long and storied history. Many of the places where important events took place are preserved and still in use today. History is an important part of the fabric of contemporary society.	Students can <input type="checkbox"/> Identify important historical places on a map <input type="checkbox"/> Read and understand texts about a time period <input type="checkbox"/> Understand the role historical figures played in shaping events
A 3	Reisen und Tourismus (Travelling and Tourism) AP topic: Families and Community	<input type="checkbox"/> Continue practicing Perfekt past tense <input type="checkbox"/> Continue adding to coordinating conjunctions that create subordinate clauses <input type="checkbox"/> Relative pronouns and clauses (Nom/Acc) <input type="checkbox"/> Continue adjective endings	*Travel specific vocabulary *Build on city vocabulary from Level 2 *Review words for schedules, dates and times *Modes of Transportation	Germany, Austria and Switzerland are very popular tourist destinations. How can a young person/college student travel and stay in German-speaking countries cheaply using Youth hostels, train passes,	Students can <input type="checkbox"/> Understand tourism literature, i.e. information about famous landmarks, sights and activities offered in each city <input type="checkbox"/> Plan a trip to this city including travel, accommodation, food and sightseeing <input type="checkbox"/> Communicate what students saw and did in this city <input type="checkbox"/> Understand information from others

			*Reservations *Hotels and Hostels	and student discounts?	about what they saw and did in other cities
A 4	Fit und Gesunde Lebensstile (Fit and healthy lifestyles) AP topic: Contemporary life	*Reflexive verbs *Pronoun 'man' *Words for frequency and duration *Review modal verbs *Coordinating conjunction: wenn/dann *Dative verbs (i.e. weh tun)	*External Body parts *Activities vocabulary *Words for injuries *Reflexive verbs for morning routine *Words for frequency/duration	In order to be healthy you must take care of your mind and body. How does this differ culturally between Germany and the USA? What do people do to stay fit and healthy? What sports and other physical activities are popular in Germany and how does it compare to the USA? How to treat an injury and how this is sometimes culturally/linguistically different in Germany and the USA (i.e. RICE = PECH)	*Understand text and speech on the topic. <input type="checkbox"/> Use reflexive verbs to describe their morning routine/hygiene <input type="checkbox"/> Discuss what they do to keep fit and healthy and how often <input type="checkbox"/> Explain how activity affects parts of the body (i.e. If I sleep enough, then../If I don't sleep enough, then.. <input type="checkbox"/> Explain what to do in the event of an injury (i.e. doctor visit and remedy)
A 5	Umwelttechnik in Deutschland (Green Technology in Germany) AP topic: Science and Technology	*Explaining how things are done (um/zu) *Continue with coordinating conjunctions *Introduce Subjunctive II (würde,könnte) *Future tense	*Topic-specific vocabulary	Germany is a leader in the STEM fields (or MINT in German) especially in the area of green technology and recycling. How do current practices affect the environment and what could be future consequences?	Understand text and speech on the topic. <input type="checkbox"/> Communicate information on STEM fields in Germany, especially recycling and green energy. <input type="checkbox"/> Can explain effects of current practices on the environment
A 6	Medien und die Presse (Media and the Press) AP topic: Global	<input type="checkbox"/> Phrases and vocabulary for persuasive speech <input type="checkbox"/> Continue coordinating and subordinating conjunctions <input type="checkbox"/> Review of Relative pronouns	*Topic-specific vocabulary	What are the current news stories in Germany and how to they affect the people in Germany and other countries including our own?	<input type="checkbox"/> Understand written and spoken news reports <input type="checkbox"/> Report on current events in the style of a news article/report <input type="checkbox"/> Explain the how current events are affecting people in and outside of

	Challenges			Current events inspire debate and people will often express opinions through spoken or written debate.	Germany. <input type="checkbox"/> Communicate and support a position through writing and speech <input type="checkbox"/> Respond to the opinions of others and give reasons for their opposing or correlating opinion
B 1	Literatur der Romantik (Literature of the Romance period) AP topic: Beauty and Aesthetics	<input type="checkbox"/> adjective/noun agreement (adj endings) <input type="checkbox"/> Imperfekt/Simple past tense (incl. modal verbs) <input type="checkbox"/> Review of previous concepts <input type="checkbox"/> Conjunction (als)	*Imperfekt verb list *Romantic period-themed list of nouns *Adjective verb list	Literature of the Romantic period had themes of myths, legends, spiritualism, and nature. Authors of the Romantic period, such as Goethe and Schiller, are important parts of the German canon of literature.	<input type="checkbox"/> Read and understand poetry and short stories of the Romantic period (i.e. Erlkönig) <input type="checkbox"/> Perform poems as a stage performance with fluency <input type="checkbox"/> Write their own poem or story that demonstrates their understanding of grammar, vocabulary and Romantic themes and devices
B 2	Musik und Kunst (Music and Art) AP topic: Personal and Private Identities	*Perfekt/ Conversational past tense *Giving time frames and years for events *Introduce Genitive case *Continue adjective endings	*Topic-specific vocabulary *Perfekt verb list *Art movements and artists/ *musicians list	Germany, Austria and Switzerland have been the birthplace of important and international movements in art and music and the artists and musicians that drove them.	Students can <input type="checkbox"/> Identify important historical places on a map <input type="checkbox"/> Read and understand texts about a time period and its art and music <input type="checkbox"/> Understand the role of artists and musicians within German-speaking society
B 3	Multi-kulturalismus in Deutschland (Multiculturalism in Germany) AP topic: Families and Community	*Continue practicing Perfekt past tense *Continue practicing passive voice *Relative pronouns and clauses (Nom/Acc) *Continue adjective endings	*Topic-specific vocabulary	Germany is a diverse and pluralistic society both due to and in spite of its history with different groups of people migrating to Germany. How to people integrate and/or assimilate in a new environment? How does this change for different generations? How does a pluralistic society change with the addition of	Understand texts on this topic <input type="checkbox"/> Understand and communicate the reasons for why Germany is now very multicultural <input type="checkbox"/> Understand and communicate how multiculturalism in Germany has influenced society, i.e. food

				<p>new groups?</p> <p>How do the people of that environment embrace/accept/reject diversity?</p>	
B 4	<p>Deutschland Aktuell (Current events in Germany)</p> <p>AP topic: Global Challenges</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Phrases and vocabulary for persuasive speech <input type="checkbox"/> Continue coordinating and subordinating conjunctions <input type="checkbox"/> Review of Relative pronouns 	<p>*Topic-specific vocabulary</p> <p>*Vocabulary for persuasive speech</p>	<p>What are the current news stories in Germany and how to they affect the people in Germany and other countries including our own?</p> <p>Current events inspire debate and people will often express opinions through spoken or written debate.</p>	<p>Understand written and spoken news reports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report on current events in the style of a news article/report <input type="checkbox"/> Explain the how current events are affecting people in and outside of Germany. <input type="checkbox"/> Communicate and support a position through writing and speech <input type="checkbox"/> Respond to the opinions of others and give reasons for their opposing or correlating opinion
B 5	<p>Körper und Gesundheit (Body and Health)</p> <p>AP topic: Science and Technology</p>	<p>*Reflexive verbs</p> <p>*Review 'man'</p> <p>*Words for frequency and duration</p> <p>*Review modal verbs</p> <p>*Review coordinating conjunctions wenn/dann</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dative verbs (i.e. weh tun) 	<p>*Body parts (internal and external)</p> <p>*Health care and illness vocabulary</p> <p>*Reflexive verbs for morning routine</p> <p>*Words for frequency/duration</p>	<p>In order to be healthy you must take care of your mind and body.</p> <p>How does this differ culturally between Germany and the USA? What do people do to stay healthy?</p> <p>Treating an illness is culturally different in the USA and in Germany. What remedies are the same and which are different?</p> <p>How do you visit a doctor and a pharmacy in Germany?</p>	<p>Understand text and speech on the topic.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use reflexive verbs to describe their hygiene/feelings <input type="checkbox"/> Discuss what they do to keep healthy and how often <input type="checkbox"/> Explain how illness affects parts of the body (i.e. If I get a cold, then I cough and sneeze.) <input type="checkbox"/> Explain what to do in the event of an illness (i.e. doctor visit and remedy)
B 6	<p>Bildung und Berufe (Education and Occupations)</p>	<p>*Explaining how things are done (um/zu)</p> <p>*Continue with coordinating conjunctions</p>	<p>*Topic-specific vocabulary</p>	<p>What kind of training and/or education to you need for the job you want?</p>	<p>Understand written and spoken information on this topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate why the would be a good candidate for a job and

	<p>AP topic: Contemporary life</p>	<p>*Continue w Subjunctive II (würde,könnte) *Future tense</p>		<p>How is that training and/or education different in Germany and the USA?</p> <p>How to apply and interview for a job.</p>	<p>the skills they have to succeed</p> <p>☐ Communicate what kind of education/training they would need to get the job they want.</p>
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Scope and Sequence: German 4

Preamble: German 3 and 4 are written so they can be used in the same classroom on a 2-year cycle(A year and B year). Should the numbers of students allow for separate German 3 and 4 classes, this curriculum can be easily adapted by teaching year A in German 3 and year B in German 4. All topics and accompanying vocabulary will be taught over the course of two years (four semesters) of instruction. Grammar concepts are introduced in German 3 and mastered and built upon in German 4 to prepare students for a rigorous, content-based AP course in German 5.

Year Unit	Unit Title	Grammar concepts	Vocabulary	Cultural Connection	Skills <i>What the student is able to do</i>
A 1	Märchen (Fairy Tales) AP Topic: Beauty and Aesthetics	*adjective/noun agreement (adj endings) *Imperfekt/Simple past tense (incl. modal verbs) *Fairy tale phrases (Es gab einmal...) *Coordinating conjunctions and subordinate clauses *Imperfekt/Simple past tense (continued) *Conjunction (als) *Review of previous concepts	*Imperfekt verb list *Fairy tale- themed list of nouns *Adjective verb list *Mortar words	The Brothers Grimm and their effect on the tradition of storytelling How fairy tales function as part of a broader culture (lessons, values, social norms)	Students can <input type="checkbox"/> Read and understand fairy tales in original German <input type="checkbox"/> Perform fairy tales as a memorized stage performance <input type="checkbox"/> Write a longer, more detailed fairy tale
A 2	Ein Volk, Viele Geschichten (One People, many Histories/ Stories) AP topic: Personal and Private Identities	*Perfekt/ Conversational past tense *Giving time frames and years for events *Perfekt/ Conversational past tense (continued) *Demonstrative Pronouns and Clauses (Nom/Akk) *Past tense passive voice (wurde ... gebaut)	*Topic-specific vocabulary *Perfekt verb list *Events and people list	Germany, Austria and Switzerland have a long and storied history. Many of the places where important events took place are preserved and still in use today. History is an important part of the fabric of contemporary society.	Students can <input type="checkbox"/> Identify important historical places on a map <input type="checkbox"/> Read and understand texts about a time period <input type="checkbox"/> Understand the role historical figures played in shaping events <input type="checkbox"/> Understand the causes and consequences of major events in German-speaking history <input type="checkbox"/> Make cause/effect connections between events and people

A 3	Reisen und Tourismus (Travelling and Tourism) AP topic: Families and Community	*Continue practicing passive voice *Relative pronouns and clauses (Acc/Dat/Gen) *Continue adjective endings	*Travel specific vocabulary *Build on city vocabulary from Level 2 *Review words for schedules, dates and times <input type="checkbox"/> Modes of Transportation <input type="checkbox"/> Reservations <input type="checkbox"/> Hotels and Hostels	Germany, Austria and Switzerland are very popular tourist destinations. How can a young person/college student travel and stay in German-speaking countries cheaply using Youth hostels, train passes, and student discounts?	Students can <input type="checkbox"/> Understand tourism literature, i.e. information about famous landmarks, sights and activities offered in each city <input type="checkbox"/> Plan a trip to this city including travel, accommodation, food and sightseeing <input type="checkbox"/> Communicate what students saw and did in this city <input type="checkbox"/> Understand information from others about what they saw and did in other cities
A 4	Fit und Gesunde Lebensstile (Fit and healthy lifestyles) AP topic: Contemporary life	*Reflexive verbs *Review 'man' *Words for frequency and duration *Review modal verbs *Review coordinating conjunctions wenn/dann *Dative verbs (i.e. weh tun)	*External Body parts *Activities vocabulary *Words for injuries *Reflexive verbs for morning routine *Words for frequency/duration	In order to be healthy you must take care of your mind and body. How does this differ culturally between Germany and the USA? What do people do to stay fit and healthy? What sports and other physical activities are popular in Germany and how does it compare to the USA? How to treat an injury and how this is sometimes culturally/linguistically different in Germany and the USA (i.e. RICE = PECH)	Understand text and speech on the topic. <input type="checkbox"/> Use reflexive verbs to describe their morning routine/hygiene <input type="checkbox"/> Discuss what they do to keep fit and healthy and how often <input type="checkbox"/> Explain how activity affects parts of the body (i.e. If I sleep enough, then../If I don't sleep enough, then.. <input type="checkbox"/> Explain what to do in the event of an injury (i.e. doctor visit and remedy)

A 5	Umwelttechnik in Deutschland (Green Technology in Germany) AP topic: Science and Technology	*Explaining how things are done (um/zu) *Continue with coordinating conjunctions *Continue w Subjunctive II (würde,könnte) *Future tense *Subjunctive II with modal verbs	*Topic-specific vocabulary *Subjunctive II forms of modal verbs	Germany is a leader in the STEM fields (or MINT in German) especially in the area of green technology and recycling. How do current practices affect the environment and what could be future consequences?	*Understand text and speech on the topic. *Communicate information on STEM fields in Germany, especially recycling and green energy. *Can explain effects of current practices on the environment *Explain what effects current practices could have on the environment
A 6	Medien und die Presse (Media and the Press) AP topic: Global Challenges	<input type="checkbox"/> Phrases and vocabulary for persuasive speech <input type="checkbox"/> Continue coordinating and subordinating conjunctions <input type="checkbox"/> Review of Relative pronouns <input type="checkbox"/> Subjunctive I	*Topic-specific vocabulary	What are the current news stories in Germany and how to they affect the people in Germany and other countries including our own? Current events inspire debate and people will often express opinions through spoken or written debate.	<input type="checkbox"/> Understand written and spoken news reports <input type="checkbox"/> Report on current events in the style of a news article/report <input type="checkbox"/> Explain the how current events are affecting people in and outside of Germany. <input type="checkbox"/> Communicate and support a position through writing and speech <input type="checkbox"/> Respond to the opinions of others and give reasons for their opposing or correlating opinion <input type="checkbox"/> Use Subjunctive I to quote and credit sources
B 1	Literatur der Romantik (Literature of the Romance period) AP topic: Beauty and Aesthetics	<input type="checkbox"/> adjective/noun agreement (adj endings) <input type="checkbox"/> Review of previous concepts <input type="checkbox"/> Coordinating conjunctions and subordinate clauses <input type="checkbox"/> Imperfekt/Simple past tense (continued) <input type="checkbox"/> Rhyme and rhythm in poetry	*Imperfekt verb list *Romantic period-themed list of nouns *Adjective verb list	Literature of the Romantic period had themes of myths, legends, spiritualism, and nature. Authors of the Romantic period, such as Goethe and Schiller, are important parts of the German canon of literature.	<input type="checkbox"/> Read and understand poetry and short stories of the Romantic period (i.e. Erbkönig) <input type="checkbox"/> Perform poems as a stage performance with fluency <input type="checkbox"/> Write their own poem or story that demonstrates their understanding of grammar, vocabulary and Romantic themes and devices <input type="checkbox"/> Memorize and perform poems as a stage performance with fluency

B 2	Musik und Kunst (Music and Art) AP topic: Personal and Private Identities	*Perfekt/ Conversational past tense (cont.) *Giving time frames and years for events *Genitive case *Continue adjective endings *Demonstrative Pronouns and Clauses (Nom/Akk) *Past tense passive voice (wurde... geboren)	*Topic-specific vocabulary *Perfekt verb list *Art movements and artists/ *musicians list	Germany, Austria and Switzerland have been the birthplace of important and international movements in art and music and the artists and musicians that drove them.	Students can <input type="checkbox"/> Identify important historical places on a map <input type="checkbox"/> Read and understand texts about a time period and its art and music <input type="checkbox"/> Understand the role of artists and musicians within German-speaking society <input type="checkbox"/> Understand the causes and consequences of major events in German-speaking history and how they shaped art and music. <input type="checkbox"/> Make cause/effect connections between events and the art they inspired
B 3	Multi-kulturalismus in Deutschland (Multiculturalism in Germany) AP topic: Families and Community	*Continue practicing Perfekt past tense *Continue adjective endings *Continue practicing passive voice *Relative pronouns and clauses (Acc/Dat/Gen)	*Topic-specific vocabulary	Germany is a diverse and pluralistic society both due to and in spite of its history with different groups of people migrating to Germany. How to people integrate and/or assimilate in a new environment? How does a pluralistic society change with the addition of new groups? How do the people of that environment embrace/accept/reject diversity?	Understand texts on this topic <input type="checkbox"/> Understand and communicate the reasons for why Germany is now very multicultural <input type="checkbox"/> Understand and communicate how multiculturalism in Germany has influenced society, i.e. food

<p>B 4</p>	<p>Deutschland Aktuell (Current events in Germany)</p> <p>AP topic: Global Challenges</p>	<p>*Phrases and vocabulary for persuasive speech *Continue coordinating and subordinating conjunctions *Review of Relative pronouns *Subjunctive I</p>	<p>*Topic-specific vocabulary *Vocabulary for persuasive speech</p>	<p>What are the current news stories in Germany and how to they affect the people in Germany and other countries including our own?</p> <p>Current events inspire debate and people will often express opinions through spoken or written debate.</p>	<p>*Understand written and spoken news reports *Report on current events in the style of a news article/report *Explain the how current events are affecting people in and outside of Germany. *Communicate and support a position through writing and speech *Respond to the opinions of others and give reasons for their opposing or correlating opinion *Able to quote and credit sources of information using Subjunctive I</p>
<p>B 5</p>	<p>Körper und Gesundheit (Body and Health)</p> <p>AP topic: Science and Technology</p>	<p>Reflexive verbs *Review 'man' *Words for frequency and duration *Review modal verbs *Review coordinating conjunctions wenn/dann *Dative verbs (i.e. weh tun)</p>	<p>*Body parts (internal and external) *Health care and illness vocabulary *Reflexive verbs for morning routine *Words for frequency/duration</p>	<p>In order to be healthy you must take care of your mind and body.</p> <p>How does this differ culturally between Germany and the USA? What do people do to stay healthy?</p> <p>Treating an illness is culturally different in the USA and in Germany. What remedies are the same and which are different?</p> <p>How do you visit a doctor and a pharmacy in Germany?</p>	<p>Understand text and speech on the topic.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use reflexive verbs to describe their hygiene/feelings <input type="checkbox"/> Discuss what they do to keep healthy and how often <input type="checkbox"/> Explain how illness affects parts of the body (i.e. If I get a cold, then I cough and sneeze.) <input type="checkbox"/> Explain what to do in the event of an illness (i.e. doctor visit and remedy)

<p>B 6</p>	<p>Bildung und Berufe (Education and Occupations)</p> <p>AP topic: Contemporary life</p>	<p>*Explaining how things are done (um/zu) *Continue with coordinating conjunctions *Continue w Subjunctive II (würde,könnte) *Future tense</p> <p>*Subjunctive II with modal verbs</p>	<p>*Topic-specific vocabulary</p>	<p>What kind of training and/or education to you need for the job you want?</p> <p>How is that training and/or education different in Germany and the USA?</p> <p>How to apply and interview for a job.</p>	<p>*Understand written and spoken information on this topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate why the would be a good candidate for a job and the skills they have to succeed <input type="checkbox"/> Communicate what kind of education/training they would need to get the job they want.
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Scope and Sequence: German 5/AP

Unit	Unit Title	Grammar Concepts	Materials	Cultural Connection	Skills <i>What the student is able to do</i>
1	Deutsche Filme (German Film) Beauty and Aesthetics	<input type="checkbox"/> Adding Suffixes to form nouns <input type="checkbox"/> Relative sentences <input type="checkbox"/> Review of grammar concepts <input type="checkbox"/> Topic-specific vocabulary	Authentic material	German has a thriving film industry with films important not just to German-speakers but also for a wider international audience. Germany has a long history of film and has contributed to the innovations and achievements made in movie history.	<input type="checkbox"/> Students will understand the major contributions of German-speaking film to cinematic history. <input type="checkbox"/> understand the effects/place of certain films in German-speaking culture. <input type="checkbox"/> vocabulary and phrases for films and specific to the chosen film <input type="checkbox"/> know major films from German history. <input type="checkbox"/> understand a German film. <input type="checkbox"/> give commentary about a German film. <input type="checkbox"/> add suffixes to create conceptual nouns (i.e. -heit, -keit, -ung, etc.) <input type="checkbox"/> use relative pronouns
2	Deutschland im 21. Jahrhundert (Germany in the 21st Century) Personal and Public Identities	<input type="checkbox"/> lassen <input type="checkbox"/> More with Reflexive verbs <input type="checkbox"/> Review of grammar concepts <input type="checkbox"/> Topic-specific vocabulary	Kaleidoscope (x Ed.) "Schwarzfahrer" „Türken pflanzen nur Bohnen" (Allerlei zum Lesen)	Lack of information, connection, understanding can lead to social issues such as racism and stereotyping. Current practices such as globalization, travel, immigration, student and work exchanges, etc. are bridging divides between groups of people.	<input type="checkbox"/> Students will understand how Germany's history has affected the diversity in Germany. <input type="checkbox"/> current issues and concerns facing different generations of German-speakers. <input type="checkbox"/> Students will know vocabulary and phrases for social issues. <input type="checkbox"/> the history of diversity and multiculturalism in Germany.

					<ul style="list-style-type: none"> <input type="checkbox"/> communicate and understand information about current relations between groups and generations in Germany. <input type="checkbox"/> compare the issues facing German-speakers with those in the USA. <input type="checkbox"/> use the verb 'lassen' <input type="checkbox"/> use a wider variety of reflexive verbs. <input type="checkbox"/> demonstrate and use previous grammar concept.
3	<p>(Familiendynamik) Family Dynamics</p> <p>Families and Communities</p>	<p>Verbs as nouns</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review uses of Nom/Akk in sentences <input type="checkbox"/> Interrogative pronouns (wer, wen, wem) <input type="checkbox"/> Review of grammar concepts <input type="checkbox"/> Topic-specific vocabulary 	Kaleidoscope (9th Ed.)	<p>Students will understand how family members interact and relate to each other.</p> <p>Students will understand there are many definitions of the term 'family.'</p> <p>Students will understand how social issues (i.e. generational conflict, coming-of-age, changing relationships, immigration, finances, etc.) affect families.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will participate in a skit or role play in which people within a family interact while dealing with an issue or conflict. <input type="checkbox"/> write letters or emails between family members <input type="checkbox"/> Create a program (through school, government department, non-profit, etc) that would help the family members cope with the issue. <input type="checkbox"/> read and listen to information about issues facing families and answer comprehension questions.
4	<p>Regierung und Politik (Government and Politics)</p> <p>Global Challenges</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strengthening persuasive writing skills <input type="checkbox"/> State opinions and positions with supporting reasoning. <input type="checkbox"/> Agree or disagree with 	<p>Authentic materials</p> <p>Deutsche Welle: http://www.dw.com/de/the-men/s-9077</p>	<p>The structure of the German government and how it functions in comparison with the American government.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to give oral and written arguments in defense of a position. <input type="checkbox"/> Students will be able to persuade others of their

		<p>other positions</p> <ul style="list-style-type: none"> <input type="checkbox"/> je..desto <input type="checkbox"/> Review of grammar concepts <p>Topic-specific vocabulary</p>		<p>The positions and platforms of various political parties within German-speaking countries.</p> <p>How do governments in German-speaking countries differ from the government students have learned about in US Social Studies and History classes?</p> <p>How do groups like political parties seek to persuade voters?</p>	<p>position.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to support their opinion through credible and cited sources. <input type="checkbox"/> Students will be able to read and listen to news reports about government and politics. <input type="checkbox"/> Students will be able to give effects/consequences of choices with <i>je...desto</i> sentences.
5	<p>Kommunikation und soziale Medien (Communication and Social Media)</p> <p>Science and Technology</p>	<ul style="list-style-type: none"> *Using prefixes with infinitives *Review of past tense *der words *Review of grammar concepts *Topic-specific vocabulary 	Kaleidoscope (9th Ed.)	<p>People today communicate mainly through technology i.e. smartphones, Internet, computers, etc.</p> <p>The means of communication have changed a great deal over a short amount time.</p> <p>Human interaction has been altered by our use of technology and social media to communicate.</p> <p>How do we communicate with others?</p> <p>How has our method of communication changed in our lifetime or in the lifetimes of people we know?</p> <p>How have new communication</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will understand the many different ways the people use to communicate. <input type="checkbox"/> vocabulary and phrases for technology and communication. <input type="checkbox"/> forms of common verbs in the past, present, future and subjunctive tenses. <input type="checkbox"/> discuss how methods of communications have changed and how this has affected how people relate to each other. <input type="checkbox"/> discuss issues pertaining to technology and communication (i.e. privacy, accessibility, anonymity, trolling/bullying, trends, organizing movements, etc.) <input type="checkbox"/> give opinions and support them by citing credible

				methods (i.e. smartphones and social media) changes how we interact with people.	information.
6	<p>Zeitgenössische Literatur (Contemporary Literature)</p> <p>Contemporary Life</p>	<p>*Sentence Structure and formal writing</p> <ul style="list-style-type: none"> *Summaries *Compound words/ augmentative prefixes *Review of grammar concepts *Topic-specific vocabulary 	<p>Authentic materials</p> <p>German chapter books</p> <p>Kaleidoscope (9th Ed.)</p>	<p>Authors draw on their experiences to write literature.</p> <p>Literature can show a different facet of life than you may have experience with.</p> <p>How do authors use literary devices to deepen our understanding of a topic or person?</p> <p>How do we understand more about life through literature?</p>	<p>Students will understand how authors represent modern experiences through fiction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> how literary devices affect meaning and understanding <input type="checkbox"/> Vocabulary and phrases specific to the topic and text studied. <input type="checkbox"/> Contemporary German language authors. <input type="checkbox"/> parts of speech (i.e. noun, verb, adjective, adverb) <input type="checkbox"/> read and understand a book in German. <input type="checkbox"/> use different prefixes to change the meaning of verbs. <ul style="list-style-type: none"> <input type="checkbox"/> use verbs as nouns and as adjectives to describe character and action.



CONTENT AREA: German	UNIT TITLE: Who are you?
COURSE: Level 1	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: Textbook Computers/Internet Mini white boards Videos/DVDs/Region-free DVD player	BIG IDEA(S): Students will learn how to introduce themselves and give back information about others in German. Students will learn how to be polite in German culture.
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ENDURING UNDERSTANDINGS: How to ask for and give information in a formal or informal manner depending on the cultural context How to give information about others	ESSENTIAL QUESTIONS: How do I introduce myself? How to ask for personal information from others? How can I be polite in German culture?
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WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?
Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1a, 1.1b, 1.1 c, 1.1e	Speaking: Students will be able to greet others based on the relationship and time of day and introduce themselves with basic information (name, age, birthday, hometown, telephone number, basic interests).	x	
1.1a, 1.1b, 1.1 c, 1.1e, 2.2c, 5.2b	Writing: Students will be able to write in complete German sentences giving personal information about themselves (see Speaking) and others in the singular (he, she, it, you) and plural (they, we, you)	x	
1.1a, 1.1b, 1.1 c, 1.1e, 3.2a	Reading: Students will be able to understand basic written information about other people (see Speaking). Students will also be able to differentiate the relationship (formal/informal) and time of day (greetings) through reading.	x	
1.1a, 1.1b, 1.1 c, 1.1e	Listening: Students will be able to understand basic spoken information about other people (see Speaking). Students will also be able to differentiate the relationship (formal/informal) and time of day (greetings) through listening.	x	
2.1a, 2.1c, 4.2b, 5.2b	Culture: Students will understand that courtesy is expressed in German language and culture through greetings (formal vs. informal) and pronouns (du vs. Sie). Students will understand when and with which groups to use these greetings and pronouns.	x	

OBJECTIVE # 1	Students will be able to greet others based on the relationship and time of day. Students will be able to ask for and give basic information (name, age, birthday, hometown, telephone number, basic interests) about themselves and others. Students will understand how courtesy is expressed linguistically and culturally in German-speaking society.
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REFERENCES/STANDARDS	1.1a, 1.1b, 1.1 c, 1.1e, 2.1c, 2.2c, 3.2a, 4.2b, 5.2b
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<i>i.e. GLE/CLE/MLS/NGSS</i>		
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
Students will understand that courtesy is expressed in German language and culture through greetings (formal vs. informal) and pronouns (du vs. Sie). Students will understand when and with which groups to use these greetings and pronouns.	<ul style="list-style-type: none"> Students will be able to understand basic written information about other people (see Speaking). Students will also be able to differentiate the relationship (formal/informal) and time of day (greetings) through reading and listening. 	<ul style="list-style-type: none"> Students will be able to write and speak in complete German sentences giving personal information about themselves (see Speaking) and others in the singular (he, she, it, you) and plural (they, we, you). Students will be able to use the correct greetings, pleasantries and pronouns in the correct context.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and phrases Introduce students to figures in German culture, i.e. musicians and bands, and allowing students to choose a favorite to research further	<ul style="list-style-type: none"> Students will read texts about cultural figures in German and answer questions Listening to and performing short dialogues to practice new phrases and vocabulary Reading and answering questions about short texts 	<p>Level 1: Recognize and identify words and phrases in this topic</p> <p>Level 2: Organize phrases and words into formal/informal and singular/plural categories; Interpret the relationship (formal/informal) between people based on understanding written and spoken information</p> <p>Level 3: Compare cultural understandings of courtesy in American and German culture</p> <p>Level 4: Apply understanding of formal/informal, singular/plural in written and spoken communication</p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Math: understanding of numbers and basic math skills English: Using context to understand the relationship between the speakers	<ul style="list-style-type: none"> Understanding of how American demonstrate courtesy 	<ul style="list-style-type: none"> How do expressions of courtesy and respect differ across cultures?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Students will either give a short speech introducing themselves or act out a skit in which two people meet for the first time and ask and answer questions making sure to use the correct greetings and pronouns for the situation.</p> <p>Students will research a cultural figure, i.e. a musician or band, and give basic information about this person or group of people in writing.</p> <p>Students will read and answer questions about a text that gives information about a German-speaking cultural figure.</p>	Summative	<p>Level 1: Recognize and identify words and phrases in this topic</p> <p>Level 2: Organize phrases and words into formal/informal and singular/plural categories; Interpret the relationship (formal/informal) between people based on understanding written and spoken information</p> <p>Level 3: Compare cultural understandings of courtesy in American and German culture. Understand new words and phrases by drawing conclusions from cognates or context.</p> <p>Level 4: Apply understanding of formal/informal, singular/plural in written and spoken communication.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide additional in-class and homework practice for students in vocabulary and phrases.</p> <p>The teacher will provide further examples of cultural differences between German and American concepts of courtesy.</p>	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Recognize and identify words and phrases in this topic</p> <p>Level 2: Organize phrases and words into formal/informal and singular/plural categories; Interpret the relationship (formal/informal) between people based on understanding written and spoken informati</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases can have several different iterations (i.e. What's up? How's it going? What's going on? How are you? Are all different ways to ask about how a person is feeling)</p> <p>The teacher will challenge students with new words or phrases that can be understood either as cognates or in context.</p>	<ul style="list-style-type: none">• Students will learn how to use different phrases in written and spoken communication.• Students will be able to understand and respond to unfamiliar phrases using logic and context.	<p>Level 3: Compare cultural understandings of courtesy in American and German culture. Understand new words and phrases by drawing conclusions from cognates or context.</p> <p>Level 4: Apply understanding of formal/informal, singular/plural in written and spoken communication.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Wer bist du? (Who are you?)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <p>Students will be able to understand basic written information about other people (see Speaking). Students will also be able to differentiate the relationship (formal/informal) and time of day (greetings) through reading and listening. Students will be able to write and speak in complete German sentences giving personal information about themselves and others in the singular (he, she, it, you) and plural (they, we, you). Students will be able to use the correct greetings, pleasantries and pronouns in the correct context.</p> <p>The student exhibits no major errors or omissions.</p>	<p>Student can give a short speech and/or act out a skit giving basic information about themselves</p> <p>Student can write a paragraph about a German-speaking cultural figure, i.e. a musician or band</p> <p>Student can understand basic information about others through reading and listening</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>Recognizes or recalls specific terminology, such as: Words and phrases that directly translate from German to English, i.e. Hallo = Hello</p> <p>Performs basic processes, such as: Can give information in sentences but struggles to ask questions or adjust information for formal/informal/singular/plural/first person/third person</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: School
COURSE: Level 1	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: Textbook Computers/Internet Mini white boards Videos/DVDs/Region-free DVD player	BIG IDEA(S): Students will learn about differences between German and American school systems. Students will learn the German words for school supplies. Students will learn how to give the time and date.
ENDURING UNDERSTANDINGS: Compare and contrast the German and American school system Be able to discuss the supplies students need for their classes Understand that German nouns have gender and are always capitalized Understand how regular German verbs are conjugated Be able to give the time and date	ESSENTIAL QUESTIONS: How does education differ in different countries? How do I discuss my school experience with students from other countries? How do the linguistic structures of English and German differ?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 3.1, 3.2, 4.2	Speaking: Students will be able discuss their school schedule by giving the name of the class, activities in the classroom, school supplies needed for that class and the time and day of the class.	x	
4.1, 4.2	Writing: Students will be able to write in complete German sentences giving information about the classes and schedules (see Speaking). Students will also learn basic Grammar structures, i.e. nouns have gender, definite and indefinite articles, how to conjugate a regular verb	x	
1.1, 1.2, 3.1, 3.2, 4.2	Reading: Students will be able to understand basic written information about classes, school supplies and schedules.	x	
1.1, 1.2, 3.1, 3.2, 4.2	Listening: Students will be able to understand basic spoken information about classes, school supplies and schedules.	x	
3.1, 3.2, 4.2	Culture: Students will understand how and why the German and American school systems are different and how they are the same.	x	

OBJECTIVE # 1	Students will be able to communicate in complete German sentences giving information about the classes and schedules. Students will also learn basic Grammar structures, i.e. nouns have gender, definite and indefinite articles, how to conjugate a regular verb. Students will understand how and why the German and American school systems are different and how they are the same.
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REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1, 1.2, 3.1, 3.2, 4.2	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
Students will understand that school systems differ in other countries from their experience in American schools and there are underlying philosophical and cultural reasons for these differences.	<ul style="list-style-type: none"> Students will be able to use and understand vocabulary for numbers 0-100, time, days of the week and months of the year. Students will be able to understand and use German vocabulary for classes and school supplies. 	<ul style="list-style-type: none"> Students will be able to communicate in complete German sentences giving information about the classes and schedules. Students will also learn basic Grammar structures, i.e. nouns have gender, definite and indefinite articles, how to conjugate a regular verb.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. www.libro.at , to allow students to see what supplies German students use and what they cost Play games to help students retain vocabulary and grammar structures	<ul style="list-style-type: none"> Students will read texts about school in Germany and answer questions Listening to and performing short dialogues to practice new phrases and vocabulary Reading and answering questions about short texts 	Level 1: Identify and recall words and phrases in this topic Level 2: Compare German and American school systems. Classify nouns into masculine, feminine and neutral. Level 3: Construct sentences and paragraphs describing their school schedule and supplies. Level 4: Critique German and American school systems by giving their opinion on which is better for students and justifying their opinions.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
English: Grammar concepts of nouns and verbs and how spelling and capitalization effect comprehension. Apply German vocabulary to the courses students are taking	<ul style="list-style-type: none"> Understand the difference between a noun and a verb Understand how time and date are expressed in English 	<ul style="list-style-type: none"> What is the underlying cultural and philosophical reason for the differences between the German and American school systems?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Students will view authentic resources, i.e. Schulsachen Haul Videos, in which German speakers discuss what school supplies they bought and how much the cost. Students will then create a video or give a speech of their own explaining which supplies they have and how much they cost.</p> <p>Students will write about their typical school day(s) and give information such as the name of the class, the time, activities, their opinion and what supplies they use in complete German sentences.</p> <p>Students will listen and read about a typical school day in a German school and answer comprehension questions.</p> <p>Students will compare and contrast German and American schools either in writing or speaking.</p>	Summative	<p>Level 1: Identify and recall words and phrases in this topic</p> <p>Level 2: Compare German and American school systems. Classify nouns into masculine, feminine and neutral.</p> <p>Level 3: Construct sentences and paragraphs describing their school schedule and supplies.</p> <p>Level 4: Critique German and American school systems by giving their opinion on which is better for students and justifying their opinions.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide additional in-class and homework practice for students in vocabulary and phrases.</p> <p>The teacher will provide further examples of cultural differences between German and American education system. If possible the teacher will invite guest speakers, i.e. the German exchange students, to come and speak about their experiences in German and American schools first-hand.</p>	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall words and phrases in this topic</p> <p>Level 2: Compare German and American school systems. Classify nouns into masculine, feminine and neutral.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or expressing time and date, to vary their sentence structure.</p> <p>The teacher will challenge students with new words or phrases that can be understood either as cognates or in context.</p>	<ul style="list-style-type: none"> • Students will learn how to use different phrases in written and spoken communication. • Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Construct sentences and paragraphs describing their school schedule and supplies.</p> <p>Level 4: Critique German and American school systems by giving their opinion on which is better for students and justifying their opinions.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Schule (School)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <p>Students will be able to use and understand vocabulary for numbers 0-100, time, days of the week and months of the year.</p> <p>Students will be able to understand and use German vocabulary for classes and school supplies.</p> <p>Students will be able to communicate in complete German sentences giving information about the classes and schedules.</p> <p>Students will also learn basic Grammar structures, i.e. nouns have gender, definite and indefinite articles, how to conjugate a regular verb.</p> <p>Students will understand that school systems differ in other countries from their experience in American schools and there are underlying philosophical and cultural reasons for these differences.</p> <p>The student exhibits no major errors or omissions.</p>	<p>Student can give a short speech and/or create a video explaining what school supplies they bought (in the present tense) and how much they cost</p> <p>Student can write about a typical school day(s) giving information about their classes and schedule</p> <p>Student can understand basic information about school and schedules through reading and listening</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>Recognizes or recalls specific terminology, such as: Words and phrases that directly translate from German to English, i.e. Hallo = Hello</p> <p>Performs basic processes, such as: Can give information in sentences but struggles use correct grammar structures</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 1

UNIT TITLE: Geography

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: Textbook Computers/Internet Mini white boards Travel videos/DVDs/Region-free DVD player Maps		BIG IDEA(S): Students will learn about the major geography of German-speaking countries, specifically Germany, Austria, and Switzerland Students will be able to give the weather and temperature in complete sentences	
ENDURING UNDERSTANDINGS: Be able to identify and name (in German) Germany, Austria and Switzerland (together known as DACH) and their capitals Compare and contrast political and physical geography in the DACH countries Understand and communicate the weather and temperature		ESSENTIAL QUESTIONS: What is the political and physical geography of Germany, Austria and Switzerland? What sights and cities would I want to visit if I had a chance to go to a DACH country? How are weather reports different in Europe and the USA?	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 2.1, 3.1, 3.2, 4.1	Speaking: Students will be able to give basic information about a city (i.e. what state and country it is in, what the weather is like there, some basic sights and activities to do there) and the name and date of at least one holiday or celebration held there.	x	
1.1, 1.2, 2.1, 3.1, 3.2, 4.1	Writing: Students will be able to write in complete German sentences giving information about a city, celebrations/holidays held there and its weather. Students are also able to conjugate irregular verbs in the present tense.	x	
1.1, 1.2, 2.1, 3.1, 3.2, 4.1	Reading: Students will be able to understand basic written information about geography, activities and weather.	x	
1.1, 1.2, 2.1, 3.1, 3.2, 4.1	Listening: Students will be able to understand basic spoken information about geography, activities and weather.	x	
1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2	Culture: Students will learn about holidays and traditions in DACH countries and how many American holiday traditions have been influenced by the German culture brought to the USA by German immigrants.	x	

OBJECTIVE # 1	Students will be able to communicate and understand information about a city, celebrations/holidays held there and its weather. Students are also able to conjugate irregular verbs in the present tense.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1, 1.2, 2.1, 3.1, 3.2, 4.1 , 5.1, 5.2	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
Students will understand how holidays and traditions in DACH countries are the same and different and how many American holiday traditions have been influenced by the German culture brought to the USA by German immigrants.	<ul style="list-style-type: none"> • Students will be able to identify and name Germany, Austria and Switzerland and their capitals. • Students will know vocabulary and phrases for giving the weather and temperature. 	<ul style="list-style-type: none"> • Students will be able to give basic information about a city (i.e. what state and country it is in, what the weather is like there, some basic sights and activities to do there) and the name and date of at least one holiday or celebration held there. • Students will be able to conjugate irregular verbs in the present tense
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Facilitate in-class discussion of cultural differences</p> <p>Provide written and oral practice of new vocabulary and phrases</p> <p>Use authentic resources, i.e. national tourism website of each country, to show students what sights and activities are available in each country</p> <p>Play games to help students retain vocabulary and grammar structures</p>	<ul style="list-style-type: none"> • Students will read texts about places in DACH countries and answer questions • Listening to and performing short dialogues to practice new phrases and vocabulary • Reading and answering questions about short texts • Practice giving the weather and temperature each class 	<p>Level 1: Identify locations on a map, recall names of the locations, words and phrases in this topic</p> <p>Level 2: Compare German and American political and physical geography. Give the weather in complete, practiced sentences.</p> <p>Level 3: Construct sentences and paragraphs describing a city in a DACH country including the weather, sights and celebrations there.</p> <p>Level 4: Connect American holiday traditions with their German roots and explain how these traditions migrated and changed when they reached the United States.</p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<p>Science: Learning how to understand and convert temperature into Celsius</p> <p>History: European geography</p>	<ul style="list-style-type: none"> • Know that 0°C is the freezing point • Know that the DACH countries are located in Europe • Know the names of the continents, oceans and cardinal directions in English 	<ul style="list-style-type: none"> • How did the traditions associated with familiar holidays such as Christmas and Halloween come to be? What are their roots and how did they evolve through the migration and assimilation of people?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Students will choose a country and imagine themselves on a tour of different cities there. They will write short 'postcards' giving the name of the city, state and country, the weather, at least one celebration and some activities and/or sights they see/do.</p> <p>Students will speak about their 'experience' in this country and give the same information orally.</p> <p>Students will listen and read about places, celebrations and weather in DACH countries and answer comprehension questions.</p>	Summative	<p>Level 1: Identify locations on a map, recall names of the locations, words and phrases in this topic</p> <p>Level 2: Compare German and American political and physical geography. Give the weather in complete, practiced sentences.</p> <p>Level 3: Construct sentences and paragraphs describing a city in a DACH country including the weather, sights and celebrations there.</p> <p>Level 4: Connect American holiday traditions with their German roots and explain how these traditions migrated and changed when they reached the United States.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide additional in-class and homework practice for students in vocabulary and phrases.</p> <p>The teacher will provide further examples of cultural differences between German and American holidays and celebrations.</p>	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify locations on a map, recall names of the locations, words and phrases in this topic</p> <p>Level 2: Compare German and American political and physical geography. Give the weather in complete, practiced sentences.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or expressing time and date, to vary their sentence structure.</p> <p>The teacher will challenge students with new words or phrases that can be understood either as cognates or in context.</p>	<ul style="list-style-type: none"> • Students will learn how to use different phrases in written and spoken communication. • Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Construct sentences and paragraphs describing a city in a DACH country including the weather, sights and celebrations there.</p> <p>Level 4: Connect American holiday traditions with their German roots and explain how these traditions migrated and changed when they reached the United States.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Erdkunde (Geography)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <p>Students will understand how holidays and traditions in DACH countries are the same and different and how many American holiday traditions have been influenced by the German culture brought to the USA by German immigrants.</p> <p>Students will be able to identify and name Germany, Austria and Switzerland and their capitals.</p> <p>Students will know vocabulary and phrases for giving the weather and temperature.</p> <p>Students will be able to give basic information about a city (i.e. what state and country it is in, what the weather is like there, some basic sights and activities to do there) and the name and date of at least one holiday or celebration held there.</p> <p>Students will be able to conjugate irregular verbs in the present tense</p> <p>The student exhibits no major errors or omissions.</p>	<p>Students will choose a country and imagine themselves on a tour of different cities there. They will write short 'postcards' giving the name of the city, state and country, the weather, at least one celebration and some activities and/or sights they see/do.</p> <p>Students will speak about their 'experience' in this country and give the same information orally.</p> <p>Students will listen and read about places, celebrations and weather in DACH countries and answer comprehension questions.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>Recognizes or recalls specific terminology, such as:</p> <ul style="list-style-type: none"> Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> Can give information in sentences but struggles use correct grammar structures Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more</p>	Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3

	complex ideas and processes.	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 1

UNIT TITLE: Food and Restaurant

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: Textbook Computers/Internet Mini white boards Menus Videos/DVDs/Region-free DVD player		BIG IDEA(S): Students will be able to give categories of food (i.e. beverages, fruit, vegetables, meat) and examples for each. Students will be able to order in a restaurant Students will be able to understand and participate in dialogues related to dining (i.e. what a waiter says, discussing where to eat, describing the food)	
ENDURING UNDERSTANDINGS: Be able to understand and use the vocabulary for major food groups and give examples Understand cultural differences between dining experiences in Germany and in the USA Be able to participate in discussions about dining		ESSENTIAL QUESTIONS: How is dining out a cultural construct? How do you demonstrate courtesy in German culture? How does the dining experience differ in Germany and in the USA? What effect does tipping have on the dining experience?	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 2.1	Speaking: Students will be able to discuss where they are eating, order in a restaurant, ask and answer about how food tastes and pay the bill in complete sentences and questions.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to list the vocabulary of major food groups and give examples. Students will also be able to write a dialogue in which two people discuss where they are eating, order in a restaurant, ask and answer about how food tastes and pay the bill in complete sentences and questions.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand basic written information about food and ordering in a restaurant.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand basic spoken information about food and ordering in a restaurant.	x	
1.1, 1.2, 2.1, 4.1, 4.2	Culture: Students will understand that food and how we eat it are a large part of each society's culture. They will be able to compare and contrast German and American dining practices and understand that tipping drives many of the experiences we expect to encounter in a restaurant.	x	

OBJECTIVE # 1	Students will be able to list the vocabulary of major food groups and give examples. Students will also be able to communicate about where they are eating, order in a restaurant, ask and answer about how food tastes and pay the bill in complete sentences and questions. Students will understand that food and how we eat it are a large part of each society's culture. They will be able to compare and contrast German and American dining practices and understand that tipping drives many of the experiences we expect to encounter in a restaurant.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1, 1.2, 2.1, 3.2, 4.1	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
Students will understand that food and how we eat it are a large part of each society's culture. They will be able to compare and contrast German and American dining practices and understand that tipping drives many of the experiences we expect to encounter in a restaurant.	<ul style="list-style-type: none"> • Students will be able to list the vocabulary of major food groups and give examples. • Students will know when to use du or Sie in a restaurant setting • Students will be able to use pleasantries from unit 1 to be courteous 	<ul style="list-style-type: none"> • Students will be able to speak and write a dialogue in which two people discuss where they are eating, order in a restaurant, ask and answer about how food tastes and pay the bill in complete sentences and questions • Students will be able to understand basic written information about food and ordering in a restaurant. • Students will be able to apply prior knowledge of nouns and verb conjugation correctly
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Facilitate in-class discussion of cultural differences</p> <p>Provide written and oral practice of new vocabulary and phrases</p> <p>Use authentic resources, i.e. videos and menus, to show students what phrases you use and what food you can order in a German restaurant</p> <p>Play games to help students retain vocabulary and grammar structures</p>	<ul style="list-style-type: none"> • Students will read texts about food and restaurant situations. • Listening to and performing short dialogues to practice new phrases and vocabulary • Reading and answering questions about short texts • Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Compare German and American dining experiences.</p> <p>Level 3: Construct culturally appropriate questions and answers for a dining experience in a German restaurant.</p> <p>Level 4: Germany and the USA have different policies for tipping a waiter. Synthesize what you know about economic theories of capitalism and socialism and cultural norms to explain why tipping is such a powerful influence on the whole dining experience.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<p>Health/Science: What foods belong to which food groups</p> <p>Economics/Math: Comparing the philosophies of capitalism and socialism and their effect the expectation of tipping</p>	<ul style="list-style-type: none"> • Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> • Would you rather be a waiter in Germany or in the USA? Why or why not?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Students will create a menu and then write a dialogue in which two people meet, discuss where to eat, order, discuss their food and pay their bill using the information from the menu they created (i.e. ordering off their own menu)</p> <p>Students will also perform the dialogue described above in small groups.</p> <p>Students will listen and read information and dialogues involving dining out and answer comprehension questions.</p>	<p>Summative</p>	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Compare German and American dining experiences.</p> <p>Level 3: Construct culturally appropriate questions and answers for a dining experience in a German restaurant.</p> <p>Level 4: Germany and the USA have different policies for tipping a waiter. Synthesize what you know about economic theories of capitalism and socialism and cultural norms to explain why tipping is such a powerful influence on the whole dining experience.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide additional in-class and homework practice for students in vocabulary and phrases.</p> <p>The teacher will provide further examples of cultural differences between German and American dining experiences.</p>	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Compare German and American dining experiences.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or formal/informal to vary the sentence structure.</p> <p>The teacher will challenge students with new words or phrases that can be understood either as cognates or in context.</p>	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Construct culturally appropriate questions and answers for a dining experience in a German restaurant.</p> <p>Level 4: Germany and the USA have different policies for tipping a waiter. Synthesize what you know about economic theories of capitalism and socialism and cultural norms to explain why tipping is such a powerful influence on the whole dining experience.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Essen und Restaurant (Food and Restaurant)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <p>Students will understand that food and how we eat it are a large part of each society's culture. They will be able to compare and contrast German and American dining practices and understand that tipping drives many of the experiences we expect to encounter in a restaurant.</p> <p>Students will be able to list the vocabulary of major food groups and give examples.</p> <p>Students will know when to use du or Sie in a restaurant setting</p> <p>Students will be able to use pleasantries from unit 1 to be courteous</p> <p>Students will be able to speak and write a dialogue in which two people discuss where they are eating, order in a restaurant, ask and answer about how food tastes and pay the bill in complete sentences and questions</p> <p>Students will be able to understand basic written information about food and ordering in a restaurant.</p> <p>Students will be able to apply prior knowledge of nouns and verb conjugation correctly</p> <p>The student exhibits no major errors or omissions.</p>	<p>Students will create a food pyramid and label the food and categories in German</p> <p>Students will create a menu and then write a dialogue in which two people meet, discuss where to eat, order, discuss their food and pay their bill using the information from the menu they created (i.e. ordering off their own menu)</p> <p>Students will also perform the dialogue described above in small groups.</p> <p>Students will listen and read information and dialogues involving dining out and answer comprehension questions.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>Recognizes or recalls specific terminology, such as:</p> <p style="padding-left: 40px;">Words and phrases that directly translate from German to English, i.e. Hallo = Hello</p> <p>Performs basic processes, such as:</p> <p style="padding-left: 40px;">Can give information in sentences but struggles use correct grammar structures</p> <p style="padding-left: 40px;">Can give information but must use English words to be understood</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Hobbies and Free-Time
COURSE: Level 1	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: Textbook Computers/Internet Mini white boards Videos/DVDs/Region-free DVD player		BIG IDEA(S): Students will be able to communicate what activities they prefer Students will be able to communicate what activities they do in their free time Students will be able to talk about where they spend their free time	
ENDURING UNDERSTANDINGS: Understand and use vocabulary for free time activities Understand and use grammar structures to show your opinion		ESSENTIAL QUESTIONS: How do young people in different countries spend their free time? How do how elements such as geography, history, transportation, and expectations influence what activities are popular in different countries?	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1, 5.2	Speaking: Students will be able to discuss what activities they like to do in their free time and which activities they prefer over other activities.	x	
1.1, 1.2, 1.3, 2.1, 4.1, 5.2	Writing: Students will be able to write about the activities they enjoy in their free time and what days, times and seasons they participate in these activities. Students will be able to write about which activities they prefer over others.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand basic written information about free-time activities in German-speaking countries including opinions, time, season and date.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand basic spoken information about free-time activities in German-speaking countries including opinions, time, season and date.	x	
1.1, 1.2, 2.1, 2.2, 4.2	Culture: Students will understand that preferred free-time activities vary in different countries. German-speaking students and American students share many interests but there are also cultural differences in which activities are popular due to elements such as geography, history, transportation and expectations.	x	

OBJECTIVE # 1	Students will be able to communicate and understand information about the activities they and others enjoy in their free time and what days, times and seasons they participate in these activities. Students will be able to write about which activities they prefer over others. Students will understand that preferred free-time activities vary in different countries.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1, 1.2,1.3, 2.1, 2.2, 4.1, 5.2	
WHAT SHOULD STUDENTS...		
<p style="text-align: center;">UNDERSTAND?</p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p style="text-align: center;">KNOW?</p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information,</i></p> <p style="text-align: center;">ACADEMIC VOCABULARY</p>	<p style="text-align: center;">BE ABLE TO DO?</p> <p style="text-align: center;"><i>Skills; Products</i></p>
<p>Students will understand that preferred free-time activities vary in different countries. German-speaking students and American students share many interests but there are also cultural differences in which activities are popular due to elements such as geography, history, transportation and expectations.</p>	<ul style="list-style-type: none"> • Students will know the vocabulary for free time activities • Students will know the vocabulary for time, dates and seasons • Students will know structures for expressing opinions about activities (i.e. gern, lieber als, am liebsten) 	<ul style="list-style-type: none"> • Students will be able to communicate about the activities they enjoy in their free time and what days, times and seasons they participate in these activities. • Students will be able to communicate about which activities they prefer over others. • Students will be able to understand information about free-time activities in German-speaking countries including opinions, time, season and date. • Students will be able to apply present-tense verb conjugation consistently.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<p>Facilitate in-class discussion of cultural differences</p> <p>Provide written and oral practice of new vocabulary and phrases</p> <p>Use authentic resources, i.e. videos and advertisements, to show students what activities German teenagers enjoy in their free time</p> <p>Play games to help students retain vocabulary and grammar structures</p>	<ul style="list-style-type: none"> • Students will read texts about free-time activities • Listening to and performing short dialogues to practice new phrases and vocabulary • Reading and answering questions about short texts • Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Compare German and American free time activities</p> <p>Level 3: Differentiate between and express opinions about activities and understand the opinions of others</p> <p>Level 4: Make connections between geography, history, transportation and/or expectations and trends in popularity of activities in German-speaking countries vs. the USA (i.e. walking and hiking are popular activities in Germany. There are also many outdoor spaces, public transportation to those places and pedestrian areas which allows more participation in public and national parks and trails)</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Health/Science: What activities are part of a healthy lifestyle	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> If you were in Germany, how can you find common interests with German teenagers?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>Students will create a poster or advertisement for activities available at a location (i.e. a Jugendherberge or camp or park) and write about the activities people can participate in.</p> <p>Students will also perform a short speech about what activities they enjoy in their free time and what activities they prefer to other activities</p> <p>Students will listen and read information and dialogues involving free time activities and answer comprehension questions.</p>	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Compare German and American free time activities</p> <p>Level 3: Differentiate between and express opinions about activities and understand the opinions of others</p> <p>Level 4: Make connections between geography, history, transportation and/or expectations and trends in popularity of activities in German-speaking countries vs. the USA (i.e. walking and hiking are popular activities in Germany. There are also many outdoor spaces, public transportation to those places and pedestrian areas which allows more participation in public and national parks and trails)</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide additional in-class and homework practice for students in vocabulary and phrases.</p> <p>The teacher will provide further examples of cultural differences between popular German and American free time activities.</p>	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Compare German and American free time activities</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<p>The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or beginning sentences with time or location to vary sentence structure.</p> <p>The teacher will challenge students with new words or phrases that can be understood either as cognates or in context.</p>	<ul style="list-style-type: none"> • Students will learn how to use different phrases in written and spoken communication. • Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Differentiate between and express opinions about activities and understand the opinions of others</p> <p>Level 4: Make connections between geography, history, transportation and/or expectations and trends in popularity of activities in German-speaking countries vs. the USA (i.e. walking and hiking are popular activities in Germany. There are also many outdoor spaces, public transportation to those places and pedestrian areas which allows more participation in public and national parks and trails)</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Hobbys und Freizeit (Hobbies and Free-Time)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Students will know the vocabulary for free time activities Students will know the vocabulary for time, dates and seasons Students will know structures for expressing opinions about activities (i.e. gern, lieber als, am liebsten) Students will be able to communicate about the activities they enjoy in their free time and what days, times and seasons they participate in these activities. Students will be able to communicate about which activities they prefer over others. Students will be able to understand information about free-time activities in German-speaking countries including opinions, time, season and date. Students will understand that preferred free-time activities vary in different countries. Students will be able to apply present-tense verb conjugation consistently. Students will be able to apply prior knowledge of nouns and verb conjugation correctly <p>The student exhibits no major errors or omissions.</p>	<p>Students will create a poster or advertisement for activities available at a location (i.e. a Jugendherberge or camp or park) and write about the activities people can participate in.</p> <p>Students will also perform a short speech about what activities they enjoy in their free time and what activities they prefer to other activities</p> <p>Students will listen and read information and dialogues involving free time activities and answer comprehension questions.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Words and phrases that directly translate from German to English, i.e. Hallo = Hello Performs basic processes, such as: <ul style="list-style-type: none"> Can give information in sentences but struggles use correct grammar structures Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 1

UNIT TITLE: My Family and I

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will be able describe their family members and how they are related to themselves. • Students will learn that families come in all shapes, sizes and relations. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Be able to describe family members and how they are related • Understand and use modal verbs in a sentence 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do we define family? • How are families the same and how are they different even within the same culture? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT? Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to discuss the basic relationships within their families (i.e. Mother, cousin, stepsister, half-brother) and the activities each family member participates in.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write descriptions of family members including their relationship to this person, basic personal information, activities and skills. Students will be able to use the Accusative case for direct objects. Students will be able to use modal verbs in a sentence.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand basic written information about families, their relationships to each other, descriptions of people and their activities and skills.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand basic spoken information about families, their relationships to each other, descriptions of people and their activities and skills	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that like American families, German-speaking families come in all shapes and sizes and have to cope with social issues facing them.	x	
OBJECTIVE # 1		Students will be able to understand and communicate descriptions of family members including their relationship to this person, basic personal information, activities and skills. Students will understand that like American families, German-speaking families come in all shapes and sizes and have to cope with social issues facing them. Students will be able to use modal verbs in a sentence.	

REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that like American families, German-speaking families come in all shapes and sizes and have to cope with social issues facing them. 	<ul style="list-style-type: none"> Students will be able to list the vocabulary for family members Students will know modal verb vocabulary Students will know how the Accusative case changes the articles in a sentence Students will know all nine pronouns especially plural and 3rd person 	<ul style="list-style-type: none"> Students will be able to use modal verbs in a sentence. Students will be able to use the Accusative case for direct objects. Students will be able to give and understand descriptions of family members including their relationship to this person, basic personal information, activities and skills
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about families in other countries Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read texts about families in different situations. Listening to and performing short dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	Level 1: Identify and recall vocabulary words and phrases in this topic Level 2: Describe family members Level 3: Compare descriptions of families in Germany and in the USA Level 4: Apply information learned about different families to an assessment of how social issues (i.e. homelessness, divorce, refugees, immigration) affect families.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Social Studies: How do social issues affect families in different places in the world? 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> How does your family compare with those we read about? Do you have a nuclear family? A patchwork family? What are important characteristics in a family?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will create a family tree poster or scrapbook (either with real family members or imagined family members) giving a description of each person including personal information, description, activities and skills. Students will give a short speech about members of their family giving the information from their poster or scrapbook. Students will listen and read information and dialogues involving descriptions of family members and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Describe family members</p> <p>Level 3: Compare descriptions of families in Germany and in the USA</p> <p>Level 4: Apply information learned about different families to an assessment of how social issues (i.e. homelessness, divorce, refugees, immigration) affect families.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of different family structures. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Describe family members</p>
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or formal/informal to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Compare descriptions of families in Germany and in the USA</p> <p>Level 4: Apply information learned about different families to an assessment of how social issues (i.e. homelessness, divorce, refugees, immigration) affect families.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Meine Familie und ich (My Family and I)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will be able to list the vocabulary for family members • Students will know modal verb vocabulary • Students will know how the Accusative case changes the articles in a sentence • Students will know all nine pronouns especially plural and 3rd person • Students will be able to use modal verbs in a sentence. • Students will be able to use the Accusative case for direct objects. • Students will be able to give and understand descriptions of family members including their relationship to this person, basic personal information, activities and skills • Students will understand that like American families, German-speaking families come in all shapes and sizes and have to cope with social issues facing them. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will create a family tree poster or scrapbook (either with real family members or imagined family members) giving a description of each person including personal information, description, activities and skills. • Students will give a short speech about members of their family giving the information from their poster or scrapbook. • Students will listen and read information and dialogues involving descriptions of family members and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German
COURSE: Level 2

UNIT TITLE: Clothing and Shopping
DURATION: 5-6 Weeks

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Students will be able to go shopping for clothing. • Students will be able to discuss which articles of clothing fit well or look good on them and others. • Students will be able to ask for help while shopping at a clothing store.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Be able to shop for clothing in a German-speaking country • Be able to give opinions about clothing 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How do you go shopping for clothing in another country and how is it different from shopping in the USA? • How do fashions and trends differ in different cultures?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a dialogue in which they discuss clothing (i.e. giving opinions on style and fit). Students will also be able to simulate a shopping experience in a German clothing store (i.e. asking for help and/or giving assistance in a clothing store)	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write about the clothing they wear and the styles and trends in German-speaking countries.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand written information about clothing and fashion.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand spoken information about clothing and fashion.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand similarities and differences between the experience of shopping for clothing in the USA and in German-speaking countries (i.e. sizes, places to shop). Students will also use authentic resources to learn about current fashion trends in German-speaking countries.	x	

OBJECTIVE # 1	Students will be able to shop for clothing and give opinions about clothing. Students will understand similarities and differences between the experience of shopping for clothing in the USA and in German-speaking countries (i.e. sizes, places to shop).	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand similarities and differences between the experience of shopping for clothing in the USA and in German-speaking countries (i.e. sizes, places to shop). Students will also use authentic resources to learn about current fashion trends in German-speaking countries. 	<ul style="list-style-type: none"> Students will learn vocabulary for articles of clothing. Students will learn the required verbs and adjectives for discussing clothing. Students will know Dative pronouns 	<ul style="list-style-type: none"> Students will be able to simulate a shopping experience in a German clothing store. Students will be able to communicate their opinions about clothing. Students will be able to use separable verbs. Students will be able to form sentences with a limited number of Dative verbs (i.e. gefallen, passen, gehören) Students will be able to compare clothing to each other (i.e. besser, besser als, am besten)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos, websites, and text, to give students information about shopping for clothing Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read texts about the ‘fashion scene’ in Germany (i.e. designers and their collections) Using authentic resources (i.e. websites) to learn about current fashion trends Listening to and performing short dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct culturally appropriate dialogue in which students go shopping at a clothing store and ask/provide assistance.</p> <p>Level 3: Compare and contrast German and American trends in fashion and style. .</p> <p>Level 4: How people dress themselves is a choice based on how they wish to be perceived in the world, personal style and culture. Analyze your clothing choices and determine how they would be ‘understood’ by people in different cultures and situations (i.e. What do my clothes say about me and to whom?)</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Family and Consumer Sciences: how do are styles and trends different in other cultures? How does clothing affect how we are perceived? English: review of grammar concepts such as nouns, verbs, adjectives 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> What do my clothes say about me? How is that perception different in different situations and cultures?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will perform a dialogue in which they are shopping for clothing in a store and require assistance. Students will research current fashion trends in German-speaking countries, give their opinion and compare them with the fashions and trends they see in their everyday life. Students will read information about designers and fashions in German-speaking countries and answer comprehension questions. Students will listen to dialogues involving shopping for clothing and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Explain your opinion of a style or fashion trend using correct vocabulary and grammar</p> <p>Level 3: Construct and perform a culturally appropriate dialogue in which you are shopping for clothing and require assistance</p> <p>Level 4: How people dress themselves is a choice based on how they wish to be perceived in the world, personal style and culture. Analyze your clothing choices and determine how they would be ‘understood’ by people in different cultures and situations (i.e. What do my clothes say about me and to whom?)</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and grammar. The teacher will provide further examples of situations encountered while shopping. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Explain your opinion of a style or fashion trend using correct vocabulary and grammar</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary. He/She will also demonstrate how grammar students have learned can apply in other situations, i.e. there are more Dative verbs than the ones we used The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Construct and perform a culturally appropriate dialogue in which you are shopping for clothing and require assistance</p> <p>Level 4: How people dress themselves is a choice based on how they wish to be perceived in the world, personal style and culture. Analyze your clothing choices and determine how they would be 'understood' by people in different cultures and situations (i.e. What do my clothes say about me and to whom?)</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Kleidung und Shoppen (Clothing and Shopping)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand similarities and differences between the experience of shopping for clothing in the USA and in German-speaking countries (i.e. sizes, places to shop). • Students will also use authentic resources to learn about current fashion trends in German-speaking countries. • Students will learn vocabulary for articles of clothing. • Students will learn the required verbs and adjectives for discussing clothing. • Students will know Dative pronouns • Students will be able to simulate a shopping experience in a German clothing store. • Students will be able to communicate their opinions about clothing. • Students will be able to use separable verbs. • Students will be able to form sentences with a limited number of Dative verbs (i.e. gefallen, passen, gehören) • Students will be able to compare clothing to each other (i.e. besser, besser als, am besten) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will perform a dialogue in which they are shopping for clothing in a store and require assistance. • Students will research current fashion trends in German-speaking countries, give their opinion and compare them with the fashions and trends they see in their everyday life. • Students will read information about designers and fashions in German-speaking countries and answer comprehension questions. • Students will listen to dialogues involving shopping for clothing and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 2

UNIT TITLE: In the City

DURATION: 5-6 Weeks

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Students will be able discuss the types of places, businesses, services and dwellings in a city • Students will be able to discuss what places they frequent and what they do there • Students will be able to give street directions
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Be able to navigate a typical city in a German-speaking country • A preposition is a word gives the location or destination and it can determines case 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How are cities different in German-speaking countries and in the USA? • How do factors such as geography, demographics, public policy, concepts of space and success affect how and where people live?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give a description of a city giving information such as where buildings are located, how to get to them, and what you do once you get there.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write about a city in which they live or would like to live and give information about building locations, directions and activities. Students will also be able to use the Accusative case to explain where they are going and the Dative case to explain where they are.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand written information about cities and directions.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand spoken information about cities and directions.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand similarities and differences between cities and towns in the USA and cities and towns in German-speaking countries (i.e. how people get around, what types of buildings are there, the relative amount of living space people typically use, the layout of cities/towns)	x	

OBJECTIVE # 1	Students will be able to communicate and understand information about a city and give information about building locations, directions and activities. Students will also be able to use the Accusative case to explain where they are going and the Dative case to explain where they are. Students will understand similarities and differences between cities and towns in the USA and cities and towns in German-speaking countries	
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
<p style="text-align: center;">UNDERSTAND?</p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p style="text-align: center;">KNOW?</p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information,</i></p> <p style="text-align: center;">ACADEMIC VOCABULARY</p>	<p style="text-align: center;">BE ABLE TO DO?</p> <p style="text-align: center;"><i>Skills; Products</i></p>
<ul style="list-style-type: none"> Students will understand similarities and differences between cities and towns in the USA and cities and towns in German-speaking countries (i.e. how people get around, what types of buildings are there, the relative amount of living space people typically use, the layout of cities/towns). Students will understand how factors such as geography, history and culture affect how and where people live. 	<ul style="list-style-type: none"> Students will learn vocabulary for places in a city and their addresses. Students will learn the required prepositions for giving directions, locations and destinations. Students will know that the Accusative case is used for a destination and Dative case is used for a location. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to give the address of a building. <input type="checkbox"/> Students will be able to give directions to a building. <input type="checkbox"/> Students will be able to describe a city and the places you go in that city. <input type="checkbox"/> Students will be able to use Accusative and Dative article correctly in a sentence.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and grammar Use authentic resources, i.e. videos, websites, maps and text, to give students information about cities in other countries Play games to help students retain vocabulary and grammar structures (i.e. Red Light/Green Light but instead of saying these words use Dative/Accusative to reinforce the idea of one if for movement and the other is for location) 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will read texts about cities in German-speaking countries <input type="checkbox"/> Using authentic resources (i.e. websites) see maps and locations in cities in German-speaking countries <input type="checkbox"/> Listening to and performing short dialogues to practice new grammar and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Explain the location of a building by giving street directions and the address</p> <p>Level 3: Connect what you have learned about getting around German cities to your life and explain where you go in your town(or where you would want to live), how you get there and what you do there.</p> <p>Level 4: The amount of living space people want in a dwelling is strongly influenced by culture. How do factors such as geography, demographics, public policy, concepts of space and success affect how and where people live? (i.e. many American equate a large house and yard with success and stability. In Germany, most people live in apartments in cities though they don't consider themselves less successful or stable. Why do you think that is?)</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> • Geography: location of countries and cities in Europe • Social Studies: studying how people live in different places • English: understanding grammar concepts such as prepositions and articles 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly <input type="checkbox"/> Knowledge of geography of German-speaking countries	<input type="checkbox"/> How do factors such as geography, demographics, public policy, concepts of space and success affect how and where people live?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Students will perform a short speech in which they discuss what types of buildings they frequent, how they get there and what they do there. • Students will either write about their hometown or a place they would like to live. They will write about the places they go, how they get there and what they do there. • Students will read information about how people in Germany live (i.e. in apartments, in cities, unlike most students in this district) and answer comprehension questions. • Students will listen to descriptions of cities and directions and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Explain the location of a building by giving street directions and the address</p> <p>Level 3: Connect what you have learned about getting around German cities to your life and explain where you go in your town(or where you would want to live), how you get there and what you do there.</p> <p>Level 4: The amount of living space people want in a dwelling is strongly influenced by culture. How do factors such as geography, demographics, public policy, concepts of space and success affect how and where people live? (i.e. many American equate a large house and yard with success and stability. In Germany, most people live in apartments in cities though they don't consider themselves less successful or stable. Why do you think that is?)</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • The teacher will provide additional in-class and homework practice for students in vocabulary and grammar. • The teacher will provide further examples of differences between German and American dwellings and cities. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Explain the location of a building by giving street directions and the address</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary. He/She will also demonstrate how grammar students have learned can apply in other situations, i.e. there are more prepositions than the ones we learned The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Connect what you have learned about getting around German cities to your life and explain where you go in your town(or where you would want to live), how you get there and what you do there.</p> <p>Level 4: The amount of living space people want in a dwelling is strongly influenced by culture. How do factors such as geography, demographics, public policy, concepts of space and success affect how and where people live? (i.e. many American equate a large house and yard with success and stability. In Germany, most people live in apartments in cities though they don't consider themselves less successful or stable. Why do you think that is?)</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: in der Stadt (in the City)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand similarities and differences between cities and towns in the USA and cities and towns in German-speaking countries (i.e. how people get around, what types of buildings are there, the relative amount of living space people typically use, the layout of cities/towns). • Students will understand how factors such as geography, history and culture affect how and where people live. • Students will learn vocabulary for places in a city and their addresses. • Students will learn the required prepositions for giving directions, locations and destinations. • Students will know that the Accusative case is used for a destination and Dative case is used for a location. • Students will be able to give the address of a building. • Students will be able to give directions to a building. • Students will be able to describe a city and the places you go in that city. • Students will be able to use Accusative and Dative article correctly in a sentence. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will perform a short speech in which they discuss what types of buildings they frequent, how they get there and what they do there. • Students will either write about their hometown or a place they would like to live. They will write about the places they go, how they get there and what they do there. • Students will read information about how people in Germany live (i.e. in apartments, in cities, unlike most students in this district) and answer comprehension questions. • Students will listen to descriptions of cities and directions and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello • Performs basic processes, such as: <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 2

UNIT TITLE: Celebrations and Holidays

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will be able to plan a celebration, invite guests and discuss what gifts to give. • Students will understand some of the traditions around celebrations and holiday in German-speaking countries 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Be able to plan a celebration • Understand and use Accusative and Dative cases • Understand and use separable verbs 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do families, friends and communities celebrate events and holidays in different cultures? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to discuss their plans for a celebration including who/what the celebration is for, what preparations need to be made and what gifts will be given	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write about plans for a celebration or holiday. Students will be able to use the Accusative and Dative cases for direct and indirect object respectively. Students will be able to use separable verbs.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand written information holidays and celebrations in German-speaking countries.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand basic spoken information about holidays and celebrations in German-speaking countries.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand similarities and differences between traditions around familiar holidays and celebrations in German-speaking countries (i.e. Christmas, birthdays, etc.). Students will learn about holidays celebrated in German-speaking countries which are not celebrated in the USA.	x	

OBJECTIVE # 1	Students will be able to understand and communicate about plans for a celebration or holiday. Students will be able to use the Accusative and Dative cases for direct and indirect object respectively. Students will be able to use separable verbs. Students will understand similarities and differences between traditions around familiar holidays and celebrations in German-speaking countries (i.e. Christmas, birthdays, etc.). Students will learn about holidays celebrated in German-speaking countries which are not celebrated in the USA.	
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand similarities and differences between traditions around familiar holidays and celebrations in German-speaking countries (i.e. Christmas, birthdays, etc.). Students will understand that the case of a noun is determined by the noun's function in the sentence. 	<input type="checkbox"/> Students will learn about holidays celebrated in German-speaking countries which are not celebrated in the USA. <input type="checkbox"/> Students will know the articles for Nominative, Accusative and Dative cases. <input type="checkbox"/> Students will know the vocabulary needed for planning and inviting other to a celebration	<input type="checkbox"/> Students will be able to use Nominative, Accusative and Dative cases for subjects, direct objects and indirect objects respectively. <input type="checkbox"/> Students will be able to plan and invite people to a celebration and/or holiday. <input type="checkbox"/> Students will be able to discuss gift-giving (what the gift is, from whom, to whom)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about celebrations and traditions in other countries Play games to help students retain vocabulary and grammar structures 	<input type="checkbox"/> Students will read texts about celebrations and traditions in German-speaking countries. <input type="checkbox"/> Listening to and performing short dialogues to practice new phrases and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct culturally appropriate invitations to a celebration or holiday using correct grammar and vocabulary.</p> <p>Level 3: Compare and contrast German and American traditions and celebrations on mutual holidays using appropriate vocabulary and grammar.</p> <p>Level 4: Draw connections between holiday traditions in German-speaking countries and the USA and explain how migration (both physical and cultural) played a role in both our shared traditions and those that seem very different</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Social Studies/History: How do celebrations and traditions reflect the culture in which they are celebrated? 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly <input type="checkbox"/> Basic understanding of the history of immigration from Europe to the USA (i.e. many German-speakers immigrated in the 18th-20th centuries)	<input type="checkbox"/> How does your family celebrate important events? How does this compare with how families in German-speaking countries celebrate?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will create an invitation for a celebration. The students will perform a dialogue about planning the celebration including who they are inviting, what to bring and the time and place. Students will research a holiday in a German-speaking country and write about the traditions (i.e. gift-giving, food, activities) for that holiday and compare them with traditions in their own family. Students will listen and read information and dialogues involving planning for celebrations and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct culturally appropriate invitations to a celebration or holiday using correct grammar and vocabulary.</p> <p>Level 3: Compare and contrast German and American traditions and celebrations on mutual holidays using appropriate vocabulary and grammar.</p> <p>Level 4: Draw connections between holiday traditions in German-speaking countries and the USA and explain how migration (both physical and cultural) played a role in both our shared traditions and those that seem very different</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of different family structures. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct culturally appropriate invitations to a celebration or holiday using correct grammar and vocabulary.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • The teacher will provide students with a more extensive list of vocabulary. He/She will also demonstrate how grammar students have learned can apply in other situations, i.e. there is more than one situation to use Dative or Accusative • The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Compare and contrast German and American traditions and celebrations on mutual holidays using appropriate vocabulary and grammar.</p> <p>Level 4: Draw connections between holiday traditions in German-speaking countries and the USA and explain how migration (both physical and cultural) played a role in both our shared traditions and those that seem very different</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Feier und Feste (Celebrations and Holidays)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand similarities and differences between traditions around familiar holidays and celebrations in German-speaking countries (i.e. Christmas, birthdays, etc.). • Students will understand that the case of a noun is determined by the noun's function in the sentence. • Students will learn about holidays celebrated in German-speaking countries which are not celebrated in the USA. • Students will know the articles for Nominative, Accusative and Dative cases. • Students will know the vocabulary needed for planning and inviting other to a celebration • Students will be able to use Nominative, Accusative and Dative cases for subjects, direct objects and indirect objects respectively. • Students will be able to plan and invite people to a celebration and/or holiday. • Students will be able to discuss gift-giving (what the gift is, from whom, to whom) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will create an invitation for a celebration. The students will perform a dialogue about planning the celebration including who they are inviting, what to bring and the time and place. • Students will research a holiday in a German-speaking country and write about the traditions (i.e. gift-giving, food, activities) for that holiday and compare them with traditions in their own family. • Students will listen and read information and dialogues involving planning for celebrations and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: At Home
COURSE: Level 2	DURATION: 2-3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will be able to describe the furniture and rooms in a dwelling. • Students will be able to communicate the location and destination of household objects and furniture. • Students will understand the differences in dwellings (size, rooms, furniture) between the USA and German-speaking countries.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Be able to describe rooms and furniture in a house • Understand how to use two-way prepositions • Understand Dative and Accusative verbs 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do people in other countries live? • What are cases and how do they affect the articles and structure of the sentence?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to discuss the rooms in a house, location of furniture and how they will move that furniture.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write about houses and furniture in the home. They will be able to use the Dative and Accusative cases with two-way prepositions. Students will be able to use Dative and Accusative verbs to show location and destinations of objects.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand written information about rooms and the location of furniture.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand spoken information about rooms and the location of furniture.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand similarities and differences between rooms, living space and furniture between German-speaking countries and the USA.	x	

OBJECTIVE # 1	Students will be able to communicate and understand information about houses and furniture in the home. They will be able to use the Dative and Accusative cases with two-way prepositions. Students will be able to use Dative and Accusative verbs to show location and destinations of objects. Students will understand similarities and differences between rooms, living space and furniture between German-speaking countries and the USA.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
<p style="text-align: center;">UNDERSTAND?</p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p style="text-align: center;">KNOW?</p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information,</i></p> <p style="text-align: center;">ACADEMIC VOCABULARY</p>	<p style="text-align: center;">BE ABLE TO DO?</p> <p style="text-align: center;"><i>Skills; Products</i></p>
<ul style="list-style-type: none"> Students will understand similarities and differences between rooms, living space and furniture between German-speaking countries and the USA. Students will understand that the case being used is determined by the condition (moving, stationary) of the noun. Students will understand that some verbs will implicitly indicate case. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will know the vocabulary for rooms in a house. <input type="checkbox"/> Students will know the vocabulary for furniture in the home. <input type="checkbox"/> Students will learn the prepositions for locations/destinations of furniture and household objects. <input type="checkbox"/> Students will learn 7 verbs and their case (<i>stellen/stehe, setzen/sitzen, legen/liegen, hängen</i>) 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to use Nominative, Accusative and Dative cases for objects (location vs. destination) <input type="checkbox"/> Students will be able to explain where things are and where they are being moved to. <input type="checkbox"/> Students will be able to describe rooms and the furniture in the room.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and websites, to give students information about furniture and dwellings in other countries. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will read texts about homes and furniture in German-speaking countries. <input type="checkbox"/> Listening to and performing short dialogues to practice new phrases and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences using correct Dative/Accusative articles.</p> <p>Level 3: Use grammar skills learned to explain both the location of objects and where they will move them.</p> <p>Level 4: Draw connections between living space in German-speaking countries and the USA. The amount of living space people want in a dwelling is strongly influenced by culture. How do factors such as geography, demographics, public policy, concepts of space and success affect how and where people live? (continue building on information from previous units)</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> • Social Studies/History: How do factors such as geography, demographics, public policy and history affect how and where people live? • English: Understand grammar concepts such as direct and indirect objects and prepositions. 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly	<ul style="list-style-type: none"> • If you could live in any type of dwelling, where would you live? Would you choose space and the suburbs or country or would you choose less space and a city? • How will you design your living space when you have a space of your own
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • Students will create a layout of a house with labelled rooms and furniture. Students will write about the furniture and its location in the house. • Students will choose a room in their house they wish to renovate. They will use visual aids (i.e. drawings or pictures) to explain what the room looks like now and where they will set/lay/hang/move objects in their renovated room. • Students will listen and read information and dialogues involving rooms and furniture and answer comprehension questions. 	Summative	Level 1: Identify and recall vocabulary words and phrases in this topic Level 2: Construct sentences using correct Dative/Accusative articles. Level 3: Use grammar skills learned to explain both the location of objects and where they will move them. Level 4: Draw connections between living space in German-speaking countries and the USA. The amount of living space people want in a dwelling is strongly influenced by culture. How do factors such as geography, demographics, public policy, concepts of space and success affect how and where people live? (continue building on information from previous units)
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. • The teacher will provide further examples of different family structures. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	Level 1: Identify and recall vocabulary words and phrases in this topic Level 2: Construct sentences using correct Dative/Accusative articles.

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary. He/She will also demonstrate how grammar students have learned can apply in other situations, i.e. there is more than one situation to use Dative or Accusative The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context.	<p>Level 3: Use grammar skills learned to explain both the location of objects and where they will move them.</p> <p>Level 4: Draw connections between living space in German-speaking countries and the USA. The amount of living space people want in a dwelling is strongly influenced by culture. How do factors such as geography, demographics, public policy, concepts of space and success affect how and where people live? (continue building on information from previous units)</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: zu Hause (At Home)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand similarities and differences between rooms, living space and furniture between German-speaking countries and the USA. • Students will understand that the case being used is determined by the condition (moving, stationary) of the noun. • Students will understand that some verbs will implicitly indicate case. • Students will know the vocabulary for rooms in a house. • Students will know the vocabulary for furniture in the home. • Students will learn the prepositions for locations/destinations of furniture and household objects. • Students will learn 7 verbs and their case (<i>stellen/stehe</i>n, <i>setzen/sitze</i>n, <i>legen/liege</i>n, <i>hänge</i>n) • Students will be able to use Nominative, Accusative and Dative cases for objects (location vs. destination) • Students will be able to explain where things are and where they are being moved to. • Students will be able to describe rooms and the furniture in the room. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will create a layout of a house with labelled rooms and furniture. Students will write about the furniture and its location in the house. • Students will choose a room in their house they wish to renovate. They will use visual aids (i.e. drawings or pictures) to explain what the room looks like now and where they will set/lay/hang/move objects in their renovated room. • Students will listen and read information and dialogues involving rooms and furniture and answer comprehension questions.

2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Cooking and Chores
COURSE: Level 2	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will be able to discuss what chores they are responsible for. • Students will be able to understand and explain recipes. • Students will be able to identify regional dishes of German-speaking countries.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Be able to understand and give commands using the Imperative • Be able to understand and give cooking directions 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What food are native to different regions of German-speaking countries? • How are directions given in German?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to explain how to bake/cook a regional dish from a German-speaking country using the Imperative.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write about chores they do around the house. Students will be able to give a response to a command (i.e. I don't want to do the dishes! I can make my bed tomorrow).	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand written information about chores and cooking.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand spoken information about chores and cooking.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will be able to identify regional dishes from German-speaking countries.	x	

OBJECTIVE # 1	Students will be able to communicate and understand information about household chores and cooking. Students will be able to identify regional dishes from German-speaking countries.
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the difference in tone and structure when giving a command versus giving a statement or question. Students will understand when and how to give a command using the singular informal, singular formal and plural forms. 	<input type="checkbox"/> Students will know the vocabulary for household chores. <input type="checkbox"/> Students will know the vocabulary for cooking utensils. <input type="checkbox"/> Students will know the vocabulary for cooking verbs. <input type="checkbox"/> Students will know how to give commands using the Imperative.	<input type="checkbox"/> Students will be able to use the Imperative. <input type="checkbox"/> Students will be able to respond to a command. <input type="checkbox"/> Students will be able to understand and give a recipe.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and websites, to give students information about chores and cooking in other countries. Play games to help students retain vocabulary and grammar structures 	<input type="checkbox"/> Students will read texts (i.e. recipes) about making dishes from German-speaking countries. <input type="checkbox"/> Listening to and performing short dialogues to practice new phrases and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences using correct Imperative structure.</p> <p>Level 3: Discern and uses the correct form of Imperative (informal singular, formal singular or plural) for a given situation.</p> <p>Level 4: Regional dishes are a part of the culture. Make a connections between the regional dish and the history, agriculture or traditions of the area and the food typical to the region.</p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Social Studies/History: How do factors such as history, agriculture and tradition affect regional dishes? Family and Consumer Sciences: proper cooking techniques and understanding a recipe. English: Understand grammar concepts such as direct and indirect objects and prepositions. 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly	<ul style="list-style-type: none"> What kind of foods are traditional in your region or in your family? Why are they particular to that region or your tradition? What kind of memories or traditions surround that food?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will create a photo-essay about the chores they have to do around the house including who tells them what to go and how they respond to the command. Students will choose a recipe, learn it in German and demonstrate that recipe in a cooking show-style presentation. Students will listen to and read information and dialogues chores and cooking and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences using correct Imperative structure.</p> <p>Level 3: Discern and uses the correct form of Imperative (informal singular, formal singular or plural) for a given situation.</p> <p>Level 4: Regional dishes are a part of the culture. Make a connections between the regional dish and the history, agriculture or traditions of the area and the food typical to the region.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of household chores and/or cooking and using recipes. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences using correct Imperative structure</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • The teacher will provide students with a more extensive list of vocabulary. He/She will also demonstrate how grammar students have learned can apply in other situations, i.e. there is more than one situation to use Dative or Accusative • The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Discern and uses the correct form of Imperative (informal singular, formal singular or plural) for a given situation.</p> <p>Level 4: Regional dishes are a part of the culture. Make a connections between the regional dish and the history, agriculture or traditions of the area and the food typical to the region.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Kochen und Hausarbeit (Cooking and Chores)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Students will understand the difference in tone and structure when giving a command versus giving a statement or question. Students will understand when and how to give a command using the singular informal, singular formal and plural forms. Students will know the vocabulary for household chores. Students will know the vocabulary for cooking utensils. Students will know the vocabulary for cooking verbs. Students will know how to give commands using the Imperative. Students will be able to use the Imperative. Students will be able to respond to a command. Students will be able to understand and give a recipe. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will create a photo-essay about the chores they have to do around the house including who tells them what to do and how they respond to the command. Students will choose a recipe, learn it in German and demonstrate that recipe in a cooking show-style presentation. Students will listen to and read information and dialogues chores and cooking and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Words and phrases that directly translate from German to English, i.e. Hallo = Hello Performs basic processes, such as: <ul style="list-style-type: none"> Can give information in sentences but struggles use correct grammar structures Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Animals and Zoos
COURSE: Level 2	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will be able to discuss animals, their habitats, and food sources. • Students will be able to discuss conservation efforts by zoos in German-speaking countries.
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ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Understand what a ‘tense’ is and how it affects verbs • Understand noun-adjective agreement and how it is dependent on cases and sentence structure. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are attitudes about pets in German-speaking countries and how do they differ from attitudes in the USA? • How are German-speaking countries working to conserve animals and how are they working with other countries (i.e. the USA)?
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WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to explain efforts from zoos in German-speaking countries for animal conservation	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write a story about animals using Imperfekt past tense that follows a narrative arc and includes information on animals’ appearance, habitat, food and/or behavior.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to understand written information about animals and zoos.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand spoken information about animals and zoos.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will be able to understand differences in attitudes toward house pets in German-speaking countries and the USA.	x	

OBJECTIVE # 1	Students will be able to communicate and understand information about animals, habitats, appearance and behavior. Students will be able to identify regional dishes from German-speaking countries.
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REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2
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WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand that attitudes toward domesticated animals differs across cultures. Students will understand what a 'tense' is and how it affects verbs. Students will understand how to use case to determine noun-adjective agreement 	<input type="checkbox"/> Students will know the vocabulary animals, animal body parts, and appearance. <input type="checkbox"/> Students will know the vocabulary for animal conservation (i.e. Umwelt, gefährdet, bedroht, Naturschutzgebiet, schützen, etc.) <input type="checkbox"/> Students will know verb vocabulary in Imperfekt	<input type="checkbox"/> Students will be able to use Imperfekt past tense. <input type="checkbox"/> Students will be able to write using noun-adjective agreement. <input type="checkbox"/> Students will be able to discuss an animal's appearance, behavior, habitat and food. <input type="checkbox"/> Students will be able to discuss animal conservation efforts.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Facilitate in-class discussion of cultural differences Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and websites, to give students information about animals and zoos in other countries. Play games to help students retain vocabulary and grammar structures 	<input type="checkbox"/> Students will read texts about animals and zoos in German-speaking countries. <input type="checkbox"/> Listening to and performing short dialogues to practice new phrases and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures.	Level 1: Identify and recall vocabulary words and phrases in this topic Level 2: Construct sentences using correct Imperfekt verbs. Level 3: Compare efforts for animal conservation have looked like in the past with what people and institutions are doing now. Level 4: Draw a connections between past practices in regards to the environment, pollution, conservation, and hunting and animal populations today.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Science (Biology/Environmental): What role to zoos play in the conservation of animals? English: Understand grammar concepts such as tense and adjectives. 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly	<ul style="list-style-type: none"> What role do animals play in your life? Do you have pets that are like family? Have you experienced life on a farm where some animals are bred for food? How does that affect your attitude or behavior toward these animals? What role does animal conservation play in your future? How has the world changed with the extinction of many different specie

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will create a fictional story about an animal including a description of the animal and its habitat. The story must have a beginning, middle and end. Students will give a short speech about the conservation efforts of a zoo in a German-speaking country (i.e. what they did to accommodate animals in their zoo, any nature reserves or programs for animals in the wild, etc.) Students will listen to and read information and dialogues chores and cooking and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences using correct Imperfekt verbs.</p> <p>Level 3: Compare efforts for animal conservation have looked like in the past with what people and institutions are doing now.</p> <p>Level 4: Draw a connections between past practices in regards to the environment, pollution, conservation, and hunting and animal populations today.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of animals and conservation vocabulary. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences using correct Imperfekt verbs.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary. He/She will also demonstrate how grammar students have learned can apply in other situations, i.e. there is more than one situation to use Dative or Accusative The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context.	<p>Level 3: Compare efforts for animal conservation have looked like in the past with what people and institutions are doing now.</p> <p>Level 4: Draw a connections between past practices in regards to the environment, pollution, conservation, and hunting and animal populations today.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Tiere und Zoos (Animals and Zoos)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand that attitudes toward domesticated animals differs across cultures. • Students will understand what a 'tense' is and how it affects verbs. • Students will understand how to use case to determine noun-adjective agreement • Students will know the vocabulary animals, animal body parts, and appearance. • Students will know the vocabulary for animal conservation (i.e. Umwelt, gefährdet, bedroht, Naturschutzgebiet, schützen, etc.) • Students will know verb vocabulary in Imperfekt • Students will be able to use Imperfekt past tense. • Students will be able to write using noun-adjective agreement. • Students will be able to discuss an animal's appearance, behavior, habitat and food. • Students will be able to discuss animal conservation efforts. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will create a fictional story about an animal including a description of the animal and its habitat. The story must have a beginning, middle and end. • Students will give a short speech about the conservation efforts of a zoo in a German-speaking country (i.e. what they did to accommodate animals in their zoo, any nature reserves or programs for animals in the wild, etc.) • Students will listen to and read information and dialogues chores and cooking and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 3 A

UNIT TITLE: Fairy Tales

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will be understand the long and influential history of stories recorded by the Brothers Grimm. • Students will understand the structure and devices of a fairy tale narrative. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Be able to write a story with a beginning, middle and end. • Understand the concept of ‘tenses’ and how to construct sentences using Imperfekt/Narrative past tense. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What role do stories play in our culture? What messages do they pass on about good and bad, right and wrong? • How are fairy tales structured to convey these cultural norms and expectations? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to perform a Grimm fairy tale with fluency and demonstrate the narrative past tense in their story.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write their own fairy tale using the narrative devices found in fairy tales studied in class. Students will be able to use the Imperfekt/Narrative past tense. Students will review and master adjective endings and how they are affected by case.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand adapted (i.e. assistance with vocabulary, simplified language) fairy tales from the Brothers Grimm.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand adapted fairy tales from the Brothers Grimm.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that these stories are an important part of how a culture passes down its idea of good and bad, right and wrong. Students will compare the original Grimm fairy tales to their American ‘disney-fied’ counterparts.	x	
OBJECTIVE # 1	Students will be able to understand and communicate Grimm fairy tales. Students will be able to use the Imperfekt/Narrative past tense.		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 		

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how the work of the Brothers Grimm affected the tradition of storytelling. Students will understand how stories such as fairy tales are used to pass on broader cultural values such as right and wrong, good and bad. 	<input type="checkbox"/> Students will know some biographical information about Jakob and Wilhelm Grimm. <input type="checkbox"/> Students will know how to use verbs in the Imperfekt/Narrative past tense. <input type="checkbox"/> Students will know how to use adjective endings and how they are affected by case.	<input type="checkbox"/> Students will be able to understand fairy tales with some simplified language and vocabulary assistance. <input type="checkbox"/> Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. <input type="checkbox"/> Students will be able to use adjective endings correctly.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of the place of stories and storytelling within a culture. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about fairy tales Play games to help students retain vocabulary and grammar structures 	<input type="checkbox"/> Students will read texts of adapted (i.e. simplified language and vocabulary assistance) fairy tales. <input type="checkbox"/> Listening to and performing short stories to practice new phrases and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures.	Level 1: Identify and recall vocabulary words and phrases in this topic Level 2: Understand and summarize selected and adapted fairy tales Level 3: Compare the ‘original’ Grimm fairy tales with their Americanized versions Level 4: Analyze the place of fairy tales as a means of passing on cultural values and norms. Why were the original stories so dark? Why were they adapted to more ‘family-friendly’ versions when they were exported? How does this speak to changing values and norms within a culture?
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: narrative devices and structure; concept of tense and sentence structure History: the biographical information on the Brothers Grimm and their role in the evolution of storytelling and the German language. 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly <input type="checkbox"/> Understand the concept of a ‘tense’	<input type="checkbox"/> Why were the original stories so dark? Why were they adapted to more ‘family-friendly’ versions when they were exported? How does this speak to changing values and norms within a culture?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will read, summarize and retell a fairy tale as a dramatic presentation (i.e. sock puppet show or skit) Students will write their own fairy tale using the grammar, vocabulary and narrative structures they have learned. Students will listen and read information and stories about the Brothers Grimm and their stories and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted fairy tales</p> <p>Level 3: Compare the 'original' Grimm fairy tales with their Americanized versions</p> <p>Level 4: Analyze the place of fairy tales as a means of passing on cultural values and norms. Why were the original stories so dark? Why were they adapted to more 'family-friendly' versions when they were exported? How does this speak to changing values and norms within a culture?</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of different adapted stories. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted fairy tales</p>
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context.	<p>Level 3: Compare the 'original' Grimm fairy tales with their Americanized versions</p> <p>Level 4: Analyze the place of fairy tales as a means of passing on cultural values and norms. Why were the original stories so dark? Why were they adapted to more 'family-friendly' versions when they were exported? How does this speak to changing values and norms within a culture?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Märchen (Fairy Tales)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how the work of the Brothers Grimm affected the tradition of storytelling. • Students will understand how stories such as fairy tales are used to pass on broader cultural values such as right and wrong, good and bad. • Students will know some biographical information about Jakob and Wilhelm Grimm. • Students will know how to use verbs in the Imperfekt/Narrative past tense. • Students will know how to use adjective endings and how they are affected by case. • Students will be able to understand fairy tales with some simplified language and vocabulary assistance. • Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. • Students will be able to use adjective endings correctly. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will read, summarize and retell a fairy tale as a dramatic presentation (i.e. sock puppet show or skit) • Students will write their own fairy tale using the grammar, vocabulary and narrative structures they have learned. • Students will listen and read information and stories about the Brothers Grimm and their stories and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 3 A

UNIT TITLE: One People, Many Histories

DURATION: 6-5 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will be understand that Germany and German-speaking countries have a long and eventful history that has influenced people and events all over the world. • Students will understand roles major historical figures playing in shaping their time and place. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Understand the general course of events in German history from pre-Roman era to the fall of the Berlin Wall. • The past tense can be constructed in more than one way: the German language differentiates between spoken and written past tense. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are the big events and major figures who have shaped the history of German-speaking people? • How have the events in the German-speaking world affected people in other places? • How do those people and events shape our world today? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT? <small>Standards, Concepts, Content, Skills, Products, Vocabulary</small>			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give a speech as a historical figure using the conversational/Perfekt past tense. Students will be able to give dates and time frames.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to research and write information about a historical figure using the conversational/Perfekt past tense. Students will be able to give dates and time frames. Students will be able to use practiced examples of the Genitive case.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about events and people throughout the history of German-speaking people.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about events and people throughout the history of German-speaking people.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that German-speaking people have had a long and eventful history that affected others around the world. Students will understand that what happened long ago still has consequences that continue to affect contemporary life.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about people and events in the history of German-speaking people. Students will be able to use the Perfekt/conversational past tense.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the general framework of the history of German-speaking people from the pre-Roman era to the fall of the Berlin Wall. Students will understand that ‘history is prologue’ or that what happened in the past has far-reaching consequences both at the time and into our contemporary lives. 	<input type="checkbox"/> Students will know major dates and eras of history of German-speaking people. <input type="checkbox"/> Students will know how to use verbs in the Perfekt/conversational past tense. <input type="checkbox"/> Students will know differences between how dates and eras are expressed in German and in English. <input type="checkbox"/> Students will know how the Genitive case is used to show possession or ownership.	<input type="checkbox"/> Students will be able to understand information about the history of German-speaking people. <input type="checkbox"/> Students will be able to use the Imperfekt/Narrative past tense while writing information about historical figures. <input type="checkbox"/> Students will be able to use correct vocabulary and sentence structure for dates and time frames. <input type="checkbox"/> Students will be able to use adjective endings correctly.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of influential people and events in German-speaking history. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about history Play games to help students retain vocabulary and grammar structures 	<input type="checkbox"/> Students will read texts about historical figures. <input type="checkbox"/> Listening to and performing short stories and dialogues to practice new phrases and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about important historical events and figures.</p> <p>Level 3: Make connections between the information learned in German class with information in history class. How does hearing a different perspective help students’ understanding of events in history?</p> <p>Level 4: Analyze the phrase ‘history is prologue.’ How are each of the events studied in class affected by what happened before and in turn how do those events affect later ones? Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of the events we study?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: concept of tense and sentence structure History: events and historical figures are also studied in courses throughout high school/AP history classes. 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly <input type="checkbox"/> Understand the concept of a 'tense'	<input type="checkbox"/> How are each of the events studied in class affected by what happened before and in turn how do those events affect later ones? Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of the events we study?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give a speech as an historical figure giving important biographical information as well as this person's place in the greater timeline of the history of German-speaking people. What events did he/she help to shape? What events were he/she reacting to? Students will write a report giving information about a figure or event that also helps us to understand different people and events' place on the timeline of human history. Students will listen and read information and stories about the people and events from the history of German-speaking people and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about important historical events and figures.</p> <p>Level 3: Make connections between the information learned in German class with information in history class. How does hearing a different perspective help students' understanding of events in history?</p> <p>Level 4: Analyze the phrase 'history is prologue.' How are each of the events studied in class affected by what happened before and in turn how do those events affect later ones? Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of the events we study</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of historical events and people. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about important historical events and figures.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context.	<p>Level 3: Make connections between the information learned in German class with information in history class. How does hearing a different perspective help students' understanding of events in history?</p> <p>Level 4: Analyze the phrase 'history is prologue.' How are each of the events studied in class affected by what happened before and in turn how do those events affect later ones? Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of the events we study?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Ein Volk, viele Geschichten (One People, Many Stories/Histories)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the general framework of the history of German-speaking people from the pre-Roman era to the fall of the Berlin Wall. • Students will understand that ‘history is prologue’ or that what happened in the past has far-reaching consequences both at the time and into our contemporary lives. • Students will know major dates and eras of history of German-speaking people. • Students will know how to use verbs in the Perfekt/conversational past tense. • Students will know differences between how dates and eras are expressed in German and in English. • Students will know how the Genitive case is used to show possession or ownership. • Students will be able to understand information about the history of German-speaking people. • Students will be able to use the Imperfekt/Narrative past tense while writing information about historical figures. • Students will be able to use correct vocabulary and sentence structure for dates and time frames. • Students will be able to use adjective endings correctly. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give a speech as an historical figure giving important biographical information as well as this person’s place in the greater timeline of the history of German-speaking people. What events did he/she help to shape? What events were he/she reacting to? • Students will write a report giving information about a figure or event that also helps us to understand different people and events’ place on the timeline of human history. • Students will listen and read information and stories about the people and events from the history of German-speaking people and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Travelling and Tourism
COURSE: Level 3A	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand that Germany and German-speaking countries are popular tourist destinations for people of all ages. • Students will understand that there are many opportunities for young people to travel and stay in German-speaking countries on a budget.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • The geography of German-speaking countries and their tourism destinations. • There are many opportunities, especially for young people, to travel on a budget. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How can students, especially those who may not have considered traveling abroad, take advantage of opportunity to travel and use their language skills in a German-speaking country? • How does travel help broaden cultural understanding?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to make reservations, plan transportation and discuss their trip to a city/region in a German-speaking country.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to make reservations, plan transportation and discuss their trip to a city in a German-speaking country. Students will demonstrate their understanding of Perfekt past tense, adjective endings and continue adding to students vocabulary of coordinating conjunctions. Students will also be able to use relative pronouns in Nominative and Accusative cases.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about accommodations, travel, sights and activities in a German-speaking city/region.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about accommodations, travel, sights and activities in a German-speaking city/region.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that travel helps to broaden cultural understanding. Students will learn of opportunities for travel and using their language skills in a German-speaking country for young people on a budget.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about accommodations, travel, sights and activities using Perfekt past tense, coordinating conjunctions and subordinate clauses, relative pronouns and adjective endings.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand there are a wide variety of opportunities for travel, accommodations and tourism for young people on a budget. Students will understand the infrastructure in place for people to travel within/between cities. Students will understand there are many destinations in German-speaking countries they may want to visit. 	<input type="checkbox"/> Students will know tourism sights and activities in chosen German-speaking city or region. <input type="checkbox"/> Students will know the variety of transportation methods in German-speaking countries. <input type="checkbox"/> Students will know about the discounts available to young people as they travel in Europe. <input type="checkbox"/> Students will know what a relative pronoun is and their function in a sentence.	<input type="checkbox"/> Students will be able to plan a trip to a German-speaking country. <input type="checkbox"/> Students will be able to make reservations for accommodations or tourism sights/activities. <input type="checkbox"/> Students will be able to understand transportation schedules. <input type="checkbox"/> Students will be able to use Perfekt past tense to explain what activities or sights they saw/experienced on a trip to a German-speaking country. <input type="checkbox"/> Students will be able to use relative pronouns (Nominative and Accusative cases), adjective endings and coordinating conjunctions.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of places to visit in German-speaking countries and how to get there. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about travel Play games to help students retain vocabulary and grammar structures 	<input type="checkbox"/> Students will read tourism and accommodation literature or websites <input type="checkbox"/> Listening to and performing dialogues to practice new phrases and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about tourism sights and activities experienced in a German-speaking country.</p> <p>Level 3: Compile disparate information (i.e. time tables, accommodation availability, tourism sights/activities times and pricing) and make a plan for a trip to a German-speaking country.</p> <p>Level 4: Public transportation, youth discounts (up to age 27) and international treaties like the Schengen Agreement allow for a great deal of travel in Europe. How does travel in Europe compare with travel in the USA. Hypothesize what effects these differences have had on shaping attitudes toward tourism (i.e. where you go, how far you go, if you need to know the language there, etc).</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: concept of tense and sentence structure Geography: understanding of places and landmarks in Europe 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly <input type="checkbox"/> Understand the concept of a 'tense'	<input type="checkbox"/> How do public transportation, youth discounts and international agreements allow for freedom of travel for people in Europe. How does this compare with travel in the USA and has shaped attitudes toward tourism (i.e. where you go, how far you go, if you need to know the language there, etc)?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in dialogues in which they will make reservations and plan a trip to a city/region in a German-speaking country. Students will write a travel journal about their trip to a city/region in a German-speaking country including sights, activities, travel and accommodations. Students will listen and read information and dialogues about people making reservations and discussing tourist sights and activities and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about tourism sights and activities experienced in a German-speaking country.</p> <p>Level 3: Compile disparate information (i.e. time tables, accommodation availability, tourism sights/activities times and pricing) and make a plan for a trip to a German-speaking country.</p> <p>Level 4: Public transportation, youth discounts (up to age 27) and international treaties like the Schengen Agreement allow for a great deal of travel in Europe. How does travel in Europe compare with travel in the USA. Hypothesize what effects these differences have had on shaping attitudes toward tourism (i.e. where you go, how far you go, if you need to know the language there, etc).</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of reservations and tourist activities. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about tourism sights and activities experienced in a German-speaking country.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Compile disparate information (i.e. time tables, accommodation availability, tourism sights/activities times and pricing) and make a plan for a trip to a German-speaking country.</p> <p>Level 4: Public transportation, youth discounts (up to age 27) and international treaties like the Schengen Agreement allow for a great deal of travel in Europe. How does travel in Europe compare with travel in the USA. Hypothesize what effects these differences have had on shaping attitudes toward tourism (i.e. where you go, how far you go, if you need to know the language there, etc).</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Reisen und Tourismus (Travelling and Tourism)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand there are a wide variety of opportunities for travel, accommodations and tourism for young people on a budget. • Students will understand the infrastructure in place for people to travel within/between cities. • Students will understand there are many destinations in German-speaking countries they may want to visit. • Students will know tourism sights and activities in chosen German-speaking city or region. • Students will know the variety of transportation methods in German-speaking countries. • Students will know about the discounts available to young people as they travel in Europe. • Students will know what a relative pronoun is and their function in a sentence. • Students will be able to plan a trip to a German-speaking country. • Students will be able to make reservations for accommodations or tourism sights/activities. • Students will be able to understand transportation schedules. • Students will be able to use Perfekt past tense to explain what activities or sights they saw/experienced on a trip to a German-speaking country. • Students will be able to use relative pronouns (Nominative and Accusative cases), adjective endings and coordinating conjunctions. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in dialogues in which they will make reservations and plan a trip to a city/region in a German-speaking country. • Students will write a travel journal about their trip to a city/region in a German-speaking country including sights, activities, travel and accommodations. • Students will listen and read information and dialogues about people making reservations and discussing tourist sights and activities and answer comprehension questions.

2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Fit and Healthy Lifestyle
COURSE: Level 3A	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will be understand that in order to be healthy you must take care of your mind and body. • Students will understand people in different countries have different ideas about how to stay/become fit and healthy.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • In order to be healthy you must take care of your mind and body. • There are cultural differences in how people stay/become fit and healthy in different countries. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do I maintain/start and fit and healthy lifestyle? • How do people in German-speaking countries maintain on average a healthier lifestyle (i.e. lower rates of obesity and related diseases)?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give information (i.e. a PSA) on how to maintain a fit and healthy lifestyle through things like enough sleep, healthy eating, good hygiene, regular exercise, etc. using wenn/dann sentences, reflexive verbs, some dative verbs and the pronoun 'man'.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to explain the causes and a effects of good/poor habits in regards to overall health and wellness using wenn/dann sentences, reflexive verbs, some dative verbs and the pronoun 'man'.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about activities that promote health and wellness.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about activities that promote health and wellness.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that how people maintain their health and wellness can be culturally specific. Students will also understand how cultural expectations like infrastructure, shopping habits, work and free-time schedules, etc. can affect how people can or struggle to stay fit and healthy.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about fit and healthy lifestyles using reflexive verbs, dative verbs, modal verbs, wenn/dann sentences and the pronoun 'man'	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand there are many ways to maintain a fit and healthy lifestyle (i.e. eating habits, regular exercise, sleeping habits, hygiene, etc). Students will understand the cultural differences between the USA and German-speaking countries in how people stay fit and healthy. Students will understand the cultural expectations and structures in place to allow people in German-speaking countries (on average) to maintain healthier lifestyles. 	<input type="checkbox"/> Students will know vocabulary for reflexive verbs. <input type="checkbox"/> Students will know the vocabulary for related dative verbs (i.e. weh tun) <input type="checkbox"/> Students will know how the pronoun 'man' takes the place of the English generalized 'you'. <input type="checkbox"/> Students will know vocabulary for external body parts (i.e. leg, arm, head, knee) and some internal body parts (i.e. brain, muscle).	<input type="checkbox"/> Students will be able to discuss ways to maintain a healthy lifestyle through activities, eating habits, sleeping habits, hygiene, etc. <input type="checkbox"/> Students will be able to use reflexive and dative verbs. <input type="checkbox"/> Students will be able to explain how activities/choices affect the body using wenn/dann. <input type="checkbox"/> Students will be able to use phrases for frequency and duration. <input type="checkbox"/> Student will be able to use the pronoun 'man.'
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of healthy habits and how to maintain them. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about healthy habits. Play games to help students retain vocabulary and grammar structures 	<input type="checkbox"/> Students will read and watch videos with information about healthy habits. <input type="checkbox"/> Listening to and performing dialogues to practice new phrases and vocabulary <input type="checkbox"/> Reading and answering questions about short texts <input type="checkbox"/> Participate in games to retain vocabulary and grammar structures.	Level 1: Identify and recall vocabulary words and phrases in this topic Level 2: Construct sentences about activities you would do in order to maintain a healthy lifestyle. Level 3: Explain how these activities lead to a healthier mind and body. Explain how not participating in these activities can have negative effects on your mind and body. Level 4: On average people in German-speaking countries have lower rates of obesity and related diseases than the USA. Compare aspects of each culture (i.e. transportation, shopping, availability of outdoor/publicly funded activities, etc.) and draw connections between practices in each country and their effects of the health of its citizens.

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: how pronouns affect communication Health/Biology: how different habits and activities affect the body 	<input type="checkbox"/> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly	<input type="checkbox"/> Why do German-speaking countries has lower rates of obesity and related diseases? People usually want to be healthy so how is that helped or hindered by practices in different countries? Could changes be made to help people on the whole be more active and healthy?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give a speech (i.e. a Public Service Announcement or commercial) that explains an aspect of a healthy lifestyle (i.e. eating or sleeping habits, regular exercise, hand-washing, etc), its benefits, how often it should be done and what happens if you don't do these activities. Students will write the copy for an advertisement or advertising campaign that gives the public information about a habit or activity that leads to a healthy lifestyle. Students will listen and read information how to maintain a healthy lifestyle and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about activities you would do in order to maintain a healthy lifestyle.</p> <p>Level 3: Explain how these activities lead to a healthier mind and body. Explain how not participating in these activities can have negative effects on your mind and body.</p> <p>Level 4: On average people in German-speaking countries have lower rates of obesity and related diseases than the USA. Compare aspects of each culture (i.e. transportation, shopping, availability of outdoor/publicly funded activities, etc.) and draw connections between practices in each country and their effects of the health of its citizens.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<input type="checkbox"/> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly.	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about activities you would do in order to maintain a healthy lifestyle.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<input type="checkbox"/> Students will learn how to use different phrases in written and spoken communication. <input type="checkbox"/> Students will be able to understand and respond to unfamiliar phrases using logic and context.	<p>Level 3: Explain how these activities lead to a healthier mind and body. Explain how not participating in these activities can have negative effects on your mind and body.</p> <p>Level 4: On average people in German-speaking countries have lower rates of obesity and related diseases than the USA. Compare aspects of each culture (i.e. transportation, shopping, availability of outdoor/publicly funded activities, etc.) and draw connections between practices in each country and their effects of the health of its citizens.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Fit und gesunde Lebensstile (Fit and Healthy Lifestyles)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand there are many ways to maintain a fit and healthy lifestyle (i.e. eating habits, regular exercise, sleeping habits, hygiene, etc). • Students will understand the cultural differences between the USA and German-speaking countries in how people stay fit and healthy. • Students will understand the cultural expectations and structures in place to allow people in German-speaking countries (on average) to maintain healthier lifestyles. • Students will know vocabulary for reflexive verbs. • Students will know the vocabulary for related dative verbs (i.e. weh tun) • Students will know how the pronoun ‘man’ takes the place of the English generalized ‘you’. • Students will know vocabulary for external body parts (i.e. leg, arm, head, knee) and some internal body parts (i.e. brain, muscle). • Students will be able to discuss ways to maintain a healthy lifestyle through activities, eating habits, sleeping habits, hygiene, etc. • Students will be able to use reflexive and dative verbs. • Students will be able to explain how activities/choices affect the body using wenn/dann. • Students will be able to use phrases for frequency and duration. • Student will be able to use the pronoun ‘man.’ <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give a speech (i.e. a Public Service Announcement or commercial) that explains an aspect of a healthy lifestyle (i.e. eating or sleeping habits, regular exercise, hand-washing, etc), its benefits, how often it should be done and what happens if you don’t do these activities. • Students will write the copy for an advertisement or advertising campaign that gives the public information about a habit or activity that leads to a healthy lifestyle. • Students will listen and read information how to maintain a healthy lifestyle and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Green Technology in Germany
COURSE: Level 3	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will be understand Germany is a leader in the STEM fields (called MINT in German), especially in the area of green/renewable technology and recycling. • Students will understand how Germany has 'gone green' by incorporating conservation initiatives such as recycling into everyday life.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Human habits and industry affect the planet and we must take action to protect our natural resources. • Germany is a leader in green/renewable technology and has integrated some sustainability measures into everyday life. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do my actions and the actions of others affect the natural resources of the planet? • How do people create and maintain green/eco-friendly/renewable technology to help preserve the planet's natural resources?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give information on a green/renewable technology (what it does and how it will preserves natural resources and how it is being/will be used).	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to explain how current human habits and industry affect the planet's natural resources, what the consequences could be/will be and technology or systems that could/can help the environment.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about current environmental issues, green technology and their effects on the planet.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about current environmental issues, green technology and their effects on the planet.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand how Germany has taken action to help preserve the environment and natural resources and how those actions (i.e. recycling) has been integrated into daily life.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about green technology and its effects using coordinating conjunctions, um/zu, future tense, Subjunctive II.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how current practices are affecting the environment and natural resources. Students will understand how green/renewable/sustainable technology is helping maintain and renew natural resources. Students will understand how Germany had integrated green technology (i.e. recycling) into everyday life. 	<ul style="list-style-type: none"> Students will know vocabulary for environment and green technology terms. Students will know what the future tense is. Students will know what is meant by Subjunctive II in both German and English. Students will know how to use um/zu to explain how something is done. 	<ul style="list-style-type: none"> Students will be able explain how the environment is being affected by current practices. Students will be able to explain the consequences of these actions using the future tense. Students will be able to explain how to combat negative effects on the environment using um/zu and limited examples of Subjunctive II (i.e. würde and könnte).
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of current environmental issues. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about emerging green technology. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about environmental issues and green technology. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about current environmental issues and green technology.</p> <p>Level 3: Explain how environmental issues and green/renewable/sustainable technology can/will affect the planet’s natural resources.</p> <p>Level 4: Research green technology efforts in Germany and design/create a plan for your community. How do efforts in Germany compare with what is already available in your community?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: How verbs are used in their infinitive form, parts of speech Environmental Science: how human habits affect the environment and new green technology here and in Germany 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> Have you ever considered a career in a the sciences? What kind of opportunities are there for you to work or study in a German-speaking country in a green technology field?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a dialogue about how to incorporate a green technology/habit into everyday life (i.e. convincing your parents to recycle or your school principal to switch to energy-efficient lighting, etc.) giving your reasons, how to incorporate and the positive effects. Students will research and write about an environmental issue (i.e. the problem and its negative effects) and a green technology/habit/system that can help (how it works and how it could help). Students will listen and read information environmental issues and steps being taken to combat them comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about current environmental issues and green technology.</p> <p>Level 3: Explain how environmental issues and green/renewable/sustainable technology can/will affect the planet’s natural resources.</p> <p>Level 4: Research green technology efforts in Germany and design/create a plan for your community. How do efforts in Germany compare with what is already available in your community?</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about current environmental issues and green technology.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how environmental issues and green/renewable/sustainable technology can/will affect the planet's natural resources.</p> <p>Level 4: Research green technology efforts in Germany and design/create a plan for your community. How do efforts in Germany compare with what is already available in your community?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Umwelttechnik in Deutschland (Green Technology in Germany)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how current practices are affecting the environment and natural resources. • Students will understand how green/renewable/sustainable technology is helping maintain and renew natural resources. • Students will understand how Germany had integrated green technology (i.e. recycling) into everyday life. • Students will know vocabulary for environment and green technology terms. • Students will know what the future tense is. • Students will know what is meant by Subjunctive II in both German and English. • Students will know how to use um/zu to explain how something is done. • Students will be able explain how the environment is being affected by current practices. • Students will be able to explain the consequences of these actions using the future tense. • Students will be able to explain how to combat negative effects on the environment using um/zu and limited examples of Subjunctive II (i.e. würde and könnte). <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a dialogue about how to incorporate a green technology/habit into everyday life (i.e. convincing your parents to recycle or your school principal to switch to energy-efficient lighting, etc.) giving your reasons, how to incorporate and the positive effects. • Students will research and write about an environmental issue (i.e. the problem and its negative effects) and a green technology/habit/system that can help (how it works and how it could help). • Students will listen and read information environmental issues and steps being taken to combat them comprehension questions. •
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello Performs basic processes, such as: <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 3A

UNIT TITLE: Media and the Press

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand what current events are affecting people in German-speaking countries. • Students will understand how people debate in written and spoken forms in German language and culture. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • German-speakers are affected by local, national and international news and current events. • There are phrases and constructs used in the German language and culture to debate issues. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do people in other countries see and understand international news? • How do people in German-speaking countries debate the issues of the day in writing and speaking? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a debate about a current issue using credible sources to support their positions and agreeing/disagreeing with the positions of others.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write an editorial column about a current issue, presenting the facts (using credible sources), their opinion on the issue and explanation of an opposing viewpoint.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about current events reported on in the written/online press.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about current events reported on in the television/online press.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that people in other countries have a different perspective on national and international news because they are living with a different set of circumstances. Students will become familiar with major German-speaking news outlets and social media platforms and continue learning to be critical consumers of media.	x	
OBJECTIVE # 1	Students will be able to understand and communicate information about current issues and use persuasive speech/writing and credible sources to support or oppose an opinion.		
REFERENCES/STANDARDS	<ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 		

<i>i.e. GLE/CLE/MLS/NGSS</i>		
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how people’s opinions on current issues are shaped by their circumstances and culture. Students will understand what are the major outlets for German-speaking news. Students will continue learning to be critical consumers of media, being able to differentiate fact from opinion. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for debate (i.e. giving, supporting, opposing an opinion, following up on a point, civil disagreement, etc) Students will know all of the coordinating conjunctions from the past year and the sentence structure of a subordinate clause. Students will know the facts of the current issues facing German-speaking regions and countries and international issues affecting German-speaking countries. 	<ul style="list-style-type: none"> Students will be able to participate in a debate giving their opinion, supporting it with facts and agreeing or disagreeing with others. Students will be able to write a persuasive argument giving their opinion, supporting it with facts and agreeing or disagreeing with other positions. Students will be able to consume adapted news media (slower or assistance with vocabulary) to learn about current events in German-speaking countries.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of current issues. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about emerging green technology. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos news reports on current events. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p> <p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: Persuasive speech, the credibility of sources and media Social Studies: an international perspective on current events and how they affect different groups in the geopolitical landscape 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German structures, i.e. cases, tenses, sentence structure, types of clauses and coordinating conjunctions. 	<ul style="list-style-type: none"> How are current events communicated and consumed? How is this different in different age groups and cultures? How has the advent of social media, 'infotainment' and 'echo chamber' news changed how people understand and communicate informatio
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a debate about a current issue giving an opinion, supporting it with credible facts and agreeing or disagreeing with another person. Students will write an editorial giving the facts of an issue from a credible source, their position and how they agree or disagree with another person/group's position. Students will listen and read information from media/news outlets that has been adapted (i.e. slower or with vocabulary help) and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p> <p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Medien und die Presse (Media and the Press)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how people’s opinions on current issues are shaped by their circumstances and culture. • Students will understand what are the major outlets for German-speaking news. • Students will continue learning to be critical consumers of media, being able to differentiate fact from opinion. • Students will know vocabulary and phrases for debate (i.e. giving, supporting, opposing an opinion, following up on a point, civil disagreement, etc) • Students will know all of the coordinating conjunctions from the past year and the sentence structure of a subordinate clause. • Students will know the facts of the current issues facing German-speaking regions and countries and international issues affecting German-speaking countries. • Students will be able to participate in a debate giving their opinion, supporting it with facts and agreeing or disagreeing with others. • Students will be able to write a persuasive argument giving their opinion, supporting it with facts and agreeing or disagreeing with other positions. • Students will be able to consume adapted news media (slower or assistance with vocabulary) to learn about current events in German-speaking countries. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a debate about a current issue giving an opinion, supporting it with credible facts and agreeing or disagreeing with another person. • Students will write an editorial giving the facts of an issue from a credible source, their position and how they agree or disagree with another person/group’s position. • Students will listen and read information from media/news outlets that has been adapted (i.e. slower or with vocabulary help) and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 3B

UNIT TITLE: Romantic Literature

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand the long and influential history of the literature and poetry of the Romantic period, especially the writings of Johann von Goethe and Friedrich Schiller. • Students will understand the structure and devices of Romantic literature and poems 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Be able to write a story with a beginning, middle and end. • Understand the concept of 'tenses' and how to construct sentences using Imperfekt/Narrative past tense. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How does literature convey mood and setting? • How does literature and poetry reflect the time and place when and where they are written? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to perform a Goethe or Schiller poem or story with fluency and demonstrate the narrative past tense in their story.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write their own story or epic poem using the narrative devices found in literature studied in class. Students will be able to use the Imperfekt/Narrative past tense. Students will review and master adjective endings and how they are affected by case.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand adapted (i.e. assistance with vocabulary, simplified language) literature and poems from Goethe and Schiller.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand adapted literature and poems by Goethe and Schiller.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that these stories and poem reflected larger ideas about emotion, relationships, nature, history, etc. present when they were written.	x	

OBJECTIVE # 1	Students will be able to understand and communicate Romantic literature by Goethe and Schiller. Students will be able to use the Imperfekt/Narrative past tense.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how the work of Goethe and Schiller used descriptive language to create strong senses of mood and setting. Students will understand how Romantic literature reflected larger ideas in society at the time they were written. 	<ul style="list-style-type: none"> Students will know some biographical information about Johann Wolfgang von Goethe and Friedrich Schiller. Students will know how to use verbs in the Imperfekt/Narrative past tense. Students will know how to use adjective endings and how they are affected by case. Students will know vocabulary for verbs and adjectives needed to understand and write poems and stories. 	<ul style="list-style-type: none"> Students will be able to understand Romantic literature with some simplified language and vocabulary assistance. Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. Students will be able to use adjective endings correctly.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of the place of stories and storytelling within a culture. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about fairy tales Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read texts of adapted (i.e. simplified language and vocabulary assistance) literature and poems. Listening to and performing short stories to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted poems and stories.</p> <p>Level 3: Explain how the Romantic authors used descriptive language to convey mood and setting. How does the choice of a word or phrase change our understanding of the story, setting and characters?</p> <p>Level 4: Analyze the themes throughout Romantic literature. Where did these authors find inspiration and how does that reflect the times in which they were writing?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: narrative devices and structure; concept of tense and sentence structure History: the biographical information on the German Romantic authors and their role in the evolution of storytelling and the German language. 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly Understand the concept of a 'tense' 	<ul style="list-style-type: none"> How does an author's choice of words affect the mood and setting of a story? How does vocabulary and that vocabulary's connotations make a story scary or unsettling or remind you of another story?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will read, summarize and retell a poem as a dramatic presentation (i.e. sock puppet show or skit) Students will write their own story or poem using the grammar, vocabulary and narrative structures they have learned. Students will listen and read information and stories about Goethe and Schiller and their stories and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted poems and stories.</p> <p>Level 3: Explain how the Romantic authors used descriptive language to convey mood and setting. How does the choice of a word or phrase change our understanding of the story, setting and characters?</p> <p>Level 4: Analyze the themes throughout Romantic literature. Where did these authors find inspiration and how does that reflect the times in which they were writing?</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of different adapted stories. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted poems and stories.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how the Romantic authors used descriptive language to convey mood and setting. How does the choice of a word or phrase change our understanding of the story, setting and characters?</p> <p>Level 4: Analyze the themes throughout Romantic literature. Where did these authors find inspiration and how does that reflect the times in which they were writing?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Romantik Literatur (Romantic Period Literature)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how the work of Goethe and Schiller used descriptive language to create strong senses of mood and setting. • Students will understand how Romantic literature reflected larger ideas in society at the time they were written. • Students will know some biographical information about Johann Wolfgang von Goethe and Friedrich Schiller. • Students will know how to use verbs in the Imperfekt/Narrative past tense. • Students will know how to use adjective endings and how they are affected by case. • Students will know vocabulary for verbs and adjectives needed to understand and write poems and stories. • Students will be able to understand Romantic literature with some simplified language and vocabulary assistance. • Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. • Students will be able to use adjective endings correctly. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will read, summarize and retell a poem as a dramatic presentation (i.e. sock puppet show or skit) • Students will write their own story or poem using the grammar, vocabulary and narrative structures they have learned. • Students will listen and read information and stories about Goethe and Schiller and their stories and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Romantik Literatur (Romantic Period Literature)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how the work of Goethe and Schiller used descriptive language to create strong senses of mood and setting. • Students will understand how Romantic literature reflected larger ideas in society at the time they were written. • Students will know some biographical information about Johann Wolfgang von Goethe and Friedrich Schiller. • Students will know how to use verbs in the Imperfekt/Narrative past tense. • Students will know how to use adjective endings and how they are affected by case. • Students will know vocabulary for verbs and adjectives needed to understand and write poems and stories. • Students will be able to understand Romantic literature with some simplified language and vocabulary assistance. • Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. • Students will be able to use adjective endings correctly. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will read, summarize and retell a poem as a dramatic presentation (i.e. sock puppet show or skit) • Students will write their own story or poem using the grammar, vocabulary and narrative structures they have learned. • Students will listen and read information and stories about Goethe and Schiller and their stories and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German/Art and Music	UNIT TITLE: Arts
COURSE: Level 3B	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand that Germany and German-speaking countries have a long and eventful history in the arts that has influenced people all over the world. • Students will understand roles artists play in recording and shaping their time and place.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Understand the general course art movements in Europe from the Bronze Age through Post-Modernism. • The past tense can be constructed in more than one way: the German language differentiates between spoken and written past tense. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are the big events and major figures who have shaped the history of German-speaking people and the art they produce? • How have the art and artists in the German-speaking world affected people in other places? • How do we respond to that artwork today?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give a speech as an artist or musician using the conversational/Perfekt past tense. Students will be able to give dates and time frames.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to research and write information about an artist or musician using the conversational/Perfekt past tense. Students will be able to give dates and time frames. Students will be able to use practiced examples of the Genitive case.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about events and people throughout the art history of German-speaking people.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about events and people throughout the art history of German-speaking people.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that German-speaking people have had a long and eventful history in the arts that	x	

	affected others around the world. Students will understand artists both respond to and shape the time and place they are creating their artwork in.		
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OBJECTIVE # 1	Students will be able to understand and communicate information about artist and art movements in the history of German-speaking people. Students will be able to use the Perfekt/conversational past tense.
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REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2
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WHAT SHOULD STUDENTS...

UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the general framework of the art history of German-speaking people from the Bronze Age to Post-Modernism. Students will understand that artists create art to respond to or shape the world in which they live. Students will understand that the arts are a 'language' with their own rules and structures. 	<ul style="list-style-type: none"> Students will know major dates and eras of art history of German-speaking people. Students will know how to use verbs in the Perfekt/conversational past tense. Students will know differences between how dates and eras are expressed in German and in English. Students will know how the Genitive case is used to show possession or ownership. 	<ul style="list-style-type: none"> Students will be able to understand information about the art history of German-speaking people. Students will be able to use the Imperfekt/Narrative past tense while writing information about artists. Students will be able to use correct vocabulary and sentence structure for dates and time frames. Students will be able to use adjective endings correctly.

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of influential people and events in German-speaking history. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about art and art history Play games and do activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read texts, watch videos and look at/listen to art. Listening to and performing short stories and dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about art movements and artists.</p> <p>Level 3: Make connections between the information learned in German class with information in history class. Explain how art is used to reflect the world in which it is created.</p> <p>Level 4: Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of major historical events? Analyze the artwork of that time period and explain how the artist was responding to these events emotionally, intellectually and/or artistically.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: concept of tense and sentence structure History: events and historical figures are also studied in courses throughout high school/AP history classes. Fine Arts: art movements and artists through history, art criticism 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly Understand the concept of a 'tense' 	<ul style="list-style-type: none"> Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of major historical events? How did artists respond to these events emotionally, intellectually and/or artistically?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give a speech as an artist or musician giving important biographical information as well as this person's place in the greater timeline of the art history of German-speaking people. What events were he/she reacting to? Where is the evidence of this in his/her work? Students will write a report giving information about an artist or art movement that also helps us to understand how people were reacting to major events in history. Students will listen and read information and stories about the people and events from the art history of German-speaking people and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about art movements and artists.</p> <p>Level 3: Make connections between the information learned in German class with information in history class. Explain how art is used to reflect the world in which it is created.</p> <p>Level 4: Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of major historical events? Analyze the artwork of that time period and explain how the artist was responding to these events emotionally, intellectually and/or artistically.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of historical events and people. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about art movements and artists.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Make connections between the information learned in German class with information in history class. Explain how art is used to reflect the world in which it is created.</p> <p>Level 4: Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of major historical events? Analyze the artwork of that time period and explain how the artist was responding to these events emotionally, intellectually and/or artistically.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Kunst und Musik (Art and Music)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the general framework of the art history of German-speaking people from the Bronze Age to Post-Modernism. • Students will understand that artists create art to respond to or shape the world in which they live. • Students will understand that the arts are a ‘language’ with their own rules and structures. • Students will know major dates and eras of art history of German-speaking people. • Students will know how to use verbs in the Perfekt/conversational past tense. • Students will know differences between how dates and eras are expressed in German and in English. • Students will know how the Genitive case is used to show possession or ownership. • Students will be able to understand information about the art history of German-speaking people. • Students will be able to use the Imperfekt/Narrative past tense while writing information about artists. • Students will be able to use correct vocabulary and sentence structure for dates and time frames. • Students will be able to use adjective endings correctly. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give a speech as an artist or musician giving important biographical information as well as this person’s place in the greater timeline of the art history of German-speaking people. What events were he/she reacting to? Where is the evidence of this in his/her work? • Students will write a report giving information about an artist or art movement that also helps us to understand how people were reacting to major events in history. • Students will listen and read information and stories about the people and events from the art history of German-speaking people and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Multiculturalism in Germany
COURSE: Level 3B	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand that Germany is a diverse and pluralistic society both due to and in spite of its history of migration. • Students will understand that many of the traditions (i.e. food or celebrations) associated with a country or region have been influenced by emigration and immigration to and from that country or region. • Students will understand the challenges faced by different generations of families who emigrate or grow up in Germany and the USA. • Students will understand that while diversity may present challenges it is a positive and inevitable part of every society.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Germany is a diverse and pluralistic society both due to and in spite of its history. • As new groups assimilate into a society they influence the culture and traditions of that society. • Each generation of a family faces different challenges when moving to or growing up in a country different from the generations before them. • Food is one of the most visible contributions of different groups to a pluralistic society (diversity can literally add spice to life). 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • Where do the traditions you are accustomed to come from? How have they been shaped by the movement of people and groups? • How has German society been shaped by its history of immigration? • How do different generations of a family deal with being both part of and different from the society in which they immigrate to or grow up in?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give information about an aspect of multiculturalism in Germany (i.e. how have different groups changed Germany? How do different generations of immigrant families deal with 'having one foot in each culture'? etc).	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will write about an aspect of multiculturalism in Germany (i.e. an imagined interview with a German-Turkish author or how Döner Kebab was invented and its place in German culture today, or how German immigrants to the USA influenced how we celebrate holidays, etc). Students will demonstrate their understanding of Perfect past tense, adjective endings and continue	x	

	adding to students vocabulary of coordinating conjunctions. Students will also be able to use relative pronouns in Nominative and Accusative cases.		
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about multiculturalism in Germany.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about multiculturalism in Germany.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand the benefits of having a diverse society and the challenges that immigrants and subsequent generations face even in a diverse society.	x	
OBJECTIVE # 1	Students will be able to understand and communicate information about migration and multiculturalism in Germany using Perfekt past tense, coordinating conjunctions and relative pronouns.		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand how diverse Germany is today and why (i.e. post-WWII guest workers, open asylum policies post-reunification, protection for different religious groups, etc). Students will understand the struggles of people and their children who migrate to a new country (Migrationshintergrund). Students will understand how the influences of migrants have shaped both German and American society. 	<ul style="list-style-type: none"> Students will know topic-specific vocabulary. Students will know the events post-WWII to modern day that lead growing diversity in Germany. Students will know about the many contributions of immigrants to Germany and German immigrants to the USA. Students will know what a relative pronoun is and their function in a sentence. 	<ul style="list-style-type: none"> Students will be able discuss struggles and contributions of immigrants to Germany. Students will be able to discuss the major events that made Germany a pluralistic society. Students will be able to use Perfekt past tense to explain events that happened in the past. Students will be able to use relative pronouns (Nominative and Accusative cases), adjective endings and coordinating conjunctions. 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of multiculturalism in Germany. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about multiculturalism. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and hear from immigrants and later generations to Germany (i.e. authors, musicians, politicians, students, etc) Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about the history of multiculturalism in Germany.</p> <p>Level 3: Explain how migration has shaped an aspect of society (i.e. food, celebration, language). What are its origins and place in society now (use, popularity, etc)</p> <p>Level 4: As Americans most people in this country have a Migrationshintergrund not too far down the family tree. Look for an immigrant in your family and hypothesize what their experience was coming the USA. Draw a connection between and compare that experience and what you have learned about people who have migrated to Germany.</p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: concept of tense and sentence structure Social Studies: migrations and assimilation of groups into a society 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly Understand the concept of a 'tense' 	<ul style="list-style-type: none"> How does immigration to Germany compare with immigration to the USA? When what the largest influx of new people? How were/are those new people treated? What did those new people contribute to their new home? How did German immigrants shape parts of American culture?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give information about an aspect of multiculturalism in Germany (i.e. how have different groups changed Germany? How do different generations of immigrant families deal with “having one foot in each culture”? etc). Students will listen to and read information about people migrating to Germany and from subsequent generations and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about the history of multiculturalism in Germany.</p> <p>Level 3: Explain how migration has shaped an aspect of society (i.e. food, celebration, language). What are its origins and place in society now (use, popularity, etc)</p> <p>Level 4: As Americans most people in this country have a Migrationshintergrund not too far down the family tree. Look for an immigrant in your family and hypothesize what their experience was coming the USA. Draw a connection between and compare that experience and what you have learned about people who have migrated to Germany.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of multiculturalism. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about the history of multiculturalism in Germany.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how migration has shaped an aspect of society (i.e. food, celebration, language). What are its origins and place in society now (use, popularity, etc)</p> <p>Level 4: As Americans most people in this country have a Migrationshintergrund not too far down the family tree. Look for an immigrant in your family and hypothesize what their experience was coming the USA. Draw a connection between and compare that experience and what you have learned about people who have migrated to Germany.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Multikulturalismus in Deutschland (Multiculturalism in Germany)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how diverse Germany is today and why (i.e. post-WWII guest workers, open asylum policies post-reunification, protection for different religious groups, etc). • Students will understand the struggles of people and their children who migrate to a new country (Migrationshintergrund). • Students will understand how the influences of migrants have shaped both German and American society. • Students will know topic-specific vocabulary. • Students will know the events post-WWII to modern day that lead growing diversity in Germany. • Students will know about the many contributions of immigrants to Germany and German immigrants to the USA. • Students will know what a relative pronoun is and their function in a sentence. • Students will be able discuss struggles and contributions of immigrants to Germany. • Students will be able to discuss the major events that made Germany a pluralistic society. • Students will be able to use Perfekt past tense to explain events that happened in the past. • Students will be able to use relative pronouns (Nominative and Accusative cases), adjective endings and coordinating conjunctions <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give information about an aspect of multiculturalism in Germany (i.e. how have different groups changed Germany? How do different generations of immigrant families deal with 'having one foot in each culture'? etc). • Students will listen to and read information about people migrating to Germany and from subsequent generations and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 3B

UNIT TITLE: Current Events in Germany

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Textbook
- Computers/Internet
- Mini white boards
- Text
- Videos/DVDs/region-free DVD player

BIG IDEA(S):

- Students will understand what current events are affecting people in German-speaking countries.
- Students will understand how people debate in written and spoken forms in German language and culture.

ENDURING UNDERSTANDINGS:

- German-speakers are affected by local, national and international news and current events.
- There are phrases and constructs used in the German language and culture to debate issues.

ESSENTIAL QUESTIONS:

- How do people in other countries see and understand international news?
- How do people in German-speaking countries debate the issues of the day in writing and speaking?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a debate about a current issue using credible sources to support their positions and agreeing/disagreeing with the positions of others.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write an editorial column about a current issue, presenting the facts (using credible sources), their opinion on the issue and explanation of an opposing viewpoint.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about current events reported on in the written/online press.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about current events reported on in the television/online press.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that people in other countries have a different perspective on national and international news because they are living with a different set of circumstances. Students will become familiar with major German-speaking news outlets and social media platforms and continue learning to be critical consumers of media.	x	
OBJECTIVE # 1	Students will be able to understand and communicate information about current issues and use persuasive speech/writing and credible sources to support or oppose an opinion.		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 		

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how people’s opinions on current issues are shaped by their circumstances and culture. Students will understand what are the major outlets for German-speaking news. Students will continue learning to be critical consumers of media, being able to differentiate fact from opinion. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for debate (i.e. giving, supporting, opposing an opinion, following up on a point, civil disagreement, etc) Students will know all of the coordinating conjunctions from the past year and the sentence structure of a subordinate clause. Students will know the facts of the current issues facing German-speaking regions and countries and international issues affecting German-speaking countries. 	<ul style="list-style-type: none"> Students will be able to participate in a debate giving their opinion, supporting it with facts and agreeing or disagreeing with others. Students will be able to write a persuasive argument giving their opinion, supporting it with facts and agreeing or disagreeing with other positions. Students will be able to consume adapted news media (slower or assistance with vocabulary) to learn about current events in German-speaking countries.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of current issues. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about emerging green technology. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos news reports on current events. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p> <p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: Persuasive speech, the credibility of sources and media Social Studies: an international perspective on current events and how they affect different groups in the geopolitical landscape 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German structures, i.e. cases, tenses, sentence structure, types of clauses and coordinating conjunctions. 	<ul style="list-style-type: none"> How are current events communicated and consumed? How is this different in different age groups and cultures? How has the advent of social media, 'infotainment' and 'echo chamber' news changed how people understand and communicate information?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a debate about a current issue giving an opinion, supporting it with credible facts and agreeing or disagreeing with another person. Students will write an editorial giving the facts of an issue from a credible source, their position and how they agree or disagree with another person/group's position. Students will listen and read information from media/news outlets that has been adapted (i.e. slower or with vocabulary help) and answer comprehension questions. 	<p>Summative</p>	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p> <p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Deutschland Aktuell (Current Events in Germany)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how people’s opinions on current issues are shaped by their circumstances and culture. • Students will understand what are the major outlets for German-speaking news. • Students will continue learning to be critical consumers of media, being able to differentiate fact from opinion. • Students will know vocabulary and phrases for debate (i.e. giving, supporting, opposing an opinion, following up on a point, civil disagreement, etc) • Students will know all of the coordinating conjunctions from the past year and the sentence structure of a subordinate clause. • Students will know the facts of the current issues facing German-speaking regions and countries and international issues affecting German-speaking countries. • Students will be able to participate in a debate giving their opinion, supporting it with facts and agreeing or disagreeing with others. • Students will be able to write a persuasive argument giving their opinion, supporting it with facts and agreeing or disagreeing with other positions. • Students will be able to consume adapted news media (slower or assistance with vocabulary) to learn about current events in German-speaking countries. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a debate about a current issue giving an opinion, supporting it with credible facts and agreeing or disagreeing with another person. • Students will write an editorial giving the facts of an issue from a credible source, their position and how they agree or disagree with another person/group’s position. • Students will listen and read information from media/news outlets that has been adapted (i.e. slower or with vocabulary help) and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Body and Health
COURSE: Level 3B	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand what to do if they are hurt or sick in a German-speaking country. • Students will understand how health care (i.e. insurance, doctor visits, home remedies, and pharmacies) functions in German-speaking countries.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • How people take care of themselves and others when they are sick or injured can be culturally-specific. • Healthcare and expectations of healthcare are different in other countries. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What do I do if I get sick or injured in a German-speaking country? • How does healthcare in German-speaking countries compare to healthcare in the USA?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a skit about visiting a doctor due to an illness or injury and give symptoms, causes, remedies, etc. using wenn/dann sentences, reflexive verbs, some dative verbs and the pronoun 'man'.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to explain the causes and a effects of illness and injury on the body using wenn/dann sentences, reflexive verbs, some dative verbs and the pronoun 'man'.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about healthcare and remedies for illness or injury.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about healthcare and remedies for illness or injury.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that how people take care of themselves and others when they are sick or injured can be culturally-specific. Students will understand how healthcare systems differ in German-speaking countries from the USA.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about illness and injury using reflexive verbs, dative verbs, modal verbs, wenn/dann sentences and the pronoun 'man'	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand what effects certain illnesses or injuries have on the body. Students will understand the cultural differences between the USA and German-speaking countries in how people care for those who are sick or injured. Students will understand the cultural differences in healthcare (i.e. home remedies, health insurance, doctor visits and pharmacies). 	<ul style="list-style-type: none"> Students will know vocabulary for reflexive verbs. Students will know the vocabulary for related dative verbs (i.e. weh tun) Students will know how the pronoun 'man' takes the place of the English generalized 'you'. Students will know vocabulary for basic external body parts (i.e. leg, arm, head, knee) and internal body parts (i.e. organs, muscle). 	<ul style="list-style-type: none"> Students will be able to simulate a doctor's visit including explaining symptoms, causes/effects, and remedies. Students will be able to use reflexive and dative verbs. Students will be able to explain how injury/illness affects the body using wenn/dann. Students will be able to use phrases for frequency and duration. Student will be able to use the pronoun 'man.'
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion about healthcare in German-speaking countries. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about healthy habits. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about healthcare. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about symptoms or remedies for an injury or illness.</p> <p>Level 3: Explain how injury/illness and the activities/habits (i.e. too much exercising causes injury, too little exercising can result in weight-related diseases, not washing hands can spread viruses, etc) that cause them affect the body.</p> <p>Level 4: Research the German and American health insurance systems. They are very different philosophies of healthcare and are representative of two sides of an ongoing debate about healthcare. Appraise these two systems, give their strengths and weaknesses and explain which you think is better and why.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: how pronouns affect communication Health/Biology: how different habits/activities/injuries/illnesses affect the body 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> Germany and the USA have very different systems of healthcare when it comes to insurance and who is covered, what it covers, who pays for it, etc. Germany has a state-run, centralized healthcare for all citizens paid for by higher taxes, the USA (as of 2017) has a looser system with some government assistance but is mostly paid by individuals and/or their places of employment. What are the strengths and weaknesses of each system? Which do you think is better? Or would a hybrid of the two be better?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a skit about visiting a doctor's office because of an illness or injury. Students must include a description of symptoms, causes/effects, and remedies. Students will write about how to deal with a particular illness or injury (i.e. in the form of an article, journal or blog) including the symptoms, causes and effects and remedies (including how often the remedy is required and where/how it is obtained). Students will listen and read information how to care for illness or injury and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about symptoms or remedies for an injury or illness.</p> <p>Level 3: Explain how injury/illness and the activities/habits (i.e. too much exercising causes injury, too little exercising can result in weight-related diseases, not washing hands can spread viruses, etc) that cause them affect the body.</p> <p>Level 4: Research the German and American health insurance systems. They are very different philosophies of healthcare and are representative of two sides of an ongoing debate about healthcare. Appraise these two systems, give their strengths and weaknesses and explain which you think is better and why.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about symptoms or remedies for an injury or illness.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how injury/illness and the activities/habits (i.e. too much exercising causes injury, too little exercising can result in weight-related diseases, not washing hands can spread viruses, etc) that cause them affect the body.</p> <p>Level 4: Research the German and American health insurance systems. They are very different philosophies of healthcare and are representative of two sides of an ongoing debate about healthcare. Appraise these two systems, give their strengths and weaknesses and explain which you think is better and why.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Körper und Gesundheit (Body and Health)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand what effects certain illnesses or injuries have on the body. • Students will understand the cultural differences between the USA and German-speaking countries in how people care for those who are sick or injured. • Students will understand the cultural differences in healthcare (i.e. home remedies, health insurance, doctor visits and pharmacies). • Students will know vocabulary for reflexive verbs. • Students will know the vocabulary for related dative verbs (i.e. weh tun) • Students will know how the pronoun 'man' takes the place of the English generalized 'you'. • Students will know vocabulary for basic external body parts (i.e. leg, arm, head, knee) and internal body parts (i.e. organs, muscle). • Students will be able to simulate a doctor's visit including explaining symptoms, causes/effects, and remedies. • Students will be able to use reflexive and dative verbs. • Students will be able to explain how injury/illness affects the body using wenn/dann. • Students will be able to use phrases for frequency and duration. • Student will be able to use the pronoun 'man.' <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a skit about visiting a doctor's office because of an illness or injury. Students must include a description of symptoms, causes/effects, and remedies. • Students will write about how to deal with a particular illness or injury (i.e. in the form of an article, journal or blog) including the symptoms, causes and effects and remedies (including how often the remedy is required and where/how it is obtained). • Students will listen and read information how to care for illness or injury and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Professions and Education
COURSE: Level 3B	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand how young people in Germany prepare to enter the job market. • Students will understand the requirements and responsibilities of different professions.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Other countries prepare young people for careers differently than the USA. • Germany has study and employment opportunities for citizens and people from other countries. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are my next steps after high school? What career do I want and how will I prepare for that career? • How do institutions like universities and colleges differ between Germany and the USA?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give information on a profession including what education is required, the main tasks and responsibilities of that job and job specifics such as income, vacation time, etc.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to explain how to prepare for a future career, what skills, education or interests are necessary using Future tense, um/zu (infinitive verbs), coordinating conjunctions, and limited Subjunctive II verbs (i.e. könnte, würde)	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about education and careers in Germany.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about education and careers in Germany.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand how Germany prepares young people for careers through a combination of high school, trade school, apprenticeships, universities, colleges and vocational training and how that differs with how the USA prepares young people. Students will also discover a path to studying or working in Germany if they are interested.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about education and careers using coordinating conjunctions, um/zu, future tense, Subjunctive II.	
REFERENCES/STANDARD i.e. GLE/CLE/MLS/NGSS	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the three main branches of the German grade school system. Students will understand the options of young people in their post-high school preparation for a career. Students will understand differences between American and German experiences in education and on the job. 	<ul style="list-style-type: none"> Students will know vocabulary for professions and education. Students will know what the future tense is. Students will know what is meant by Subjunctive II in both German and English. Students will know how to use um/zu to explain how something is done. Students will know the correct format and structure for a formal/business letter. 	<ul style="list-style-type: none"> Students will be able explain how to prepare for a career (i.e. what type of education, skills or interests are required). Students will be able to explain their post-high school plans using the future tense. Students will be able to explain how to prepare for and an perform a job using um/zu and limited examples of Subjunctive II (i.e. würde and könnte). Write a letter using formal speech (i.e. addressee, greetings, pronouns, farewell)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of education and career issues. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about careers and education. Play games and activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about careers and education. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about their future plans after high school and give job details (i.e. salary, vacations days, location, etc).</p> <p>Level 3: Explain how the right education, skills and interests can lead to the desired career.</p> <p>Level 4: Research universities, colleges, vocational training, visas and job postings in Germany. Create a plan for attaining a real career in Germany by planning the steps you will need to take in regards to education, visas, skills and application materials.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: How verbs are used in their infinitive form, parts of speech Economics/Career Readiness: what job opportunities are available internationally and what is the path to reach them? 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly German 1 School Unit which focused on the differences in grade school and classes. 	<ul style="list-style-type: none"> Germany prepares its young people for the job market very differently from the USA (splitting into college-track and vocational-track schools as early as 4th grade, expanded vocational/technical schools, being able to specialize in a career as young as 15 or 16). How does this compare with how the American system prepares young people? Which do you think prepares young people better? Which would you prefer?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give a speech about a profession (i.e. a simulated job fair with employers discussing what jobs are available, the requirements, responsibilities and benefits of these jobs) giving information about the career such as education, interests and talents required. Students will research and write about careers available in Germany and the requirements for them. Students will write an application letter using formal speech applying for a position. Students will listen and read information about education and careers and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about their future plans after high school and give job details (i.e. salary, vacations days, location, etc).</p> <p>Level 3: Explain how the right education, skills and interests can lead to the desired career.</p> <p>Level 4: Research universities, colleges, vocational training, visas and job postings in Germany. Create a plan for attaining a real career in Germany by planning the steps you will need to take in regards to education, visas, skills and application materials.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about their future plans after high school and give job details (i.e. salary, vacations days, location, etc).</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how the right education, skills and interests can lead to the desired career.</p> <p>Level 4: Research universities, colleges, vocational training, visas and job postings in Germany. Create a plan for attaining a real career in Germany by planning the steps you will need to take in regards to education, visas, skills and application materials.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Bildung und Berufe (Education and Professions)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the three main branches of the German grade school system. • Students will understand the options of young people in their post-high school preparation for a career. • Students will understand differences between American and German experiences in education and on the job. • Students will know vocabulary for professions and education. • Students will know what the future tense is. • Students will know what is meant by Subjunctive II in both German and English. • Students will know how to use um/zu to explain how something is done. • Students will know the correct format and structure for a formal/business letter. • Students will be able explain how to prepare for a career (i.e. what type of education, skills or interests are required). • Students will be able to explain their post-high school plans using the future tense. • Students will be able to explain how to prepare for and an perform a job using um/zu and limited examples of Subjunctive II (i.e. würde and könnte). • Write a letter using formal speech (i.e. addressee, greetings, pronouns, farewell) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give a speech about a profession (i.e. a simulated job fair with employers discussing what jobs are available, the requirements, responsibilities and benefits of these jobs) giving information about the career such as education, interests and talents required. • Students will research and write about careers available in Germany and the requirements for them. Students will write an application letter using formal speech applying for a position. • Students will listen and read information about education and careers and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Fairy Tales
COURSE: Level 4A	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand the long and influential history of stories recorded by the Brothers Grimm. • Students will understand the structure and devices of a fairy tale narrative.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Be able to write a story with a beginning, middle and end. • Understand the concept of 'tenses' and how to construct sentences using Imperfekt/Narrative past tense. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What role do stories play in our culture? What messages do they pass on about good and bad, right and wrong? • How are fairy tales structured to convey these cultural norms and expectations?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to perform a Grimm fairy tale with fluency and demonstrate the narrative past tense in their story.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write their own fairy tale using the narrative devices found in fairy tales studied in class. Students will be able to use the Imperfekt/Narrative past tense. Students will review and master adjective endings and how they are affected by case. Students will also be able to use coordinating conjunctions to create subordinate clauses (i.e. weil, als, obwohl, deshalb, dass)	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand fairy tales from the Brothers Grimm.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand fairy tales from the Brothers Grimm.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that these stories are an important part of how a culture passes down its idea of good and bad, right and wrong. Students will compare the original Grimm fairy tales to their American 'disney-fied' counterparts.	x	

OBJECTIVE # 1	Students will be able to understand and communicate Grimm fairy tales. Students will be able to use the Imperfekt/Narrative past tense and coordinating conjunctions to create subordinate clauses.	
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how the work of the Brothers Grimm affected the tradition of storytelling. Students will understand how stories such as fairy tales are used to pass on broader cultural values such as right and wrong, good and bad. 	<ul style="list-style-type: none"> Students will know some biographical information about Jakob and Wilhelm Grimm. Students will know how to use verbs in the Imperfekt/Narrative past tense. Students will know how to use adjective endings and how they are affected by case. Students will understand the difference between an independent clause and a subordinate clause and how a coordinating conjunction connects the two. 	<ul style="list-style-type: none"> Students will be able to understand fairy tales with some simplified language and vocabulary assistance. Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. Students will be able to use adjective endings correctly. Students will be able to use coordinating conjunctions to create subordinate clauses (i.e. weil, als, obwohl, deshalb, dass)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of the place of stories and storytelling within a culture. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about fairy tales Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read texts of fairy tales. Listening to and performing short stories to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand selected fairy tales and be able to summarize them/rephrase from the perspective of a character in the story</p> <p>Level 3: Compare the ‘original’ Grimm fairy tales with their Americanized versions</p> <p>Level 4: Analyze the place of fairy tales as a means of passing on cultural values and norms. Why were the original stories so dark? Why were they adapted to more ‘family-friendly’ versions when they were exported? How does this speak to changing values and norms within a culture?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: narrative devices and structure; concept of tense and sentence structure History: the biographical information on the Brothers Grimm and their role in the evolution of storytelling and the German language. 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly Understand the concept of a ‘tense’ 	<ul style="list-style-type: none"> Why were the original stories so dark? Why were they adapted to more ‘family-friendly’ versions when they were exported? How does this speak to changing values and norms within a culture?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will read, summarize and retell a fairy tale as a memorized dramatic presentation (i.e. sock puppet show or skit) Students will write their own fairy tale using the grammar, vocabulary and narrative structures they have learned. Students will listen and read information and stories about the Brothers Grimm and their stories and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand selected fairy tales and be able to summarize them/rephrase from the perspective of a character in the story</p> <p>Level 3: Compare the ‘original’ Grimm fairy tales with their Americanized versions</p> <p>Level 4: Analyze the place of fairy tales as a means of passing on cultural values and norms. Why were the original stories so dark? Why were they adapted to more ‘family-friendly’ versions when they were exported? How does this speak to changing values and norms within a culture?</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of different adapted stories. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted fairy tales</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> • The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. • The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> • Students will learn how to use different phrases in written and spoken communication. • Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Compare the ‘original’ Grimm fairy tales with their Americanized versions</p> <p>Level 4: Analyze the place of fairy tales as a means of passing on cultural values and norms. Why were the original stories so dark? Why were they adapted to more ‘family-friendly’ versions when they were exported? How does this speak to changing values and norms within a culture?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Märchen (Fairy Tales)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how the work of the Brothers Grimm affected the tradition of storytelling. • Students will understand how stories such as fairy tales are used to pass on broader cultural values such as right and wrong, good and bad. • Students will know some biographical information about Jakob and Wilhelm Grimm. • Students will know how to use verbs in the Imperfekt/Narrative past tense. • Students will know the difference between an independent and subordinate clauses and how coordinating conjunctions connect them. • Students will know how to use adjective endings and how they are affected by case. • Students will be able to understand fairy tales in their original 19th century language. • Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. • Students will be able to use adjective endings correctly. • Students will be able to use coordinating conjunctions to create subordinate clauses. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will read, summarize and retell a fairy tale as a dramatic presentation (i.e. sock puppet show or skit) • Students will write their own fairy tale using the grammar, vocabulary and narrative structures they have learned. • Students will listen and read information and stories about the Brothers Grimm and their stories and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 4

UNIT TITLE: One People, Many Stories

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will be understand that Germany and German-speaking countries have a long and eventful history that has influenced people and events all over the world. • Students will understand roles major historical figures playing in shaping their time and place. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Understand the general course of events in German history from pre-Roman era to the fall of the Berlin Wall. • The past tense can be constructed in more than one way: the German language differentiates between spoken and written past tense. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are the big events and major figures who have shaped the history of German-speaking people? • How have the events in the German-speaking world affected people in other places? • How do those people and events shape our world today? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT? Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give a speech as a historical figure using the conversational/Perfekt past tense. Students will be able to give dates and time frames. Students will be able to use past tense passive voice.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to research and write information about a historical figure using the conversational/Perfekt past tense. Students will be able to give dates and time frames. Students will be able to use the Genitive case. Students will be able to use past tense passive voice and demonstrative pronouns in the Nominative and Accusative cases.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about events and people throughout the history of German-speaking people.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about events and people throughout the history of German-speaking people.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that German-speaking people have had a long and eventful history that affected others around the world. Students will understand that what happened long ago still has consequences that continue to affect contemporary life.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about people and events in the history of German-speaking people. Students will be able to use the Perfekt/conversational past tense.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the general framework of the history of German-speaking people from the pre-Roman era to the fall of the Berlin Wall. Students will understand that ‘history is prologue’ or that what happened in the past has far-reaching consequences both at the time and into our contemporary lives. 	<ul style="list-style-type: none"> Students will know major dates and eras of history of German-speaking people. Students will know how to use verbs in the Perfekt/conversational past tense. Students will know differences between how dates and eras are expressed in German and in English. Students will know how the Genitive case is used to show possession or ownership. Students will know how ‘passive voice’ compares to ‘active voice.’ Students will understand what a demonstrative pronoun is. 	<ul style="list-style-type: none"> Students will be able to understand information about the history of German-speaking people. Students will be able to use the Imperfekt/Narrative past tense while writing information about historical figures. Students will be able to use correct vocabulary and sentence structure for dates and time frames. Students will be able to use adjective endings correctly. Students will be able to use the past tense passive voice. Students will be able to use demonstrative pronouns in the Nominative and Accusative cases.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Facilitate in-class discussion of influential people and events in German-speaking history. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about history Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read texts about historical figures. Listening to and performing short stories and dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about important historical events and figures.</p> <p>Level 3: Make connections between the information learned in German class with information in history class. How does hearing a different perspective help students’ understanding of events in history?</p> <p>Level 4: Analyze the phrase ‘history is prologue.’ How are each of the events studied in class affected by what happened before and in turn how do those events affect later ones? Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of the events we study?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: concept of tense and sentence structure History: events and historical figures are also studied in courses throughout high school/AP history classes. 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. Perfekt past tense 	<ul style="list-style-type: none"> How are each of the events studied in class affected by what happened before and in turn how do those events affect later ones? Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of the events we study?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give a speech as an historical figure giving important biographical information as well as this person's place in the greater timeline of the history of German-speaking people. What events did he/she help to shape? What events were he/she reacting to? Students will write a report giving information about a figure or event that also helps us to understand different people and events' place on the timeline of human history. Students will listen and read information and stories about the people and events from the history of German-speaking people and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about important historical events and figures.</p> <p>Level 3: Make connections between the information learned in German class with information in history class. How does hearing a different perspective help students' understanding of events in history?</p> <p>Level 4: Analyze the phrase 'history is prologue.' How are each of the events studied in class affected by what happened before and in turn how do those events affect later ones? Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of the events we study?</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of historical events and people. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about important historical events and figures.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Make connections between the information learned in German class with information in history class. How does hearing a different perspective help students' understanding of events in history?</p> <p>Level 4: Analyze the phrase 'history is prologue.' How are each of the events studied in class affected by what happened before and in turn how do those events affect later ones? Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of the events we study?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Ein Volk, viele Geschichten (One People, Many Stories/Histories)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the general framework of the history of German-speaking people from the pre-Roman era to the fall of the Berlin Wall. • Students will understand that ‘history is prologue’ or that what happened in the past has far-reaching consequences both at the time and into our contemporary lives. • Students will know major dates and eras of history of German-speaking people. • Students will know how to use verbs in the Perfekt/conversational past tense. • Students will know differences between how dates and eras are expressed in German and in English. • Students will know how the Genitive case is used to show possession or ownership. • Students will know how ‘passive voice’ compares to ‘active voice.’ • Students will understand what a demonstrative pronoun is. • Students will be able to understand information about the history of German-speaking people. • Students will be able to use the Imperfekt/Narrative past tense while writing information about historical figures. • Students will be able to use correct vocabulary and sentence structure for dates and time frames. • Students will be able to use adjective endings correctly. • Students will be able to use the past tense passive voice. • Students will be able to use demonstrative pronouns in the Nominative and Accusative cases. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give a speech as an historical figure giving important biographical information as well as this person’s place in the greater timeline of the history of German-speaking people. What events did he/she help to shape? What events were he/she reacting to? • Students will write a report giving information about a figure or event that also helps us to understand different people and events’ place on the timeline of human history. • Students will listen and read information and stories about the people and events from the history of German-speaking people and answer comprehension questions.

2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Travelling and Tourism
COURSE: Level 4A	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand that Germany and German-speaking countries are popular tourist destinations for people of all ages. • Students will understand that there are many opportunities for young people to travel and stay in German-speaking countries on a budget.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • The geography of German-speaking countries and their tourism destinations. • There are many opportunities, especially for young people, to travel on a budget. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How can students, especially those who may not have considered traveling abroad, take advantage of opportunity to travel and use their language skills in a German-speaking country? • How does travel help broaden cultural understanding?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to make reservations, plan transportation and discuss their trip to a city/region in a German-speaking country.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to make reservations, plan transportation and discuss their trip to a city in a German-speaking country. Students will demonstrate their understanding of Perfekt past tense, passive past tense, adjective endings and continue adding to students vocabulary of coordinating conjunctions. Students will also be able to use relative pronouns in all cases.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about accommodations, travel, sights and activities in a German-speaking city/region.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about accommodations, travel, sights and activities in a German-speaking city/region.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that travel helps to broaden cultural understanding. Students will learn of opportunities for travel and using their language skills in a German-speaking country for young people on a budget.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about accommodations, travel, sights and activities using Perfekt past tense, passive past tense, coordinating conjunctions and subordinate clauses, relative pronouns and adjective endings.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand there are a wide variety of opportunities for travel, accommodations and tourism for young people on a budget. Students will understand the infrastructure in place for people to travel within/between cities. Students will understand there are many destinations in German-speaking countries they may want to visit. 	<ul style="list-style-type: none"> Students will know tourism sights and activities in chosen German-speaking city or region. Students will know the variety of transportation methods in German-speaking countries. Students will know about the discounts available to young people as they travel in Europe. Students will know what a relative pronoun is and their function in a sentence. 	<ul style="list-style-type: none"> Students will be able to plan a trip to a German-speaking country. Students will be able to make reservations for accommodations or tourism sights/activities. Students will be able to understand transportation schedules. Students will be able to use Perfekt past tense to explain what activities or sights they saw/experienced on a trip to a German-speaking country. Students will be able to use the passive past tense to give information about historical/cultural sites they visit Students will be able to use relative pronouns (all cases), adjective endings and coordinating conjunctions.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of places to visit in German-speaking countries and how to get there. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about travel Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read tourism and accommodation literature or websites Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about tourism sights and activities experienced in a German-speaking country.</p> <p>Level 3: Compile disparate information (i.e. time tables, accommodation availability, tourism sights/activities times and pricing) and make a plan for a trip to a German-speaking country.</p> <p>Level 4: Public transportation, youth discounts (up to age 27) and international treaties like the Schengen Agreement allow for a great deal of travel in Europe. How does travel in Europe compare with travel in the USA. Hypothesize what effects these differences have had on shaping attitudes toward tourism (i.e. where you go, how far you go, if you need to know the language there, etc).</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: concept of tense and sentence structure Geography: understanding of places and landmarks in Europe 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly Understand the concept of a 'tense' 	<ul style="list-style-type: none"> How do public transportation, youth discounts and international agreements allow for freedom of travel for people in Europe. How does this compare with travel in the USA and has shaped attitudes toward tourism (i.e. where you go, how far you go, if you need to know the language there, etc)?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in dialogues in which they will make reservations and plan a trip to a city/region in a German-speaking country. Students will write a travel journal about their trip to a city/region in a German-speaking country including sights, activities, travel and accommodations. Students will include relevant historical or cultural details of the places they visit. Students will listen and read information and dialogues about people making reservations and discussing tourist sights and activities and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about tourism sights and activities experienced in a German-speaking country.</p> <p>Level 3: Compile disparate information (i.e. time tables, accommodation availability, tourism sights/activities times and pricing) and make a plan for a trip to a German-speaking country.</p> <p>Level 4: Public transportation, youth discounts (up to age 27) and international treaties like the Schengen Agreement allow for a great deal of travel in Europe. How does travel in Europe compare with travel in the USA. Hypothesize what effects these differences have had on shaping attitudes toward tourism (i.e. where you go, how far you go, if you need to know the language there, etc).</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of reservations and tourist activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about tourism sights and activities experienced in a German-speaking country.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Compile disparate information (i.e. time tables, accommodation availability, tourism sights/activities times and pricing) and make a plan for a trip to a German-speaking country.</p> <p>Level 4: Public transportation, youth discounts (up to age 27) and international treaties like the Schengen Agreement allow for a great deal of travel in Europe. How does travel in Europe compare with travel in the USA. Hypothesize what effects these differences have had on shaping attitudes toward tourism (i.e. where you go, how far you go, if you need to know the language there, etc).</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Reisen und Tourismus (Travelling and Tourism)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand there are a wide variety of opportunities for travel, accommodations and tourism for young people on a budget. • Students will understand the infrastructure in place for people to travel within/between cities. • Students will understand there are many destinations in German-speaking countries they may want to visit. • Students will know tourism sights and activities in chosen German-speaking city or region. • Students will know the variety of transportation methods in German-speaking countries. • Students will know about the discounts available to young people as they travel in Europe. • Students will know what a relative pronoun is and their function in a sentence. • Students will be able to plan a trip to a German-speaking country. • Students will be able to make reservations for accommodations or tourism sights/activities. • Students will be able to understand transportation schedules. • Students will be able to use Perfekt past tense to explain what activities or sights they saw/experienced on a trip to a German-speaking country. • Students will be able to use the passive past tense to give information about historical/cultural sites they visit • Students will be able to use relative pronouns (all cases), adjective endings and coordinating conjunctions. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in dialogues in which they will make reservations and plan a trip to a city/region in a German-speaking country. • Students will write a travel journal about their trip to a city/region in a German-speaking country including sights, activities, travel and accommodations. Students will include relevant historical or cultural details of the places they visit. • Students will listen and read information and dialogues about people making reservations and discussing tourist sights and activities and answer comprehension questions.

2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 4A

UNIT TITLE: Fit and Healthy Lifestyles

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand that in order to be healthy you must take care of your mind and body. • Students will understand people in different country have different ideas about how to stay/become fit and healthy. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • In order to be healthy you must take care of your mind and body. • There are cultural differences in how people stay/become fit and healthy in different countries. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do I maintain/start and fit and healthy lifestyle? • How do people in German-speaking countries maintain on average a healthier lifestyle (i.e. lower rates of obesity and related diseases)? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give information (i.e. a PSA) on how to maintain a fit and healthy lifestyle through things like enough sleep, healthy eating, good hygiene, regular exercise, etc. using wenn/dann sentences, reflexive verbs, some dative verbs and the pronoun 'man'.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to explain the causes and a effects of good/poor habits in regards to overall health and wellness using wenn/dann sentences, reflexive verbs, some dative verbs and the pronoun 'man'.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about activities that promote health and wellness.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about activities that promote health and wellness.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that how people maintain their health and wellness can be culturally specific. Students will also understand how cultural expectations like infrastructure, shopping habits, work and free-time schedules, etc. can affect how people can or struggle to stay fit and healthy.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about fit and healthy lifestyles using reflexive verbs, dative verbs, modal verbs, wenn/dann sentences and the pronoun 'man'	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand there are many ways to maintain a fit and healthy lifestyle (i.e. eating habits, regular exercise, sleeping habits, hygiene, etc). Students will understand the cultural differences between the USA and German-speaking countries in how people stay fit and healthy. Students will understand the cultural expectations and structures in place to allow people in German-speaking countries (on average) to maintain healthier lifestyles. 	<ul style="list-style-type: none"> Students will know vocabulary for reflexive verbs. Students will know the vocabulary for related dative verbs (i.e. weh tun) Students will know how the pronoun 'man' takes the place of the English generalized 'you'. Students will know vocabulary for external body parts (i.e. leg, arm, head, knee) and some internal body parts (i.e. brain, muscle). 	<ul style="list-style-type: none"> Students will be able to discuss ways to maintain a healthy lifestyle through activities, eating habits, sleeping habits, hygiene, etc. Students will be able to use reflexive and dative verbs. Students will be able to explain how activities/choices affect the body using wenn/dann. Students will be able to use phrases for frequency and duration. Student will be able to use the pronoun 'man.'
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of healthy habits and how to maintain them. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about healthy habits. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about healthy habits. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about activities you would do in order to maintain a healthy lifestyle.</p> <p>Level 3: Explain how these activities lead to a healthier mind and body. Explain how not participating in these activities can have negative effects on your mind and body.</p> <p>Level 4: On average people in German-speaking countries have lower rates of obesity and related diseases than the USA. Compare aspects of each culture (i.e. transportation, shopping, availability of outdoor/publicly funded activities, etc.) and draw connections between practices in each country and their effects on the health of its citizens.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: how pronouns affect communication Health/Biology: how different habits and activities affect the body 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> Why do German-speaking countries has lower rates of obesity and related diseases? People usually want to be healthy so how is that helped or hindered by practices in different countries? Could changes be made to help people on the whole be more active and healthy?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give a speech (i.e. a Public Service Announcement or commercial) that explains an aspect of a healthy lifestyle (i.e. eating or sleeping habits, regular exercise, hand-washing, etc), its benefits, how often it should be done and what happens if you don't do these activities. Students will write the copy for an advertisement or advertising campaign that gives the public information about a habit or activity that leads to a healthy lifestyle. Students will listen and read information how to maintain a healthy lifestyle and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about activities you would do in order to maintain a healthy lifestyle.</p> <p>Level 3: Explain how these activities lead to a healthier mind and body. Explain how not participating in these activities can have negative effects on your mind and body.</p> <p>Level 4: On average people in German-speaking countries have lower rates of obesity and related diseases than the USA. Compare aspects of each culture (i.e. transportation, shopping, availability of outdoor/publicly funded activities, etc.) and draw connections between practices in each country and their effects of the health of its citizens.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about activities you would do in order to maintain a healthy lifestyle.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how these activities lead to a healthier mind and body. Explain how not participating in these activities can have negative effects on your mind and body.</p> <p>Level 4: On average people in German-speaking countries have lower rates of obesity and related diseases than the USA. Compare aspects of each culture (i.e. transportation, shopping, availability of outdoor/publicly funded activities, etc.) and draw connections between practices in each country and their effects of the health of its citizens.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Fit und gesunde Lebensstile (Fit and Healthy Lifestyles)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand there are many ways to maintain a fit and healthy lifestyle (i.e. eating habits, regular exercise, sleeping habits, hygiene, etc). • Students will understand the cultural differences between the USA and German-speaking countries in how people stay fit and healthy. • Students will understand the cultural expectations and structures in place to allow people in German-speaking countries (on average) to maintain healthier lifestyles. • Students will know vocabulary for reflexive verbs. • Students will know the vocabulary for related dative verbs (i.e. weh tun) • Students will know how the pronoun ‘man’ takes the place of the English generalized ‘you’. • Students will know vocabulary for external body parts (i.e. leg, arm, head, knee) and some internal body parts (i.e. brain, muscle). • Students will be able to discuss ways to maintain a healthy lifestyle through activities, eating habits, sleeping habits, hygiene, etc. • Students will be able to use reflexive and dative verbs. • Students will be able to explain how activities/choices affect the body using wenn/dann. • Students will be able to use phrases for frequency and duration. • Student will be able to use the pronoun ‘man.’ <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give a speech (i.e. a Public Service Announcement or commercial) that explains an aspect of a healthy lifestyle (i.e. eating or sleeping habits, regular exercise, hand-washing, etc), its benefits, how often it should be done and what happens if you don’t do these activities. • Students will write the copy for an advertisement or advertising campaign that gives the public information about a habit or activity that leads to a healthy lifestyle. • Students will listen and read information how to maintain a healthy lifestyle and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Green Technology in Germany
COURSE: Level 4A	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand Germany is a leader in the STEM fields (called MINT in German), especially in the area of green/renewable technology and recycling. • Students will understand how Germany has ‘gone green’ by incorporating conservation initiatives such as recycling into everyday life.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Human habits and industry affect the planet and we must take action to protect our natural resources. • Germany is a leader in green/renewable technology and has integrated some sustainability measures into everyday life. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do my actions and the actions of others affect the natural resources of the planet? • How do people create and maintain green/eco-friendly/renewable technology to help preserve the planet’s natural resources?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give information on a green/renewable technology (what it does and how it will preserve natural resources and how it is being/will be used).	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to explain how current human habits and industry affect the planet’s natural resources, what the consequences could be/will be and technology or systems that could/can help the environment.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about current environmental issues, green technology and their effects on the planet.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about current environmental issues, green technology and their effects on the planet.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand how Germany has taken action to help preserve the environment and natural resources and how those actions (i.e. recycling) has been integrated into daily life.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about green technology and its effects using coordinating conjunctions, um/zu, future tense, Subjunctive II.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how current practices are affecting the environment and natural resources. Students will understand how green/renewable/sustainable technology is helping maintain and renew natural resources. Students will understand how Germany had integrated green technology (i.e. recycling) into everyday life. 	<ul style="list-style-type: none"> Students will know vocabulary for environment and green technology terms. Students will know what the future tense is. Students will know what is meant by Subjunctive II in both German and English. Students will know how to use um/zu to explain how something is done. 	<ul style="list-style-type: none"> Students will be able explain how the environment is being affected by current practices. Students will be able to explain the consequences of these actions using the future tense. Students will be able to explain how to combat negative effects on the environment using um/zu and Subjunctive II modal verbs.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of current environmental issues. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about emerging green technology. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about environmental issues and green technology. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about current environmental issues and green technology.</p> <p>Level 3: Explain how environmental issues and green/renewable/sustainable technology can/will affect the planet’s natural resources.</p> <p>Level 4: Research green technology efforts in Germany and design/create a plan for your community. How do efforts in Germany compare with what is already available in your community?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: How verbs are used in their infinitive form, parts of speech Environmental Science: how human habits affect the environment and new green technology here and in Germany 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> Have you ever considered a career in the sciences? What kind of opportunities are there for you to work or study in a German-speaking country in a green technology field?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a dialogue about how to incorporate a green technology/habit into everyday life (i.e. convincing your parents to recycle or your school principal to switch to energy-efficient lighting, etc.) giving your reasons, how to incorporate and the positive effects. Students will research and write about an environmental issue (i.e. the problem and its negative effects) and a green technology/habit/system that can help (how it works and how it could help). Students will listen and read information environmental issues and steps being taken to combat them comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about current environmental issues and green technology.</p> <p>Level 3: Explain how environmental issues and green/renewable/sustainable technology can/will affect the planet's natural resources.</p> <p>Level 4: Research green technology efforts in Germany and design/create a plan for your community. How do efforts in Germany compare with what is already available in your community?</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about current environmental issues and green technology.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how environmental issues and green/renewable/sustainable technology can/will affect the planet's natural resources.</p> <p>Level 4: Research green technology efforts in Germany and design/create a plan for your community. How do efforts in Germany compare with what is already available in your community?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Umwelt und Grüntechnik in Deutschland (Environment and Green Technology in Germany)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how current practices are affecting the environment and natural resources. • Students will understand how green/renewable/sustainable technology is helping maintain and renew natural resources. • Students will understand how Germany had integrated green technology (i.e. recycling) into everyday life. • Students will know vocabulary for environment and green technology terms. • Students will know what the future tense is. • Students will know what is meant by Subjunctive II in both German and English. • Students will know how to use um/zu to explain how something is done. • Students will be able explain how the environment is being affected by current practices. • Students will be able to explain the consequences of these actions using the future tense. • Students will be able to explain how to combat negative effects on the environment using um/zu and limited examples of Subjunctive II (i.e. würde and könnte). <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a dialogue about how to incorporate a green technology/habit into everyday life (i.e. convincing your parents to recycle or your school principal to switch to energy-efficient lighting, etc.) giving your reasons, how to incorporate and the positive effects. • Students will research and write about an environmental issue (i.e. the problem and its negative effects) and a green technology/habit/system that can help (how it works and how it could help). • Students will listen and read information environmental issues and steps being taken to combat them comprehension questions. •
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 4A

UNIT TITLE: Media and the Press

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Textbook
- Computers/Internet
- Mini white boards
- Text
- Videos/DVDs/region-free DVD player

BIG IDEA(S):

- Students will understand what current events are affecting people in German-speaking countries.
- Students will understand how people debate in written and spoken forms in German language and culture.

ENDURING UNDERSTANDINGS:

- German-speakers are affected by local, national and international news and current events.
- There are phrases and constructs used in the German language and culture to debate issues.

ESSENTIAL QUESTIONS:

- How do people in other countries see and understand international news?
- How do people in German-speaking countries debate the issues of the day in writing and speaking?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a debate about a current issue using credible sources to support their positions and agreeing/disagreeing with the positions of others.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write an editorial column about a current issue, presenting the facts (using credible sources), their opinion on the issue and explanation of an opposing viewpoint and credit their sources using Subjunctive I.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about current events reported on in the written/online press.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about current events reported on in the television/online press.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that people in other countries have a different perspective on national and international news because they are living with a different set of circumstances. Students will become familiar with major German-speaking news outlets and social media platforms and continue learning to be critical consumers of media.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about current issues and use persuasive speech/writing and credible sources to support or oppose an opinion and credit sources using Subjunctive	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how people’s opinions on current issues are shaped by their circumstances and culture. Students will understand what are the major outlets for German-speaking news. Students will continue learning to be critical consumers of media, being able to differentiate fact from opinion. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for debate (i.e. giving, supporting, opposing an opinion, following up on a point, civil disagreement, etc) Students will know all of the coordinating conjunctions from the past year and the sentence structure of a subordinate clause. Students will know the facts of the current issues facing German-speaking regions and countries and international issues affecting German-speaking countries. Students will understand the difference between Subjunctive I and II. 	<ul style="list-style-type: none"> Students will be able to participate in a debate giving their opinion, supporting it with facts and agreeing or disagreeing with others. Students will be able to write a persuasive argument giving their opinion, supporting it with facts and agreeing or disagreeing with other positions. Students will be able to consume adapted news media (slower or assistance with vocabulary) to learn about current events in German-speaking countries. Students will be able to credit their sources using Subjunctive I.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Facilitate in-class discussion of current issues. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about emerging green technology. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos news reports on current events. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p> <p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: Persuasive speech, the credibility of sources and media Social Studies: an international perspective on current events and how they affect different groups in the geopolitical landscape 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German structures, i.e. cases, tenses, sentence structure, types of clauses and coordinating conjunctions. 	<ul style="list-style-type: none"> How are current events communicated and consumed? How is this different in different age groups and cultures? How has the advent of social media, 'infotainment' and 'echo chamber' news changed how people understand and communicate information?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a debate about a current issue giving an opinion, supporting it with credible facts and agreeing or disagreeing with another person. Students will write an editorial giving the facts of an issue from a credible source, their position and how they agree or disagree with another person/group's position. Students will listen and read information from media/news outlets and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p> <p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Medien und die Presse (Media and the Press)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how people’s opinions on current issues are shaped by their circumstances and culture. • Students will understand what are the major outlets for German-speaking news. • Students will continue learning to be critical consumers of media, being able to differentiate fact from opinion. • Students will know vocabulary and phrases for debate (i.e. giving, supporting, opposing an opinion, following up on a point, civil disagreement, etc) • Students will know all of the coordinating conjunctions from the past year and the sentence structure of a subordinate clause. • Students will know the facts of the current issues facing German-speaking regions and countries and international issues affecting German-speaking countries. • Students will understand the difference between Subjunctive I and II. • Students will be able to participate in a debate giving their opinion, supporting it with facts and agreeing or disagreeing with others. • Students will be able to write a persuasive argument giving their opinion, supporting it with facts and agreeing or disagreeing with other positions. • Students will be able to consume adapted news media to learn about current events in German-speaking countries. • Students will be able to cite their sources using Subjunctive I. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a debate about a current issue giving an opinion, supporting it with credible facts and agreeing or disagreeing with another person. • Students will write an editorial giving the facts of an issue from a credible source, their position and how they agree or disagree with another person/group’s position. • Students will listen and read information from media/news outlets and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 4B

UNIT TITLE: Romantic Literature

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand the long and influential history of the literature and poetry of the Romantic period, especially the writings of Johann von Goethe and Friedrich Schiller. • Students will understand the structure and devices of Romantic literature and poems 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Be able to write a story with a beginning, middle and end. • Understand the concept of 'tenses' and how to construct sentences using Imperfekt/Narrative past tense. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How does literature convey mood and setting? • How does literature and poetry reflect the time and place when and where they are written? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to perform a Goethe or Schiller poem or story with fluency and demonstrate the narrative past tense in their story.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write their own story or epic poem using the narrative devices found in literature studied in class. Students will be able to use the Imperfekt/Narrative past tense. Students will review and master adjective endings and how they are affected by case. Students will also be able to use coordinating conjunctions to create subordinate clauses (i.e. weil, als, obwohl, deshalb, dass).	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand literature and poems from Goethe and Schiller.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand literature and poems by Goethe and Schiller.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that these stories and poem reflected larger ideas about emotion, relationships, nature, history, etc. present when they were written.	x	
OBJECTIVE # 1	Students will be able to understand and communicate Romantic literature by Goethe and Schiller. Students will be able to use the Imperfekt/Narrative past tense, coordinating conjunctions and subordinate clauses.		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 		

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how the work of Goethe and Schiller used descriptive language to create strong senses of mood and setting. Students will understand how Romantic literature reflected larger ideas in society at the time they were written. 	<ul style="list-style-type: none"> Students will know some biographical information about Johann Wolfgang von Goethe and Friedrich Schiller. Students will know how to use verbs in the Imperfekt/Narrative past tense. Students will know how to use adjective endings and how they are affected by case. Students will know vocabulary for verbs and adjectives needed to understand and write poems and stories. Students will know the difference between an independent and subordinate clause and how they are held together by a coordinating conjunction. 	<ul style="list-style-type: none"> Students will be able to understand Romantic literature with some simplified language and vocabulary assistance. Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. Students will be able to use adjective endings correctly. Students will be able to use coordinating conjunctions and subordinate clauses.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of the place of stories and storytelling within a culture. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about fairy tales Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read texts of literature and poems. Listening to and performing short stories to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted poems and stories.</p> <p>Level 3: Explain how the Romantic authors used descriptive language to convey mood and setting. How does the choice of a word or phrase change our understanding of the story, setting and characters?</p> <p>Level 4: Analyze the themes throughout Romantic literature. Where did these authors find inspiration and how does that reflect the times in which they were writing</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: narrative devices and structure; concept of tense and sentence structure History: the biographical information on the German Romantic authors and their role in the evolution of storytelling and the German language. 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly Understand the concept of a 'tense' 	<ul style="list-style-type: none"> How does an author's choice of words affect the mood and setting of a story? How does vocabulary and that vocabulary's connotations make a story scary or unsettling or remind you of another story?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will read, summarize and retell a short story as a dramatic presentation (i.e. sock puppet show or skit) Students will write their own story or poem using the grammar, vocabulary and narrative structures they have learned. Students will listen and read information and stories about Goethe and Schiller and their stories and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted poems and stories.</p> <p>Level 3: Explain how the Romantic authors used descriptive language to convey mood and setting. How does the choice of a word or phrase change our understanding of the story, setting and characters?</p> <p>Level 4: Analyze the themes throughout Romantic literature. Where did these authors find inspiration and how does that reflect the times in which they were writing?</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of different adapted stories. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize selected and adapted poems and stories.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how the Romantic authors used descriptive language to convey mood and setting. How does the choice of a word or phrase change our understanding of the story, setting and characters?</p> <p>Level 4: Analyze the themes throughout Romantic literature. Where did these authors find inspiration and how does that reflect the times in which they were writing?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Romantik Literatur (Romantic Period Literature)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how the work of Goethe and Schiller used descriptive language to create strong senses of mood and setting. • Students will understand how Romantic literature reflected larger ideas in society at the time they were written. • Students will know some biographical information about Johann Wolfgang von Goethe and Friedrich Schiller. • Students will know how to use verbs in the Imperfekt/Narrative past tense. • Students will know how to use adjective endings and how they are affected by case. • Students will know vocabulary for verbs and adjectives needed to understand and write poems and stories. • Students will know the difference between an independent and subordinate clause and how they are held together by a coordinating conjunction. • Students will be able to understand Romantic literature with some simplified language and vocabulary assistance. • Students will be able to use the Imperfekt/Narrative past tense while writing their own stories. • Students will be able to use adjective endings correctly. • Students will be able to use coordinating conjunctions and subordinate clauses. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will read, summarize and retell a short story as a dramatic presentation (i.e. sock puppet show or skit) • Students will write their own story or poem using the grammar, vocabulary and narrative structures they have learned. • Students will listen and read information and stories about Goethe and Schiller and their stories and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello Performs basic processes, such as: <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 4B

UNIT TITLE: Art and Music

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand that Germany and German-speaking countries have a long and eventful history in the arts that has influenced people all over the world. • Students will understand roles artists play in recording and shaping their time and place. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Understand the general course art movements in Europe from the Bronze Age through Post-Modernism. • The past tense can be constructed in more than one way: the German language differentiates between spoken and written past tense. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are the big events and major figures who have shaped the history of German-speaking people and the art they produce? • How have the art and artists in the German-speaking world affected people in other places? • How do we respond to that artwork today? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give a speech as an artist or musician using the conversational/Perfekt past tense. Students will be able to give dates and time frames and use passive past tense.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to research and write information about an artist or musician using the conversational/Perfekt past tense and the passive past tense. Students will be able to give dates and time frames. Students will be able to use the Genitive case. Students will also be able to use Nominative and Accusative demonstrative pronouns.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about events and people throughout the art history of German-speaking people.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about events and people throughout the art history of German-speaking people.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that German-speaking people have had a long and eventful history in the arts that affected others around the world. Students will understand artists both respond to and shape the time and place they are creating their artwork in.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about artist and art movements in the history of German-speaking people. Students will be able to use the Perfekt/conversational past tense, passive past tense, Genitive case and demonstrative pronouns.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
<p style="text-align: center;">UNDERSTAND?</p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p style="text-align: center;">KNOW?</p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p>	<p style="text-align: center;">BE ABLE TO DO?</p> <p style="text-align: center;"><i>Skills; Products</i></p>
<ul style="list-style-type: none"> Students will understand the general framework of the art history of German-speaking people from the Bronze Age to Post-Modernism. Students will understand that artists create art to respond to or shape the world in which they live. Students will understand that the arts are a 'language' with their own rules and structures. 	<ul style="list-style-type: none"> Students will know major dates and eras of art history of German-speaking people. Students will know how to use verbs in the Perfekt/conversational past tense. Students will know differences between how dates and eras are expressed in German and in English. Students will know how the Genitive case is used to show possession or ownership. Students will know the difference between active voice and passive voice. Students will know what a demonstrative pronouns is in German and English. 	<ul style="list-style-type: none"> Students will be able to understand information about the art history of German-speaking people. Students will be able to use the Imperfekt/Narrative past tense while writing information about artists. Students will be able to use correct vocabulary and sentence structure for dates and time frames. Students will be able to use adjective endings correctly. Students will be able to use the Genitive case. Students will be able to use passive past tense case. Students will be able to use demonstrative pronouns in the Nominative and Accusative cases.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Facilitate in-class discussion of influential people and events in German-speaking history. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about art and art history Play games and do activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read texts, watch videos and look at/listen to art. Listening to and performing short stories and dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about art movements and artists.</p> <p>Level 3: Make connections between the information learned in German class with information in history class. Explain how art is used to reflect the world in which it is created.</p> <p>Level 4: Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of major historical events? Analyze the artwork of that time period and explain how the</p>

		artist was responding to these events emotionally, intellectually and/or artistically.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: concept of tense and sentence structure History: events and historical figures are also studied in courses throughout high school/AP history classes. Fine Arts: art movements and artists through history, art criticism 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly Understand the concept of a 'tense' 	<ul style="list-style-type: none"> Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of major historical events? How did artists respond to these events emotionally, intellectually and/or artistically?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give a speech as an artist or musician giving important biographical information as well as this person's place in the greater timeline of the art history of German-speaking people. What events were he/she reacting to? Where is the evidence of this in his/her work? Students will write a report giving information about an artist or art movement that also helps us to understand how people were reacting to major events in history. Students will listen and read information and stories about the people and events from the art history of German-speaking people and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about art movements and artists.</p> <p>Level 3: Make connections between the information learned in German class with information in history class. Explain how art is used to reflect the world in which it is created.</p> <p>Level 4: Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of major historical events? Analyze the artwork of that time period and explain how the artist was responding to these events emotionally, intellectually and/or artistically.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?

Possible Interventions

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of historical events and people. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about art movements and artists.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Make connections between the information learned in German class with information in history class. Explain how art is used to reflect the world in which it is created.</p> <p>Level 4: Through the timeline of human history, no event happens in a vacuum. What are the causes and consequences of major historical events? Analyze the artwork of that time period and explain how the artist was responding to these events emotionally, intellectually and/or artistically.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Kunst und Musik (Art and Music)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the general framework of the art history of German-speaking people from the Bronze Age to Post-Modernism. • Students will understand that artists create art to respond to or shape the world in which they live. • Students will understand that the arts are a 'language' with their own rules and structures. • Students will know major dates and eras of art history of German-speaking people. • Students will know how to use verbs in the Perfekt/conversational past tense. • Students will know differences between how dates and eras are expressed in German and in English. • Students will know how the Genitive case is used to show possession or ownership. • Students will know the difference between active voice and passive voice. • Students will know what a demonstrative pronouns is in German and English. • Students will be able to understand information about the art history of German-speaking people. • Students will be able to use the Imperfekt/Narrative past tense while writing information about artists. • Students will be able to use correct vocabulary and sentence structure for dates and time frames. • Students will be able to use adjective endings correctly. • Students will be able to use the Genitive case. • Students will be able to use passive past tense case. • Students will be able to use demonstrative pronouns in the Nominative and Accusative cases. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give a speech as an artist or musician giving important biographical information as well as this person's place in the greater timeline of the art history of German-speaking people. What events were he/she reacting to? Where is the evidence of this in his/her work? • Students will write a report giving information about an artist or art movement that also helps us to understand how people were reacting to major events in history. • Students will listen and read information and stories about the people and events from the art history of German-speaking people and answer comprehension questions.

2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello Performs basic processes, such as: <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 4B

UNIT TITLE: Multiculturalism in Germany

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Textbook
- Computers/Internet
- Mini white boards
- Text
- Videos/DVDs/region-free DVD player

BIG IDEA(S):

- Students will understand that Germany is a diverse and pluralistic society both due to and in spite of its history of migration.
- Students will understand that many of the traditions (i.e. food or celebrations) associated with a country or region have been influenced by emigration and immigration to and from that country or region.
- Students will understand the challenges faced by different generations of families who emigrate or grow up in Germany and the USA.
- Students will understand that while diversity may present challenges it is a positive and inevitable part of every society.

ENDURING UNDERSTANDINGS:

- Germany is a diverse and pluralistic society both due to and in spite of its history.
- As new group assimilate into a society they influence the culture and traditions of that society.
- Each generation of a family face different challenges when moving to or growing up in a country different from the generations before them.
- Food is one of the most visible contributions of different groups to a pluralistic society (diversity can literally add spice to life).

ESSENTIAL QUESTIONS:

- Where do the traditions you are accustomed to come from? How have they been shaped by the movement of people and groups?
- How has German society been shaped by its history of immigration?
- How do different generations of a family deal with being both part of and different from the society in which they immigrate to or grow up in?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give information about an aspect of multiculturalism in Germany (i.e. how have different groups changed Germany? How do different generations of immigrant families deal with 'having one foot in each culture'? etc).	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will write about an aspect of multiculturalism in Germany (i.e. an imagined interview with a German-Turkish author or how Döner Kebab was invented and its place in German culture today, or how German immigrants to the USA influenced how we celebrate holidays, etc). Students will demonstrate their understanding of Perfekt past tense, passive voice past tense, adjective endings and continue adding to students vocabulary of	x	

	coordinating conjunctions. Students will also be able to use relative pronouns in all cases.		
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about multiculturalism in Germany.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about multiculturalism in Germany.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand the benefits of having a diverse society and the challenges that immigrants and subsequent generations face even in a diverse society.	x	
OBJECTIVE # 1	Students will be able to understand and communicate information about migration and multiculturalism in Germany using Perfekt past tense, coordinating conjunctions and relative pronouns.		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Students will understand how diverse Germany is today and why (i.e. post-WWII guest workers, open asylum policies post-reunification, protection for different religious groups, etc). Students will understand the struggles of people and their children who migrate to a new country (Migrationshintergrund). Students will understand how the influences of migrants have shaped both German and American society. 	<ul style="list-style-type: none"> Students will know topic-specific vocabulary. Students will know the events post-WWII to modern day that lead growing diversity in Germany. Students will know about the many contributions of immigrants to Germany and German immigrants to the USA. Students will know what a relative pronoun is and their function in a sentence. 	<ul style="list-style-type: none"> Students will be able discuss struggles and contributions of immigrants to Germany. Students will be able to discuss the major events that made Germany a pluralistic society. Students will be able to use Perfekt past tense to explain events that happened in the past. Students will be able to use relative pronouns (all cases), adjective endings and coordinating conjunctions. Students will be able to use the passive past tense. 	

FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of multiculturalism in Germany. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about multiculturalism. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and hear from immigrants and later generations to Germany (i.e. authors, musicians, politicians, students, etc) Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about the history of multiculturalism in Germany.</p> <p>Level 3: Explain how migration has shaped an aspect of society (i.e. food, celebration, language). What are its origins and place in society now (use, popularity, etc)</p> <p>Level 4: As Americans most people in this country have a Migrationshintergrund not too far down the family tree. Look for an immigrant in your family and hypothesize what their experience was coming the USA. Draw a connection between and compare that experience and what you have learned about people who have migrated to Germany.</p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: concept of tense and sentence structure Social Studies: migrations and assimilation of groups into a society 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly Understand the concept of a 'tense' 	<ul style="list-style-type: none"> How does immigration to Germany compare with immigration to the USA? When what the largest influx of new people? How were/are those new people treated? What did those new people contribute to their new home? How did German immigrants shape parts of American culture?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will give information about an aspect of multiculturalism in Germany (i.e. how have different groups changed Germany? How do different generations of immigrant families deal with “having one foot in each culture”? etc). Students will listen to and read information about people migrating to Germany and from subsequent generations and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about the history of multiculturalism in Germany.</p> <p>Level 3: Explain how migration has shaped an aspect of society (i.e. food, celebration, language). What are its origins and place in society now (use, popularity, etc)</p> <p>Level 4: As Americans most people in this country have a Migrationshintergrund not too far down the family tree. Look for an immigrant in your family and hypothesize what their experience was coming the USA. Draw a connection between and compare that experience and what you have learned about people who have migrated to Germany.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of multiculturalism. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Understand and summarize information about the history of multiculturalism in Germany.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how migration has shaped an aspect of society (i.e. food, celebration, language). What are its origins and place in society now (use, popularity, etc)</p> <p>Level 4: As Americans most people in this country have a Migrationshintergrund not too far down the family tree. Look for an immigrant in your family and hypothesize what their experience was coming the USA. Draw a connection between and compare that experience and what you have learned about people who have migrated to Germany.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Multikulturalismus in Deutschland (Multiculturalism in Germany)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how diverse Germany is today and why (i.e. post-WWII guest workers, open asylum policies post-reunification, protection for different religious groups, etc). • Students will understand the struggles of people and their children who migrate to a new country (Migrationshintergrund). • Students will understand how the influences of migrants have shaped both German and American society. • Students will know topic-specific vocabulary. • Students will know the events post-WWII to modern day that lead growing diversity in Germany. • Students will know about the many contributions of immigrants to Germany and German immigrants to the USA. • Students will know what a relative pronoun is and their function in a sentence. • Students will be able discuss struggles and contributions of immigrants to Germany. • Students will be able to discuss the major events that made Germany a pluralistic society. • Students will be able to use Perfekt past tense to explain events that happened in the past. • Students will be able to use relative pronouns (all cases), adjective endings and coordinating conjunctions • Students will be able to use the passive past tense. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will give information about an aspect of multiculturalism in Germany (i.e. how have different groups changed Germany? How do different generations of immigrant families deal with 'having one foot in each culture'? etc). • Students will listen to and read information about people migrating to Germany and from subsequent generations and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 4B

UNIT TITLE: Media and the Press

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Textbook
- Computers/Internet
- Mini white boards
- Text
- Videos/DVDs/region-free DVD player

BIG IDEA(S):

- Students will understand what current events are affecting people in German-speaking countries.
- Students will understand how people debate in written and spoken forms in German language and culture.

ENDURING UNDERSTANDINGS:

- German-speakers are affected by local, national and international news and current events.
- There are phrases and constructs used in the German language and culture to debate issues.

ESSENTIAL QUESTIONS:

- How do people in other countries see and understand international news?
- How do people in German-speaking countries debate the issues of the day in writing and speaking?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a debate about a current issue using credible sources to support their positions and agreeing/disagreeing with the positions of others.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write an editorial column about a current issue, presenting the facts (using credible sources), their opinion on the issue and explanation of an opposing viewpoint and credit their sources using Subjunctive I.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about current events reported on in the written/online press.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about current events reported on in the television/online press.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that people in other countries have a different perspective on national and international news because they are living with a different set of circumstances. Students will become familiar with major German-speaking news outlets and social media platforms and continue learning to be critical consumers of media.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about current issues and use persuasive speech/writing and credible sources to support or oppose an opinion and credit sources using Subjunctive I	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information,</i> ACADEMIC VOCABULARY	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how people’s opinions on current issues are shaped by their circumstances and culture. Students will understand what are the major outlets for German-speaking news. Students will continue learning to be critical consumers of media, being able to differentiate fact from opinion. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for debate (i.e. giving, supporting, opposing an opinion, following up on a point, civil disagreement, etc) Students will know all of the coordinating conjunctions from the past year and the sentence structure of a subordinate clause. Students will know the facts of the current issues facing German-speaking regions and countries and international issues affecting German-speaking countries. Students will understand the difference between Subjunctive I and II. 	<ul style="list-style-type: none"> Students will be able to participate in a debate giving their opinion, supporting it with facts and agreeing or disagreeing with others. Students will be able to write a persuasive argument giving their opinion, supporting it with facts and agreeing or disagreeing with other positions. Students will be able to consume adapted news media (slower or assistance with vocabulary) to learn about current events in German-speaking countries. Students will be able to credit their sources using Subjunctive I.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <i>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</i>
<ul style="list-style-type: none"> Facilitate in-class discussion of current issues. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about emerging green technology. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos news reports on current events. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p> <p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: Persuasive speech, the credibility of sources and media Social Studies: an international perspective on current events and how they affect different groups in the geopolitical landscape 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German structures, i.e. cases, tenses, sentence structure, types of clauses and coordinating conjunctions. 	<ul style="list-style-type: none"> How are current events communicated and consumed? How is this different in different age groups and cultures? How has the advent of social media, 'infotainment' and 'echo chamber' news changed how people understand and communicate information?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a debate about a current issue giving an opinion, supporting it with credible facts and agreeing or disagreeing with another person. Students will write an editorial giving the facts of an issue from a credible source, their position and how they agree or disagree with another person/group's position. Students will listen and read information from media/news outlets and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p> <p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences giving your opinion on a current event and support your answer with credible sources.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Agree or disagree with the position of another person, explain your opinion and give credible information to support your position.</p> <p>Level 4: Analyze videos and texts of debates on German-speaking news media. What words or phrases help their answers to flow better? How do they stall for time, placate their opponents, lead up to a question or answer, etc. and how does that compare with debates in the American media?</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Medien und die Presse (Media and the Press)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how people’s opinions on current issues are shaped by their circumstances and culture. • Students will understand what are the major outlets for German-speaking news. • Students will continue learning to be critical consumers of media, being able to differentiate fact from opinion. • Students will know vocabulary and phrases for debate (i.e. giving, supporting, opposing an opinion, following up on a point, civil disagreement, etc) • Students will know all of the coordinating conjunctions from the past year and the sentence structure of a subordinate clause. • Students will know the facts of the current issues facing German-speaking regions and countries and international issues affecting German-speaking countries. • Students will understand the difference between Subjunctive I and II. • Students will be able to participate in a debate giving their opinion, supporting it with facts and agreeing or disagreeing with others. • Students will be able to write a persuasive argument giving their opinion, supporting it with facts and agreeing or disagreeing with other positions. • Students will be able to consume adapted news media to learn about current events in German-speaking countries. • Students will be able to cite their sources using Subjunctive I. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a debate about a current issue giving an opinion, supporting it with credible facts and agreeing or disagreeing with another person. • Students will write an editorial giving the facts of an issue from a credible source, their position and how they agree or disagree with another person/group’s position. • Students will listen and read information from media/news outlets and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 4B

UNIT TITLE: Body and Health

DURATION: 5-6 Weeks

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Students will understand what to do if they are hurt or sick in a German-speaking country. • Students will understand how health care (i.e. insurance, doctor visits, home remedies, pharmacies) functions in German-speaking countries.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • How people take care of themselves and others when they are sick or injured can be culturally-specific. • Healthcare and expectations of healthcare are different in other countries. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What do I do if I get sick or injured in a German-speaking country? • How does healthcare in German-speaking countries compare to healthcare in the USA?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a skit about visiting a doctor due to an illness or injury and give symptoms, causes, remedies, etc. using wenn/dann sentences, reflexive verbs, some dative verbs and the pronoun 'man'.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to explain the causes and a effects of illness and injury on the body using wenn/dann sentences, reflexive verbs, some dative verbs and the pronoun 'man'.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about healthcare and remedies for illness or injury.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about healthcare and remedies for illness or injury.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand that how people take care of themselves and others when they are sick or injured can be culturally-specific. Students will understand how healthcare systems differ in German-speaking countries from the USA.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about illness and injury using reflexive verbs, dative verbs, modal verbs, wenn/dann sentences and the pronoun 'man'	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand what effects certain illnesses or injuries have on the body. Students will understand the cultural differences between the USA and German-speaking countries in how people care for those who are sick or injured. Students will understand the cultural differences in healthcare (i.e. home remedies, health insurance, doctor visits and pharmacies). 	<ul style="list-style-type: none"> Students will know vocabulary for reflexive verbs. Students will know the vocabulary for related dative verbs (i.e. weh tun) Students will know how the pronoun 'man' takes the place of the English generalized 'you'. Students will know vocabulary for basic external body parts (i.e. leg, arm, head, knee) and internal body parts (i.e. organs, muscle). 	<ul style="list-style-type: none"> Students will be able to simulate a doctor's visit including explaining symptoms, causes/effects, and remedies. Students will be able to use reflexive and dative verbs. Students will be able to explain how injury/illness affects the body using wenn/dann. Students will be able to use phrases for frequency and duration. Student will be able to use the pronoun 'man.'
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion about healthcare in German-speaking countries. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about healthy habits. Play games to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about healthcare. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about symptoms or remedies for an injury or illness.</p> <p>Level 3: Explain how injury/illness and the activities/habits (i.e. too much exercising causes injury, too little exercising can result in weight-related diseases, not washing hands can spread viruses, etc) that cause them affect the body.</p> <p>Level 4: Research the German and American health insurance systems. They are very different philosophies of healthcare and are representative of two sides of an ongoing debate about healthcare. Appraise these two systems, give their strengths and weaknesses and explain which you think is better and why.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: how pronouns affect communication Health/Biology: how different habits/activities/injuries/illnesses affect the body 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly 	<ul style="list-style-type: none"> Germany and the USA have very different systems of healthcare when it comes to insurance and who is covered, what it covers, who pays for it, etc. Germany has a state-run, centralized healthcare for all citizens paid for by higher taxes, the USA (as of 2017) has a looser system with some government assistance but is mostly paid by individuals and/or their places of employment. What are the strengths and weaknesses of each system? Which do you think is better? Or would a hybrid of the two be better?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a skit about visiting a doctor's office because of an illness or injury. Students must include a description of symptoms, causes/effects, and remedies. Students will write about how to deal with a particular illness or injury (i.e. in the form of an article, journal or blog) including the symptoms, causes and effects and remedies (including how often the remedy is required and where/how it is obtained). Students will listen and read information how to care for illness or injury and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about symptoms or remedies for an injury or illness.</p> <p>Level 3: Explain how injury/illness and the activities/habits (i.e. too much exercising causes injury, too little exercising can result in weight-related diseases, not washing hands can spread viruses, etc) that cause them affect the body.</p> <p>Level 4: Research the German and American health insurance systems. They are very different philosophies of healthcare and are representative of two sides of an ongoing debate about healthcare. Appraise these two systems, give their strengths and weaknesses and explain which you think is better and why.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about symptoms or remedies for an injury or illness.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how injury/illness and the activities/habits (i.e. too much exercising causes injury, too little exercising can result in weight-related diseases, not washing hands can spread viruses, etc) that cause them affect the body.</p> <p>Level 4: Research the German and American health insurance systems. They are very different philosophies of healthcare and are representative of two sides of an ongoing debate about healthcare. Appraise these two systems, give their strengths and weaknesses and explain which you think is better and why.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Körper und Gesundheit (Body and Health)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand what effects certain illnesses or injuries have on the body. • Students will understand the cultural differences between the USA and German-speaking countries in how people care for those who are sick or injured. • Students will understand the cultural differences in healthcare (i.e. home remedies, health insurance, doctor visits and pharmacies). • Students will know vocabulary for reflexive verbs. • Students will know the vocabulary for related dative verbs (i.e. weh tun) • Students will know how the pronoun 'man' takes the place of the English generalized 'you'. • Students will know vocabulary for basic external body parts (i.e. leg, arm, head, knee) and internal body parts (i.e. organs, muscle). • Students will be able to simulate a doctor's visit including explaining symptoms, causes/effects, and remedies. • Students will be able to use reflexive and dative verbs. • Students will be able to explain how injury/illness affects the body using wenn/dann. • Students will be able to use phrases for frequency and duration. • Student will be able to use the pronoun 'man.' <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a skit about visiting a doctor's office because of an illness or injury. Students much include a description of symptoms, causes/effects, and remedies. • Students will write about how to deal with a particular illness or injury (i.e. in the form of an article, journal or blog) including the symptoms, causes and effects and remedies (including how often the remedy is required and where/how it is obtained). • Students will listen and read information how to care for illness or injury and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German	UNIT TITLE: Professions and Education
COURSE: Level 4A	DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 	BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand how young people in Germany prepare to enter the job market. • Students will understand the requirements and responsibilities of different professions.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Other countries prepare young people for careers differently than the USA. • Germany has study and employment opportunities for citizens and people from other countries. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are my next steps after high school? What career do I want and how will I prepare for that career? • How do institutions like universities and colleges differ between Germany and the USA?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give information on a profession including what education is required, the main tasks and responsibilities of that job and job specifics such as income, vacation time, etc.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to explain how to prepare for a future career, what skills, education or interests are necessary using Future tense, um/zu (infinitive verbs), coordinating conjunctions, and Subjunctive II verbs.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand information about education and careers in Germany.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to understand information about education and careers in Germany.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will understand how Germany prepares young people for careers through a combination of high school, trade school, apprenticeships, universities, colleges and vocational training and how that differs with how the USA prepares young people. Students will also discover a path to studying or working in Germany if they are interested.	x	

OBJECTIVE # 1	Students will be able to understand and communicate information about education and careers using coordinating conjunctions, um/zu, future tense, Subjunctive II.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the three main branches of the German grade school system. Students will understand the options of young people in their post-high school preparation for a career. Students will understand differences between American and German experiences in education and on the job. 	<ul style="list-style-type: none"> Students will know vocabulary for professions and education. Students will know what the future tense is. Students will know what is meant by Subjunctive II in both German and English. Students will know how to use um/zu to explain how something is done. Students will know the correct format and structure for a formal/business letter. Students will know when and how (i.e. vocabulary, verb form) to use formal speech and when to use informal speech. 	<ul style="list-style-type: none"> Students will be able explain how to prepare for a career (i.e. what type of education, skills or interests are required). Students will be able to explain their post-high school plans using the future tense. Students will be able to explain how to prepare for and an perform a job using um/zu and Subjunctive II. Students will be able to write a letter using formal speech (i.e. addressee, greetings, pronouns, farewell). Students will be able to use formal speech as needed.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of education and career issues. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about careers and education. Play games and activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about careers and education. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about their future plans after high school and give job details (i.e. salary, vacations days, location, etc).</p> <p>Level 3: Explain how the right education, skills and interests can lead to the desired career.</p> <p>Level 4: Research universities, colleges, vocational training, visas and job postings in Germany. Create a plan for attaining a real career in Germany by planning the steps you will need to take in regards to education, visas, skills and application materials.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: How verbs are used in their infinitive form, parts of speech Economics/Career Readiness: what job opportunities are available internationally and what is the path to reach them? 	<ul style="list-style-type: none"> Understand and demonstrate previous knowledge of German nouns and verbs, i.e. memorizing der/die/das along with your noun and conjugating verbs correctly German 1 School Unit which focused on the differences in grade school and classes. 	<ul style="list-style-type: none"> Germany prepares its young people for the job market very differently from the USA (splitting into college-track and vocational-track schools as early as 4th grade, expanded vocational/technical schools, being able to specialize in a career as young as 15 or 16). How does this compare with how the American system prepares young people? Which do you think prepares young people better? Which would you prefer?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a simulated job interview. Before interviewing students should know the type of job they are interviewing for and some information about the company. In this interview students will respond to questions about their education, experiences, future plans and strengths they would bring to the position while communicating using formal pronouns and salutations. Students will research and write about careers available in Germany and the requirements for them. Students will write an application letter using formal speech applying for a position. Students will listen and read information about education and careers and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about their future plans after high school and give job details (i.e. salary, vacations days, location, etc).</p> <p>Level 3: Explain how the right education, skills and interests can lead to the desired career.</p> <p>Level 4: Research universities, colleges, vocational training, visas and job postings in Germany. Create a plan for attaining a real career in Germany by planning the steps you will need to take in regards to education, visas, skills and application materials.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of healthy lifestyle activities. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences about their future plans after high school and give job details (i.e. salary, vacations days, location, etc).</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how the right education, skills and interests can lead to the desired career.</p> <p>Level 4: Research universities, colleges, vocational training, visas and job postings in Germany. Create a plan for attaining a real career in Germany by planning the steps you will need to take in regards to education, visas, skills and application materials.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Bildung und Berufe (Education and Professions)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the three main branches of the German grade school system. • Students will understand the options of young people in their post-high school preparation for a career. • Students will understand differences between American and German experiences in education and on the job. • Students will know vocabulary for professions and education. • Students will know what the future tense is. • Students will know what is meant by Subjunctive II in both German and English. • Students will know how to use um/zu to explain how something is done. • Students will know the correct format and structure for a formal/business letter. • Students will know when to use formal speech and when to use informal speech. • Students will be able explain how to prepare for a career (i.e. what type of education, skills or interests are required). • Students will be able to explain their post-high school plans using the future tense. • Students will be able to explain how to prepare for and an perform a job using um/zu and Subjunctive II. • Students will be able to write a letter using formal speech (i.e. addressee, greetings, pronouns, farewell). <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a simulated job interview. Before interviewing students should know the type of job they are interviewing for and some information about the company. In this interview students will respond to questions about their education, experiences, future plans and strengths they would bring to the position while communicating using formal pronouns and salutations. • Students will research and write about careers available in Germany and the requirements for them. Students will write an application letter using formal speech applying for a position. • Students will listen and read information about education and careers and answer comprehension questions.

2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello Performs basic processes, such as: <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 5

UNIT TITLE: German Films

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand the contributions of German filmmakers to cinematic history. • Students will understand how film reflects the culture which produces it. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • German-speaking filmmakers and actors have made an important contributions to cinematic history. • Films reflects the culture which produces it, but can affect a much wider audience. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What contributions have German filmmakers and actors made to cinematic history? • How do these films reflect the culture in which they were made? • What effect did these films have on other artists and audience? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give a spoken film critique including character, plot, commentary, etc.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write a film critique.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand authentic sources (i.e. interviews, articles, and websites, etc.) about German films.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to listen to and understand authentic sources (i.e. interviews, articles, and websites, etc.) about German films.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will be able to discuss how the film reflects and comments on the culture and time in which it was produced.	x	

OBJECTIVE # 1	Students will be able to watch a German-speaking film and give commentary	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the major contributions of German-speaking film to cinematic history. Students will understand the effects/place of certain films in German-speaking culture. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for films and specific to the chosen film Students will know major films from German history. 	<ul style="list-style-type: none"> Students will be able to understand a German film. Students will be able to give commentary about a German film. Students will be able to add suffixes to create conceptual nouns (i.e. -heit, -keit, -ung, etc.) Students will be able to use relative pronouns
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of German films. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about German film. Play games and do activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about politics and government. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Explain the issues (i.e. characterization, plot, conflict, etc.) in the film.</p> <p>Level 4: Analyze the film and make connections between issues in the film and greater social issues in the culture (i.e. class conflict, generational conflict, coming-of-age, etc.).</p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Theater/English: discuss and analyze character and plot 	<ul style="list-style-type: none"> Demonstrate previous knowledge of German vocabulary and grammar 	<ul style="list-style-type: none"> What themes are presented in German films and how do they compare with comparable American films? How can you use films to understand the culture that produces them?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will study a film by learning about the time in which it was made, the filmmaker and the themes of the film. Students will watch the film and: <ul style="list-style-type: none"> Give a spoken movie critique that includes the plot, characters, themes, commentary etc. as if on a news program. Write a critique for a newspaper/magazine/website. Students will read and listen to information about the film and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Explain the issues (i.e. characterization, plot, conflict, etc.) in the film.</p> <p>Level 4: Analyze the film and make connections between issues in the film and greater social issues in the culture (i.e. class conflict, generational conflict, coming-of-age, etc.).</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of politics and government. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain the issues (i.e. characterization, plot, conflict, etc.) in the film.</p> <p>Level 4: Analyze the film and make connections between issues in the film and greater social issues in the culture (i.e. class conflict, generational conflict, coming-of-age, etc.).</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Deutsche Filme (German Films)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the major contributions of German-speaking film to cinematic history. • Students will understand the effects/place of certain films in German-speaking culture. • Students will know vocabulary and phrases for films and specific to the chosen film • Students will know major films from German history. • Students will be able to understand a German film. • Students will be able to give commentary about a German film. • Students will be able to add suffixes to create conceptual nouns (i.e. -heit, -keit, -ung, etc.) • Students will be able to use relative pronouns <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will study a film by learning about the time in which it was made, the filmmaker and the themes of the film. Students will watch the film and: <ul style="list-style-type: none"> • Give a spoken movie critique that includes the plot, characters, themes, commentary etc. as if on a news program. • Write a critique for a newspaper/magazine/website. <p>Students will read and listen to information about the film and answer comprehension questions.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello • Performs basic processes, such as: <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3

1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 5

UNIT TITLE: Germany in the 21st Century

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand how people in contemporary Germany relate to each other (i.e. across generations, cultures, backgrounds, religion, etc.) 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Lack of information, connection, understanding can lead to social issues such as racism and stereotyping. • Current practices such as globalization, travel, immigration, student and work exchanges, etc. are bridging divides between groups of people. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do we learn about people who are different from ourselves? • How do we interact with different groups of people? • What practices are helping/hindering understanding and inclusion? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a skit or role play in which people from different cultures or backgrounds interact.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write a report on an incident (positive or negative) they witness or learn about giving information such as personal accounts, thoughts, background, consequences, etc.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand authentic sources (i.e. interviews, articles, and websites) about relations between different groups in Germany.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to listen to authentic sources (i.e. interviews, articles, and websites) about relations between different groups in Germany.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will be able to discuss how current practices are affecting how people relate to each other and how this has changed/is changing as time goes on.	x	

OBJECTIVE # 1	Students will be able to communicate and understand information about relations between different groups in Germany.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
<p style="text-align: center;">UNDERSTAND?</p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p>	<p style="text-align: center;">KNOW?</p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p>	<p style="text-align: center;">BE ABLE TO DO?</p> <p style="text-align: center;"><i>Skills; Products</i></p>
<ul style="list-style-type: none"> Students will understand how Germany's history has affected the diversity in Germany. Students will understand current issues and concerns facing different generations of German-speakers. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for social issues. Students will know the history of diversity and multiculturalism in Germany. 	<ul style="list-style-type: none"> Students will be able to communicate and understand information about current relations between groups and generations in Germany. Students will be able to compare the issues facing German-speakers with those in the USA. Students will be able to use the verb 'lassen' Students will be able to use a wider variety of reflexive verbs. Students will be able to demonstrate and use previous grammar concepts.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of current and past social issues in German-speaking countries. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about social issues in German-speaking countries. Play games and do activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about social issues. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Investigate using authentic materials and draw conclusions based on research.</p> <p>Level 4: Draw connections between information on social issues we have learned about and researched and similar issues in the USA. How is each culture/society/government dealing with both the positive and negative issues arising from having a diverse society? Evaluate the strengths and weaknesses of each approach and conclude how you would handle the same issue.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English/Social Studies: discuss and analyze social issues 	<ul style="list-style-type: none"> Demonstrate previous knowledge of German vocabulary and grammar 	<ul style="list-style-type: none"> Similar to the USA, Germany has many international and diverse cities and many towns and villages which are more homogenous and differing viewpoints based on different needs, issues and experiences arise. How do people in the same country but with such different backgrounds and experiences find common ground to resolve issues? What separates and what connects these groups?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a skit or role play in which people from different cultures or backgrounds interact Students write a report on an incident (positive or negative) they witness or learn about giving information such as personal accounts, thoughts, background, consequences, etc. Students will read and listen to understand authentic sources about relations between different groups in Germany and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Investigate using authentic materials and draw conclusions based on research.</p> <p>Level 4: Draw connections between information on social issues we have learned about and researched and similar issues in the USA. How is each culture/society/government dealing with both the positive and negative issues arising from having a diverse society? Evaluate the strengths and weaknesses of each approach and conclude how you would handle the same issue.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of politics and government. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Investigate using authentic materials and draw conclusions based on research.</p> <p>Level 4: Draw connections between information on social issues we have learned about and researched and similar issues in the USA. How is each culture/society/government dealing with both the positive and negative issues arising from having a diverse society? Evaluate the strengths and weaknesses of each approach and conclude how you would handle the same issue.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Deutschland im 21. Jahrhundert (Germany in the 21st Century)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how Germany’s history has affected the diversity in Germany. • Students will understand current issues and concerns facing different generations of German-speakers. • Students will know vocabulary and phrases for social issues. • Students will know the history of diversity and multiculturalism in Germany. • Students will be able to communicate and understand information about current relations between groups and generations in Germany. • Students will be able to compare the issues facing German-speakers with those in the USA. • Students will be able to use the verb ‘lassen’ • Students will be able to use a wider variety of reflexive verbs. • Students will be able to demonstrate and use previous grammar concepts. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a skit or role play in which people from different cultures or backgrounds interact • Students write a report on an incident (positive or negative) they witness or learn about giving information such as personal accounts, thoughts, background, consequences, etc. • Students will read and listen to understand authentic sources about relations between different groups in Germany and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 5

UNIT TITLE: Family Dynamics

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand how family members interact and relate to each other. • Students will understand there are many definitions of the term 'family.' • Students will understand how social issues (i.e. generational conflict, coming-of-age, changing relationships, immigration, finances, etc.) affect families. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • There are many definitions of the term 'family'. • Social issues affect how families interact and relate to each other. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do we interact with and relate to our families? • What determines how we relate to our families? • How do we define 'family'? • What would you like for yourself as far as family and relationships in the future? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to participate in a skit or role play in which people within a family interact while dealing with an issue or conflict.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write emails or letters between family members.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand literature about families and their interactions.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to listen to authentic sources (i.e. interviews, articles, and websites) about families and their interactions.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will be able to discuss what defines 'family' and the issues that different families face.	x	

OBJECTIVE # 1	Students will be able to understand information and communicate about family dynamics	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand there are many ways to define 'family.' Students will understand the issues facing families. Students will understand how choices and change can affect family dynamics. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for families, important events and issues facing families. Students will know about programs in German-speaking countries that assist families. Students will know synonyms and antonyms to describe people and situations. 	<ul style="list-style-type: none"> Students will be able to understand authentic materials (i.e. literature and film) Students will be able to communicate interpersonally (i.e. email and conversation). Students will be able to use synonyms and antonyms. Students will be able to use all cases correctly Students will be able to use interrogative pronouns in different cases (i.e. wer, wen, wem)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <i>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</i>
<ul style="list-style-type: none"> Facilitate in-class discussion of families and the issues they deal with. Provide written and oral practice of new vocabulary and phrases. Use authentic resources, i.e. videos and text, to give students information about families. Play games and do activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about families. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Explain how issues facing families (i.e. generational conflict, coming-of-age, changing relationships, immigration, finances, etc.) affects family members and how they relate to each other.</p> <p>Level 4: Learn about an issue that a family would deal with that affects the relationships between family members. Create a program (through school, government department, non-profit, etc) that would help the family members cope with the issue.</p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: increasing vocabulary through synonyms and antonyms Health/Child Development: relationships and parenting 	<ul style="list-style-type: none"> Demonstrate previous knowledge of German vocabulary and grammar 	<ul style="list-style-type: none"> Where do you see yourself in 5 years? In 10 years? What kind of relationships would you like to have with your friends and family? How would you handle different scenarios and decisions (i.e. do you want a partner? What kind of relationship do you think is healthy and caring? Do you want kids? What kind of parenting decisions would you make? How would you care for your parents as they age? What is something drastically changed in your life, how would it affect these plans?)

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will participate in a skit or role play in which people within a family interact while dealing with an issue or conflict. Students will write letters or emails between family members dealing with a family issue or conflict. Students will learn about an issue that a family would deal with that affects the relationships between family members. Create a program (through school, government department, non-profit, etc) that would help the family members cope with the issue. Students will read and listen to information about issues facing families and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Explain how issues facing families (i.e. generational conflict, coming-of-age, changing relationships, immigration, finances, etc.) affects family members and how they relate to each other.</p> <p>Level 4: Learn about an issue that a family would deal with that affects the relationships between family members. Create a program (through school, government department, non-profit, etc) that would help the family members cope with the issue.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of family dynamics. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how issues facing families (i.e. generational conflict, coming-of-age, changing relationships, immigration, finances, etc.) affects family members and how they relate to each other.</p> <p>Level 4: Learn about an issue that a family would deal with that affects the relationships between family members. Create a program (through school, government department, non-profit, etc) that would help the family members cope with the issue.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Familiedynamiken (Family Dynamics)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand there are many ways to define 'family.' • Students will understand the issues facing families. • Students will understand how choices and change can affect family dynamics. • Students will know vocabulary and phrases for families, important events and issues facing families. • Students will know about programs in German-speaking countries that assist families. • Students will know synonyms and antonyms to describe people and situations. • Students will be able to understand authentic materials (i.e. literature and film) • Students will be able to communicate interpersonally (i.e. email and conversation). • Students will be able to use synonyms and antonyms. • Students will be able to use all cases correctly • Students will be able to use interrogative pronouns in different cases (i.e. wer, wen, wem) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will participate in a skit or role play in which people within a family interact while dealing with an issue or conflict. • Students will write letters or emails between family members dealing with a family issue or conflict. • Students will learn about an issue that a family would deal with that affects the relationships between family members. Create a program (through school, government department, non-profit, etc) that would help the family members cope with the issue. • Students will read and listen to information about issues facing families and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello Performs basic processes, such as: <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 5

UNIT TITLE: Government and Politics

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand the structure of the German government and how it functions in comparison with the American government. • Student will understand the positions and platforms of various political parties within German-speaking countries. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Political parties have a platform and seek to convince other people to agree or believe as they believe through debate and discussion. • Using persuasive speech to argue and support a position. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do governments in German-speaking countries differ from the government students have learned about in US Social Studies and History classes? • How do groups like political parties seek to persuade voters? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give a position/opinion, support that position, agree or disagree with another's position and persuade others to see their point of view through oral arguments.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to give a position/opinion, support that position, agree or disagree with another's position and persuade others to see their point of view through written arguments.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand authentic sources (i.e. newspapers and websites) about politics and government in German-speaking countries.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to listen to and understand authentic sources (i.e. newspapers and websites) about politics and government in German-speaking countries.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will be able to compare and contrast their understanding of American government and politics with what they learn about government and politics in German-speaking countries.	x	

OBJECTIVE # 1	Students will be able to give and understand persuasive arguments on government and politics in German-speaking countries	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the structure of the German government. Students will understand the differences between governments in German-speaking countries and the USA, i.e. voting, funding, federal vs local control, etc. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for giving, supporting, agreeing and disagreeing with an argument. Students will know vocabulary relating to government and politics. 	<ul style="list-style-type: none"> Students will be able to give oral and written arguments in defense of a position. Students will be able to persuade others of their position. Students will be able to support their opinion through credible and cited sources. Students will be able to read and listen to news reports about government and politics. Students will be able to give effects/consequences of choices with <i>je...desto</i> sentences.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of politics and government news. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about politics and government. Play games and do activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about politics and government. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating positions on a topic.</p> <p>Level 3: Explain how the German government functions, i.e. how people are elected, what their responsibilities are, how decisions are reached.</p> <p>Level 4: Create your own political party. Explain your platform, give evidence for your opinions and try to persuade other to join your party.</p>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> Civics: comparing systems of government English: persuasive speech 	<ul style="list-style-type: none"> Demonstrate previous knowledge of German vocabulary and grammar Understanding of how the US government is structured 	<ul style="list-style-type: none"> How does the German government compare with the American government? What are the strengths and weaknesses of each political system? How does learning about the politics in other countries make you view American politics?

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will invent a political party and create a political campaign. Students will give a speech as a political figure/person running for office for this party. Students will write an opinion piece for a newspaper/magazine/website in defense of a party, position or policy giving reasons why it is the right choice and explaining why other options are not Students will read and listen to news on government and politics and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating positions on a topic.</p> <p>Level 3: Explain how the German government functions, i.e. how people are elected, what their responsibilities are, how decisions are reached.</p> <p>Level 4: Create your own political party. Explain your platform, give evidence for your opinions and try to persuade other to join your party.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of politics and government. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating positions on a topic.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain how the German government functions, i.e. how people are elected, what their responsibilities are, how decisions are reached.</p> <p>Level 4: Create your own political party. Explain your platform, give evidence for your opinions and try to persuade other to join your party.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Regierung und Politik (Government and Politics)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the structure of the German government. • Students will understand the differences between governments in German-speaking countries and the USA, i.e. voting, funding, federal vs local control, etc. • Students will know vocabulary and phrases for giving, supporting, agreeing and disagreeing with an argument. • Students will know vocabulary relating to government and politics. • Students will be able to give oral and written arguments in defense of a position. • Students will be able to persuade others of their position. • Students will be able to support their opinion through credible and cited sources. • Students will be able to read and listen to news reports about government and politics. • Students will be able to give effects/consequences of choices with <i>je...desto</i> sentences. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will invent a political party and create a political campaign. Students will give a speech as a political figure/person running for office for this party. • Students will write an opinion piece for a newspaper/magazine/website in defense of a party, position or policy giving reasons why it is the right choice and explaining why other options are not • Students will read and listen to news on government and politics and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 5

UNIT TITLE: Communication and Social Media

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Textbook • Computers/Internet • Mini white boards • Text • Videos/DVDs/region-free DVD player 		BIG IDEA(S): <ul style="list-style-type: none"> • Students will understand how people communicate today using technology. • Students will understand how human interactions have changed due to changing technology. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • People today communicate mainly through technology i.e. smartphones, Internet, computers, etc. • The means of communication have changed a great deal over a short amount time. • Human interaction has been altered by our use of technology and social media to communicate. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How do we communicate with others? • How has our method of communication changed in our lifetime or in the lifetimes of people we know? • How have new communication methods (i.e. smartphones and social media) changes how we interact with people. 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to interview others about their technology and social media usage.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write in German on social media. Students will be able to write about the advantages and disadvantages of communicating through technology and social media.	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand authentic sources (i.e. websites, articles, literature) about social media and technology.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to listen to authentic sources (i.e. interviews, articles, and websites) about social media and technology.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will be able to discuss how technology has changed society all over the world including examples like globalization, economy, relationships, culture, etc.	x	

OBJECTIVE # 1	Students will be able to understand information and discuss how people communicate today compared to how they communicated in the past.	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand the many different ways the people use to communicate. Students will understand how people in the past communicated. Students will understand how technology affects the way people relate to each other. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases for technology and communication. Students will know how tense affects verbs. Students will know the forms of common verbs in the past, present, future and subjunctive tenses. 	<ul style="list-style-type: none"> Students will be able to understand information about technology and how people communicate. Students will be able to discuss how methods of communications have changed and how this has affected how people relate to each other. Students will be able to discuss issues pertaining to technology and communication (i.e. privacy, accessibility, anonymity, trolling/bullying, trends, organizing movements, etc.) Students will be able to use verbs in a variety of tenses. Students will be able to give opinions and support them by citing credible information.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of technology and communication. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about German film. Play games and do activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about technology and communication. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Explain issues surrounding technology and communication (i.e. privacy, accessibility, trolling/bullying, connecting, organizing, information sources, etc.) and how they affect people’s opinions and relationships.</p> <p>Level 4: Analyze your own communication and the technology you use on a regular basis. How does it affect how you communicate with others? How does it affect how other people relate to you?</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: understand the concept of tense and how it affects meaning Computer Science: changing technology and its effect on people 	<ul style="list-style-type: none"> Demonstrate previous knowledge of German vocabulary and grammar 	<ul style="list-style-type: none"> Technology is always changing. What we use regularly today wasn't available even 5 years ago. What kind of technology innovations do you think will happen in the future? How will they affect how people relate to each other? What are the positive and negative effects of technology on modern life.
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will develop questions and interview different people about how they communicate and what technology they use. Students will interview people of different ages and backgrounds and find out how technology and communication have changed over time and report their findings. Students will research one of the issues surrounding technology and communication. Students will investigate the positive and negative aspects of technology as it relates to this issue. Students will take a position on this issue and use their personal experiences and research to support that position. Students will read and listen to information about technology and communication and answer comprehension questions. 	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Explain issues surrounding technology and communication (i.e. privacy, accessibility, trolling/bullying, connecting, organizing, information sources, etc.) and how they affect people's opinions and relationships.</p> <p>Level 4: Analyze your own communication and the technology you use on a regular basis. How does it affect how you communicate with others? How does it affect how other people relate to you?</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of technology and communication. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?

Possible Extensions/Enrichments

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none">• The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure.• The teacher will challenge students with new words or phrases that can be understood either as cognates or in context.	<ul style="list-style-type: none">• Students will learn how to use different phrases in written and spoken communication.• Students will be able to understand and respond to unfamiliar phrases using logic and context.	Level 3: Explain issues surrounding technology and communication (i.e. privacy, accessibility, trolling/bullying, connecting, organizing, information sources, etc.) and how they affect people’s opinions and relationships. Level 4: Analyze your own communication and the technology you use on a regular basis. How does it affect how you communicate with others? How does it affect how other people relate to you?

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Kommunikation und soziale Netzwerke (Communications and Social Media)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand the many different ways the people use to communicate. • Students will understand how people in the past communicated. • Students will understand how technology affects the way people relate to each other. • Students will know vocabulary and phrases for technology and communication. • Students will know how tense affects verbs. • Students will know the forms of common verbs in the past, present, future and subjunctive tenses. • Students will be able to understand information about technology and how people communicate. • Students will be able to discuss how methods of communications have changed and how this has affected how people relate to each other. • Students will be able to discuss issues pertaining to technology and communication (i.e. privacy, accessibility, anonymity, trolling/bullying, trends, organizing movements, etc.) • Students will be able to use verbs in a variety of tenses. • Students will be able to give opinions and support them by citing credible information. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will develop questions and interview different people about how they communicate and what technology they use. Students will interview people of different ages and backgrounds and find out how technology and communication have changed over time and report their findings. • Students will research one of the issues surrounding technology and communication. Students will investigate the positive and negative aspects of technology as it relates to this issue. Students will take a position on this issue and use their personal experiences and research to support that position. • Students will read and listen to information about technology and communication and answer comprehension questions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: German

COURSE: Level 5

UNIT TITLE: Contemporary Literature

DURATION: 5-6 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- Textbook
- Computers/Internet
- Mini white boards
- Text
- Videos/DVDs/region-free DVD player

BIG IDEA(S):

- Students will understand how literature describes and deconstructs daily life.
- Students will understand how to analyze literary devices (i.e. themes, symbolism, characterization, etc.) to gain a deeper understanding of daily life.

ENDURING UNDERSTANDINGS:

- Authors draw on their experiences to write literature.
- Literature can show a different facet of life than you may have experience with.

ESSENTIAL QUESTIONS:

- How do authors use literary devices to deepen our understanding of a topic or person?
- How do we understand more about life through literature?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1, 1.2, 1.3, 2.1	Speaking: Students will be able to give a report on what they read including summary and analysis.	x	
1.1, 1.2, 2.1, 4.1	Writing: Students will be able to write an interpretation of what they read (i.e. an analysis or re-writing from a different perspective).	x	
1.1, 1.2, 2.1, 3.2	Reading: Students will be able to read and understand a novel.	x	
1.1, 1.2, 2.1, 3.2	Listening: Students will be able to listen to authentic sources (i.e. interviews, videos, and websites) about the novel, author and/or background.	x	
1.1, 1.2, 2.1, 4.1, 4.2, 5.2	Culture: Students will be able to compare a themes of daily life from the novel to to their own lives and experiences.	x	

OBJECTIVE # 1	Students will be able to read, understand and discuss a German book dealing with an aspect of contemporary life	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Students will understand how authors represent modern experiences through fiction. Students will understand how literary devices (vocabulary, plot, character, prose, structure) affect meaning and understanding. Students will understand how prefixes change the meaning of verbs. 	<ul style="list-style-type: none"> Students will know vocabulary and phrases specific to the topic and text studied. Students will know contemporary German language authors. Students will know the difference between parts of speech (i.e. noun, verb, adjective, adverb) 	<ul style="list-style-type: none"> Students will be able to read and understand a book in German. Students will be able to analyze text for meaning. Students will be able to use different prefixes to change the meaning of verbs. Students will be able to summarize and retell information from a text. Students will be able to use verbs as nouns and as adjectives to describe character and action.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Facilitate in-class discussion of the novel. Provide written and oral practice of new vocabulary and phrases Use authentic resources, i.e. videos and text, to give students information about the novel. Play games and do activities to help students retain vocabulary and grammar structures 	<ul style="list-style-type: none"> Students will read and watch videos with information about the novel. Listening to and performing dialogues to practice new phrases and vocabulary Reading and answering questions about short texts Participate in games and activities to retain vocabulary and grammar structures. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Explain the issues (i.e. characterization, plot, conflict, etc.) in the book and how it relates to the contemporary lives of people in German-speaking countries as learned by students in levels 1-5.</p> <p>Level 4: Create a follow-up story that explains how the characters have developed or changed after the novel ended or tell the story from a different perspective, altering not only narration but mood, symbolism, character, etc. to show a different facet of the story.</p>

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> English: discuss and analyze character and plot 	<ul style="list-style-type: none"> Demonstrate previous knowledge of German vocabulary and grammar 	<ul style="list-style-type: none"> What themes are presented in German novels and how to they compare with comparable American novels? How can you use literature to understand the culture that produces them?
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Students will study a novel by learning about the time in which it was made, the author and the themes of the novel. Students will read the novel and: <ul style="list-style-type: none"> Write a book report summarizing plot and character and analyzing the characterization, mood, prose, symbolism, etc. Recreate a scene from the novel as a skit Write a follow-up story or re-write part of the story from a different character's point of view. <p>Students will read a novel in German and answer comprehension questions.</p>	Summative	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p> <p>Level 3: Explain the issues (i.e. characterization, plot, conflict, etc.) in the book and how it relates to the contemporary lives of people in German-speaking countries as learned by students in levels 1-5.</p> <p>Level 4: Create a follow-up story that explains how the characters have developed or changed after the novel ended or tell the story from a different perspective, altering not only narration but mood, symbolism, character, etc. to show a different facet of the story.</p>
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide additional in-class and homework practice for students in vocabulary and phrases. The teacher will provide further examples of plot, characterization, symbolism, etc. in the novel. 	<ul style="list-style-type: none"> Students will continue to practice the vocabulary and phrases through reading, writing, listening and speaking in order to use and understand them correctly. 	<p>Level 1: Identify and recall vocabulary words and phrases in this topic</p> <p>Level 2: Construct sentences and paragraphs stating information on a topic.</p>

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> The teacher will provide students with a more extensive list of vocabulary and phrases. He/She will also demonstrate how phrases students can apply the patterns they learned, i.e. verb conjugation or ways to vary the sentence structure. The teacher will challenge students with new words or phrases that can be understood either as cognates or in context. 	<ul style="list-style-type: none"> Students will learn how to use different phrases in written and spoken communication. Students will be able to understand and respond to unfamiliar phrases using logic and context. 	<p>Level 3: Explain the issues (i.e. characterization, plot, conflict, etc.) in the book and how it relates to the contemporary lives of people in German-speaking countries as learned by students in levels 1-5.</p> <p>Level 4: Create a follow-up story that explains how the characters have developed or changed after the novel ended or tell the story from a different perspective, altering not only narration but mood, symbolism, character, etc. to show a different facet of the story.</p>

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Zeitgenössische Literatur (Contemporary Literature)		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Student can understand and use phrases and vocabulary in spoken or written communication there were not expressly taught in class.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> • Students will understand how authors represent modern experiences through fiction. • Students will understand how literary devices (vocabulary, plot, character, prose, structure) affect meaning and understanding. • Students will understand how prefixes change the meaning of verbs. • Students will know vocabulary and phrases specific to the topic and text studied. • Students will know contemporary German language authors. • Students will know the difference between parts of speech (i.e. noun, verb, adjective, adverb) • Students will be able to read and understand a book in German. • Students will be able to analyze text for meaning. • Students will be able to use different prefixes to change the meaning of verbs. • Students will be able to summarize and retell information from a text. • Students will be able to use verbs as nouns and as adjectives to describe character and action. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students will study a novel by learning about the time in which it was made, the author and the themes of the novel. Students will read the novel and: <ul style="list-style-type: none"> • Write a book report summarizing plot and character and analyzing the characterization, mood, prose, symbolism, etc. • Recreate a scene from the novel as a skit • Write a follow-up story or re-write part of the story from a different character's point of view. <p>Students will read a novel in German and answer comprehension questions.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	

2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> • Words and phrases that directly translate from German to English, i.e. Hallo = Hello <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> • Can give information in sentences but struggles use correct grammar structures • Can give information but must use English words to be understood <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Students can complete the tasks in Level 3 but struggle to do so consistently or can only complete some of the tasks in Level 3
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

German 1 Essential Vocabulary

Unit	Nouns	Verbs	Adjectives	Other
Wer bist du? (Who are you?)	<ul style="list-style-type: none"> • Subject pronouns: ich, du, er, sie, es, wir, ihr, sie, Sie • Titles: Herr/Frau • der Geburtstag <ul style="list-style-type: none"> ■ Liebling S--- • Days of the week • Months of the year 	<ul style="list-style-type: none"> • sein • heißen • kommen • mögen (mag) • haben • wohnen • spielen 	<ul style="list-style-type: none"> • Colors • rot • orange • gelb • grün • blau • lila • rosa • schwarz • braun • weiß • mein/dein 	<ul style="list-style-type: none"> • Greetings: • Guten Morgen • Guten Tag • Guten Abend • Grüß Gott • Hallo • Tschüss/Tschau • Auf Wiedersehen • Courtesy Words: • Danke/Danke schön • Bitte/Bitte schön • Entschuldigung • Es tut mir leid • Ja • Nein
Schule (School)	<ul style="list-style-type: none"> • der -- • Schrank • Schreibtisch • Stuhl • Rechner • Radiergummi • Spitzer • Bleistift • Kuli/Füller • Papierkorb • Leim/Klebstoff • Locher • Ordner • Rucksack • Lehrer • Schüler • die -- • Tafel 	<ul style="list-style-type: none"> • haben • schreiben • machen • lernen • fragen • gehen • kaufen • sagen • hören • bekommen • singen • reden • arbeiten • sammeln • kosten 	<ul style="list-style-type: none"> • gern • Spaß • langweilig • schwer • einfach 	<ul style="list-style-type: none"> • um (time) • am (date)

	<ul style="list-style-type: none"> • Uhr • Schule • Schere • Tür • Wand • Lehrerin • Schülerin • das --- • Klassenzimmer • Bücherregal • Buch • Papier • Heft • Handy • Wörterbuch • Lineal • Mäppchen • Schließfach 			
Erdkunde (Geography)	<ul style="list-style-type: none"> • der --- • Ozean • die --- • Stadt • Hauptstadt <ul style="list-style-type: none"> ◦ Erdkunde ◦ Sehenswürdigkeit(en) • das --- <ul style="list-style-type: none"> ◦ Wetter ◦ Land • Deutschland, Österreich, die Schweiz, Liechtenstein • Berlin, Wien, Bern • Nord, Süd, Ost, West • Nordamerika, Südamerika, Afrika, 	<ul style="list-style-type: none"> • fahren • schlafen • essen • nehmen • geben • sprechen • treffen • lesen • sehen • regen • schneien • stürmen 	<ul style="list-style-type: none"> • schön • schlecht • heiß • warm • kühl • kalt • sonnig • leicht bewölkt • wolkig • windig • neblig 	

	Europa, Asien, Australien, Antarktika			
Essen und Restaurant (Food and Restaurant)	<ul style="list-style-type: none"> • der --- • Fett • Zucker • Kellner • die --- • Milch • Kellnerin • Speisekarte • Suppe • Hauptspeise • Vorspeise • Nachspeise • das --- • Brot • Fleisch • Gemüse • Obst • Salz • Tagesmenü • Getränk 	<ul style="list-style-type: none"> • möchten • trinken • bestellen • bezahlen 	<ul style="list-style-type: none"> • lecker • eklig • süß • sauer • scharf • heiß • zäh/hart • roh • saftig/erfrischend • gesund • ungesund 	<ul style="list-style-type: none"> • Hat's geschmeckt? • Was darf sein? • Das reicht/Stimmt so • Guten Appetit/Mahlzeit
Hobbys und Freizeit (Hobbies and Free-time)	<ul style="list-style-type: none"> • der --- • Frühling • Sommer • Winter • Herbst • Sport • Instrument • Campingplatz • Sportplatz • Park • die --- • Musik • das --- • Konzert 	<ul style="list-style-type: none"> • schwimmen • im Internet/Fernseher gucken/schauen • kochen • tanzen • wandern • angeln • faulenzen • reiten • klettern • Rad fahren • jagen • zeichnen/malen/basteln 	<ul style="list-style-type: none"> • gern • lieber als • am liebsten 	

	<ul style="list-style-type: none"> • Kino • zu Hause 	<ul style="list-style-type: none"> • Zelten • segeln 		
Meine Familie und ich (My family and I)	<ul style="list-style-type: none"> • der --- <ul style="list-style-type: none"> ○ Vater ○ Bruder ○ Onkel ○ Kusine/Cousin ○ Sohn ○ Neffe • die --- <ul style="list-style-type: none"> ○ Mutter/Mama ○ Schwester ○ Tante ○ Kusine ○ Tochter ○ Nichte • das --- <ul style="list-style-type: none"> ○ Kind ○ Haustier 	<ul style="list-style-type: none"> • können • wollen • müssen • sollen 	<ul style="list-style-type: none"> • sein • ihr • unser • euer 	

German 2 Essential Vocabulary

Unit	Nouns	Verbs	Adjectives	Other
Feier und Freundschaft (Celebrations and Friendship)	<ul style="list-style-type: none"> • der --- • die --- • das --- 	<ul style="list-style-type: none"> • anrufen • einladen • kaufen • vorbereiten • brauchen • müssen • können • wollen • sollen • bezahlen 		
Kleidung und Shoppen (Clothing and Shopping)	<ul style="list-style-type: none"> • der --- • die --- • das --- 			
	<ul style="list-style-type: none"> • der --- • die --- • das --- 			
	<ul style="list-style-type: none"> • der --- • die --- • das --- 			
	<ul style="list-style-type: none"> • der --- • die --- 			

	<ul style="list-style-type: none">• das ---			
	<ul style="list-style-type: none">• der ---• die ---• das ---			

WORLD LANGUAGES COURSE-LEVEL EXPECTATIONS

**Missouri Department of Elementary and Secondary Education
February, 2011**

Communication

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions					
	Level I	Level II	Level III	Level IV	Level V
Interpersonal Mode					
Listening and Speaking	<ul style="list-style-type: none"> a. Ask and answer questions about very familiar topics. b. Engage in common classroom interactions such as, greetings, stating needs and preferences. c. Share likes and dislikes. d. Exchange descriptions of people and places, in addition to products of the target culture. e. Use common social amenities such as please, thank you, excuse me. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Use target language to acquire goods, services or information. c. Exchange information about personal events, memorable experiences and/or other topics. d. Ask for repetition and repeat to ensure comprehension. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Extend, accept, and refuse invitations appropriate to varied situations. c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement. d. Develop and propose solutions to issues and problems. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues. c. Discuss aspects of a field of study and/or employment opportunities. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Analyze and express personal reactions to expository and literary texts.
National Standards	1.1	1.1	1.1	1.1	1.1
Missouri Standards	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e

2. Students understand and interpret written and spoken language on a variety of topics					
	Level I	Level II	Level III	Level IV	Level V
Interpretive Mode					
Reading and Listening	<ul style="list-style-type: none"> a. Identify people, places and things based on oral and written descriptions. b. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements. c. Interpret gestures, intonation and other visual and auditory clues in target language materials. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify principal characters and main ideas in oral and written narratives in the target language. c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Analyze the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
National Standards	1.2	1.2	1.2	1.2	1.2
Missouri Standards	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d

Communication

3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics					
	Level I	Level II	Level III	Level IV	Level V
Presentational Mode	<ul style="list-style-type: none"> a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts. b. Prepare illustrated stories about activities or events and share them orally or in writing. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing. c. Write brief messages such as postcards, short letters or e-mails on very familiar topics. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Prepare a formal, research-based written analysis of a field of study, including perspectives from both the native and target cultures, making extensive use of target language sources.
Speaking and Writing					
National Standards	1.3	1.3	1.3	1.3	1.3
Missouri Standards	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e

Cultures

1. Students demonstrate an understanding of the practices and perspectives of the cultures studied					
	Level I	Level II	Level III	Level IV	Level V
Practices of the Culture	<ul style="list-style-type: none"> a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings. b. Describe the practices of common cultural activities and holiday celebrations. c. Identify common social etiquette within the cultures studied. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations. c. Compare everyday social etiquette within the culture studied to their native culture. d. Identify common beliefs, attitudes and characteristics within the culture studied. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Observe and imitate appropriate patterns of social behavior in the culture studied. c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture. d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Interact with culturally appropriate patterns of behavior in familiar situations. c. Describe the historical significance of activities and celebrations in the culture studied. d. Investigate and explain how previous cultures influenced the modern culture studied. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Analyze how beliefs, perspectives and attitudes affect behaviors within the culture studied.
Practices and Perspectives					
National Standards	2.1	2.1	2.1	2.1	2.1
Missouri Standards	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c

2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied					
	Level I	Level II	Level III	Level IV	Level V
Products of the Culture	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify objects and symbols commonly used to represent the culture studied. c. Identify important historical and contemporary figures and events of the culture studied. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Compare the most common objects and symbols used to represent the target culture and their own culture. c. Compare important historical and contemporary figures and events of the culture studied and their own culture. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify contributions of important historical and/or contemporary figures in the culture studied. c. Identify historical and contemporary influences that the culture studied has had on their own culture. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify major contributions and historical figures from the cultures studied that are significant in the world today. c. Identify some historical and contemporary influences from other cultures that impact the culture studied.
Products and Perspectives					
National Standards	2.2	2.2	2.2	2.2	2.2
Missouri Standards	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c

Connections

1. Students reinforce and further their knowledge of other disciplines through the world language					
	Level I	Level II	Level III	Level IV	Level V
Interdisciplinary Connections	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc. c. Use target language vocabulary to refer to items and concepts learned in other subject areas. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts. c. Summarize articles or short videos in the target language on topics being studied in other classes. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Present information orally or in writing on topics being studied in other classes. c. Elaborate on their study of other classes by studying similar topics in target language. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Acquire information from a variety of sources written in the target language about topics being studied in other school subjects. c. Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Obtain and use information available in the target language related to field of study and topics of interest. c. Use target language resources to gather information on the work and knowledge of professionals in their fields of study.
National Standards	3.1	3.1	3.1	3.1	3.1
Missouri Standards	3.1a	3.1a	3.1a	3.1a	3.1a

2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture					
	Level I	Level II	Level III	Level IV	Level V
Distinctive Viewpoints of Information	<ul style="list-style-type: none"> a. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language. b. Broaden understanding of world culture through authentic spoken and written information. 	<ul style="list-style-type: none"> a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience. b. Broaden understanding of contributions of target civilization to development of present-day information. 	<ul style="list-style-type: none"> a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English. b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience. 	<ul style="list-style-type: none"> a. Distinguish the viewpoints in print and in on-line newspapers, magazines and e-mails to identify perspectives of target culture. b. Regularly use information from target language sources to communicate in oral and written formats with target-language speakers. 	<ul style="list-style-type: none"> a. Acquire information on research topics assigned in other classes through target-language sources. b. Interview target-language speakers to gain insights into sociological and cultural issues such as life in France or life in interment camps in the US for Japanese Americans during World War II.
National Standards	3.2	3.2	3.2	3.2	3.2
Missouri Standards	3.2a	3.2a	3.2a	3.2a	3.2a

Comparisons

1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own					
	Level I	Level II	Level III	Level IV	Level V
Language Comparisons	<ul style="list-style-type: none"> a. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates. b. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally. c. Report similarities and differences between the sound and writing system of target and native language. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Use cognates to enhance spoken and written language. c. Recognize familiar false cognates and use appropriately. d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions. e. Recognize critical sound differences in the target language that must be mastered. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender. c. Report similarities and differences between the sound and writing system of target and native language, including time and tense. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender. c. Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Analyze elements of the target language and reflect on how language influences the way cultures organize information and view the world.
National Standards	4.1	4.1	4.1	4.1	4.1
Missouri Standards	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c

2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own					
	Level I	Level II	Level III	Level IV	Level V
Cultural Comparisons	<ul style="list-style-type: none"> a. Recognize common tangible and intangible products of the culture studied. b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc. c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales. c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of every day life. d. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Analyze the relationship between cultural perspectives and products from the target culture and their own. c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own. d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify and analyze cultural perspectives as reflected in a variety of non-fiction and fiction texts. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Identify and analyze cultural perspectives as reflected in a variety of literary genres.
National Standards	4.2	4.2	4.2	4.2	4.2
Missouri Standards	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c

Comparisons

Communities

1. Students use the target language within and beyond the school setting					
	Level I	Level II	Level III	Level IV	Level V
Language Use Within and Beyond the Classroom	<ul style="list-style-type: none"> a. Recognize the target language when encountered outside the world language classroom. b. Recognize words borrowed from the target language. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Share knowledge and skills from the target language with family and others in the school community. c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Perform for a school or community celebration, using their knowledge of the target language and culture. c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Present information about the target language and culture to others. c. Write a newsletter (class, school, etc.) for peers in country of target language. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Explore avenues for interaction with native speakers. c. Interview native speakers within and beyond the school setting through avenues such as E-mail, face-to-face encounters, pen pals, internships, exchange programs, etc.
National Standards	5.1	5.1	5.1	5.1	5.1
Missouri Standards	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c

2. Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment					
	Level I	Level II	Level III	Level IV	Level V
Language Use for Personal Enjoyment and Enrichment	<ul style="list-style-type: none"> a. Attend or view via media cultural events and social activities. b. Explore topics of personal interest from the target culture. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Explore hobbies, activities and topics of personal interest related to the target culture. c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc. d. Identify careers where skills in another language or cultural understanding are needed. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Plan real or imaginary travel. c. Make connections with local groups and communities where the target language is spoken. d. Explore careers and businesses where skills in another language or cultural understanding are needed. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Access or acquire cultural information through community sources. c. Read, listen or watch authentic materials or media for personal enjoyment. 	<ul style="list-style-type: none"> a. Demonstrate competencies previously introduced b. Learn more about personal interests by consulting various target language references. c. Develop or maintain face-to-face or media relationship with members of the target culture. d. Explore a self-selected career where target language and cultural skills are needed.
National Standards	5.2	5.2	5.2	5.2	5.2
Missouri Standards	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities:</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

- learners at all levels, from pre-kindergarten through post-secondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five “C” goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five “C” goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five “C” goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained.** The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the “refreshed” Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the “refreshed” Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.

All documents may be accessed at: www.actfl.org/publications/all/national-standards-foreign-language-education.