

Pompton Lakes School District

German IV

Pompton Lakes High School

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PL BOE Approval, 6/11/19

Unit 1	
Content Area:	World Languages
Unit Title:	Unit 1 - Vacation
Target Course/Grade Level: German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)	
Unit Summary: After their summer break, students will introduce their vacation and different activities of their vacation. The Past tense “Perfekt” is reviewed in this context. Students will learn to express all the aspects of traveling from booking a hotel/flight to describing their trip and places they have seen. They will also discuss the meaning of different languages, currencies and cultural differences. Environmental and economic aspects of the travel industry will be discussed too. Primary interdisciplinary connections: Geography, Environmental science, Economy 21st century themes: Cross cultural understanding, traveling, economy and environment, critical thinking and problem solving	
Unit Rationale: Traveling is very popular among people from the USA and Germany and a very important part of ones life. To be able to talk about vacation in depth is an important communication skill. But traveling is much more than a personal free time activity. The awareness and discussion of pros and cons of traveling and the tourist industry is part of the critical thinking process.	
Learning Targets	
Standards All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Unit Essential Questions	
<ul style="list-style-type: none"> • Where did you go for vacation? • How did you go there? • What did you do there? • Where did you stay? • What kind of money did you use? 	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Talking in German about different countries • The different kinds of transportation have different kinds of environmental influences (fuel consumption, traffic...) • Activities depend on the countries and landscapes 	

<ul style="list-style-type: none"> • How was the weather? • With whom did you go? • What did you bring? • What did you buy? • Which language did you speak there? • What kind of cultural differences did you notice? (Daily life, customs, food, activities...) • What are Pros and Cons about traveling in the USA and outside of the USA • How do you express past events? Which tense is necessary? 	<ul style="list-style-type: none"> • The variety of accommodation (Hotel, Youth hostel, Camping ground, vacation condo) is part of the travel experience • Currencies are different in countries outside the USA and influences not only the cost of the travel but can give an understanding of the native life standard • Family and friend are part of the travel experience • Different kind of clothes, important traveling papers like passport, airline tickets are necessary and depending on the country • Souvenirs can give an impression of the native customs • Different language than English is spoken in their vacation destination • The realization of cultural differences is part of the experience of traveling into foreign countries • Traveling involves environmental and economical influences that can be positive and negative (cross cultural understanding, high consumption of fuel, support of the travel industry) • Use the German Past tense “Perfekt”
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<p>Unit Learning Targets <i>Students will be able to</i></p> <ul style="list-style-type: none"> • Name different countries and landscapes in German • Describe different free time activities • Explain pros and cons of their accommodation • Explain the importance and value of different currencies • Describe clothes, important traveling papers • Express the possibilities and needs to speak another language than English • Discuss the environmental and economical influences of traveling • Book a room in a hotel/Youth Hostel • Make a cross cultural comparison between German and Us-American travel behavior • Use the German Past tense “Perfekt”
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Evidence of Learning

Summative Assessment:

Students will write dairy entries/letters or postcards from their vacation destination.

Equipment needed: LCD player, Power Point Presentation, Internet

Teacher Resources:

Formative/Benchmark Assessments:

- Dialogs/skits
- Quizzes and tests to vocabulary and grammar
- Homework
- Multi-media presentation

Alternative Assessments:

- Composition
- Games

Lesson Plans

Lesson	Timeframe
Lesson 1 Past Perfekt	2 days
Lesson 2 Describing landscapes, activities and accommodation	3 days
Lesson 3 Student's introduction of their vacation	5 days
Lesson 4 Book a flight/ room in a hotel	3 days
Lesson 5 Discussion of travel related themes like currency, languages, pros and cons of traveling	3 days
Lesson 6 Compare travel behavior of US-Americans and Germans	2 days

Teacher Notes:

This unit was already thematized in the beginning of the German III class. Talking about vacation is a great warm-up activity where students can refresh their language skills while talking about a personal experience.

Unit 2	
Content Area:	World Languages
Unit Title:	German History
Target Course/Grade Level: German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)	
Unit Summary: October 3, <i>The Day of the German Reunification</i> , is the occasion to introduce German history. What happened on this day? Based on the song and the music video to the song “Wir sind wir”, important German events are introduced: Time after WWII, The women of the rubbles (Trümmerfrauen), The Depression, The Economic Recovery, The Wonder of Bern, The building and fall of the Berlin wall and The reunification of East and West Germany. Students have to research one of those topics and present it. Authentic material is read in this context. New vocabulary and advanced grammatical structures (Haupt-und Nebensätze, Infinitiv structures, Plusquamperfekt) are introduced. Primary interdisciplinary connections: Politics, Social Studies, Music 21st century themes: Cross cultural understanding, Global awareness	
Unit Rationale: The Day of the German Reunification is the youngest and one of the most important holidays in Germany. In order to understand the social, economic and political situation in Germany, students need to be aware of the reasons for the Reunification. Previous events beginning with the end of WWII are necessary in the process of understanding this day and the current situation in Germany. The song “Wir sind wir” and the accompanying video are offering an appealing and youth oriented way to introduce those topics.	
Learning Targets	
Standards All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Content Statements 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.A.6	Analyze and critique readings from culturally authentic materials.
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.	
<ul style="list-style-type: none"> • Unit Essential Questions • What are the reasons for the Day of the Reunification in Germany? • What events are important to understand the current social, political and economic situation in Germany? • How can one express historical events in German? 		<ul style="list-style-type: none"> • Unit Enduring Understandings • Use the German Past tense "Präteritum" • There are different events after WWII of social, political and economic nature that are responsible for the current situation in Germany
<p>Unit Learning Targets</p> <ul style="list-style-type: none"> • <i>Students will</i> • Name and explain different political, social and economic events in Germany after WWII • Explain the meaning of the Day of the German Reunification • Recognize the song "Wir sind wir" • Use advanced grammatical structures in reading, writing and speaking • Learn vocabulary related to History, Economy and Social events • Express their opinion to different political, social and economic events • Discuss different political, social and economic events 		
Evidence of Learning		
<p>Summative Assessment: Students present a political, social or economic event in Germany after WWII</p> <p>Equipment needed: LCD player, Power Point Presentation, Internet, Music video "Wir sind wir", Song text, worksheets to song</p> <p>Teacher Resources: Internet, Music video "Wir sind wir", Song text, worksheets to song</p>		
Formative/Benchmark Assessments:		Alternative Assessments:
<ul style="list-style-type: none"> • Quizzes and tests to vocabulary and grammar • Homework • Multi-media presentation • Quizzes and tests to cultural and historical facts 		<ul style="list-style-type: none"> • Games – see https://www.fluentu.com/blog/educator-german/german-verb-games/ • Composition
Lesson Plans		
Lesson		Timeframe
Lesson 1 Introduce the Day of the Reunification		1 day
Lesson 2 The song "Wir sind wir"		5 days
Lesson 3 Student's research to historical events		2 days
Lesson 4 Student's presentation		5 days
Lesson 5 Grammar and Vocabulary		3 days
Lesson 6		

Discussion to German events	2 days
Teacher Notes:	

Unit 3	
Content Area:	World Languages
Unit Title:	A Movie
Target Course/Grade Level:	German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)
Unit Summary:	<p>Following Unit 2, students will watch a German movie that describes events during the time of the building of the Berlin Wall and life in East Germany. The movie will be watched in several sections. Each section will be reviewed for language and context understanding and students have to write a summary of the section in German. New vocabulary and grammatical structure are reinforced or introduced. At the end of the movie, students will learn how to express their opinion to a movie (or other cultural products) using advanced language structures and vocabulary. They will also discuss the German way of making movies and possible differences to American movies.</p> <p>Primary interdisciplinary connections: Politics, Social Studies, Art, Movie making</p> <p>21st century themes: Cross cultural awareness, Movies, Critical thinking and Problem solving</p>
Unit Rationale:	Movies offering a great way to show the reality of life in a difference country or time. The listening comprehension is practiced in this context as students listened to authentic German voices. Social and political events are told from a personalized perspective that offers a different way of understanding historical and social circumstances.
Learning Targets	
Standards	<p>Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of their cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.</p> <p>Strands: A-Interpretive Mode, B-Interpersonal Mode, and C-Presentational Mode</p>
Content Statements	<ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural
CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.

7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
Unit Essential Questions <ul style="list-style-type: none"> • What social or political events are expressed in the movie? • How are they expressed? • Is German movie making different from American movie making? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Telling a story about the life of a person or the circumstances of an event is a very personalized process in a movie as it is told from the perspective of different characters. It can give a different understanding of an event as text book can offer.
Unit Learning Targets <i>Students will</i> <ul style="list-style-type: none"> • Listen to authentic German voices • Summarize a movie • Explain social and political events in Germany that are subject of the movie • Express an opinion • Compare German movies making with American movie making 	
Evidence of Learning	
Summative Assessment: Students have to summarize the movies in sections during the entire process of watching the movie. Equipment needed: Movie, TV, DVD-player Teacher Resources: Movie, TV, DVD-player	

Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Quizzes and tests to vocabulary and grammar • Homework • Essay 	Alternative Assessments: <ul style="list-style-type: none"> • Discussion • Games: See https://www.fluentu.com/blog/educator-german/german-verb-games/
Lesson Plans	
Lesson	Timeframe
Lesson 1 Movie: Part 1	1 day
Lesson 2 Summary of part 1	1 day
Lesson 3 Movie: Part 2	1 day
Lesson 4 Summary of part 2	1 day
Lesson 5 Movie: Part 3	1 day
Lesson 6 Movie: Part 4	1 day
Lesson 7 Summary of part 4	1 day
Lesson 8 Discussion to movie	2 days
Lesson 9 Quizzes and tests to movie	2 days

Teacher Notes

The choice of the movie can be different from year to year – depending on the availability and production of (new) movies.

Unit 4	
Content Area:	World Languages
Unit Title:	A Recipe
Target Course/Grade Level:	German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)
Unit Summary:	Students will prepare a German dish for the yearly Oktoberfest that is celebrated in school. Students will learn to read and write a recipe. The grammatical concept “Present Passive” is introduced in this context. Food and kitchen related vocabulary are reviewed or newly introduced. Students have to research and prepare a typical German dish and write a German recipe for this dish using the new grammatical structure “Present Passive” and the new vocabulary.
Primary interdisciplinary connections:	Cooking, History, Social Studies
21st century themes:	Global awareness, Tradition
Unit Rationale:	Food and different kinds of dishes are typical for each country. The Oktoberfest – the biggest traditional party in the world – offers a great possibility to introduce authentic German food, to learn to read and write a recipe and to introduce historical facts of the biggest “public party” in the world.
Learning Targets	
Standards	Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of their cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.
Strands:	A-Interpretive Mode, B-Interpersonal Mode, and C-Presentational Mode
Content Statements	<ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What is typical German food? • How does it taste? 	<ul style="list-style-type: none"> • The best way to describe the preparation of a dish is to use the Present Passive tense

<ul style="list-style-type: none"> • How can one describe the different steps of preparing a dish? • How can one describe the taste of food? 	<ul style="list-style-type: none"> • Traditional dishes are big part of understanding cross-cultural understanding. • One of the most common questions and answers related to eating is “How did it taste?” “It tasted great.”
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Unit Learning Targets

Students will

- Name different kind of food
- Name different kind of typical German dishes
- Read a recipe in German
- Write a recipe in German using the Present Passive tense
- Prepare a typical German dish
- Describe the taste of different German dishes

Evidence of Learning

Summative Assessment:

Students have to research a typical German dish and prepare it for the Oktoberfest that is celebrated in school. They have to create a page for a cookbook that illustrates the ingredients and describes the different steps of preparation in German.

Equipment needed: Internet, food, Computer, cook book

Teacher Resources: Internet, cook books

Formative/Benchmark Assessments:

- Quizzes and tests to vocabulary and grammar
- Games
- Homework

Alternative Assessment:

- Create a multi-media recipe page in German

Lesson Plans

Lesson	Timeframe
Lesson 1 A German recipe	3 days
Lesson 2 Present Passive	2 days
Lesson 3 Research of a German recipe	1 day
Lesson 4 Vocabulary to Food and preparation	2 days
Lesson 5 Design a cook book page of the recipe	3 days
Lesson 6 Questions and answers to food/taste of food	3 day

Teacher Notes:

The theme of this lesson was introduced in German II and III. In German III, previously learned vocabulary is reviewed and if necessary newly introduced. The grammatical structure “Present Passive” is reinforced. Teachers must reactivate the needed vocabulary prior to teaching these lessons or must pre-teach these concepts.

Unit 5	
Content Area:	World Languages
Unit Title:	Fables
Target Course/Grade Level:	German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)
Unit Summary:	Students will read several fables and discuss their meaning. New vocabulary especially related to animals and human behavior is introduced. The past tense “Präteritum” is reinforced. Newly introduced are Relativ-sentences in Nominativ, Akkusativ and Dativ. The history of fables is researched. Students will summarize fables and write an own fable considering all aspects and characteristics of a fable. Primary interdisciplinary connections: Biology, Literature 21st century themes: Critical thinking, Tradition
Unit Rationale:	Fables are a literature category that offers a great way to introduce animals and talk about human behavior that is represented through the animals. They are short from nature and appealing to students as they express human behavior with the help of animal characters in an often humorous way.
Learning Targets	
Standards	Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of their cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities. Strands: A-Interpretive Mode, B-Interpersonal Mode, and C-Presentational Mode
Content Statements	<ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural
CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of
7.1.IH.A.6	Analyze and critique readings from culturally authentic materials.
7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What kind of animals are parts of fables? • What kind of human behavior is expressed through the animals • Are the descriptions of the animals and their behavior realistic or not? 	<ul style="list-style-type: none"> • Certain kinds of animals are representing certain human behaviors: Lion is powerful, the fox is smart, and the bird is arrogant. • Arrogance, cleverness, endurance, perseverance, greed and other human behavior are expressed in fables • The description and the behavior of the animals are not realistic.

Unit Learning Targets*Students will*

- Name different kind animals
- Describe human behavior
- Retell a fable
- Use the Past Präteritum
- Discuss the meaning of a fable
- Understand characteristics of fables
- Understand the history of fables
- Develop an own fable

Evidence of Learning**Summative Assessment:**

Students have to write a fable considering all aspects of a typical fable.

Equipment needed: Texts to fables

Teacher Resources: Texts to fables

Formative/Benchmark Assessments:

- Quizzes and tests to vocabulary and grammar
- Games
- Homework
- Oral presentation/discussion

Alternative Assessment:

- Composition
- Students can view a fable from <https://www.thegermanproject.com/stories> and then create their own recording of one of the fables in German. Share with the class by posting on Google Classroom.

Lesson Plans

Lesson	Timeframe
Lesson 1 What are Fables?	2 days
Lesson 2 Fable 1: Die beiden Frösche	3 days
Lesson 3 Fable 2: Der Fuchs and der Rabe	3 day
Lesson 4 Fable 3: Die beiden Mäuse	3 days
Lesson 5 Fable 4: Several short fables	4 days
Lesson 6 Final discussion	2 days
Lesson 7: Write a fable	2 days

Teacher Notes: Though fables are not a typical German literature category, they are offering a lot of possibilities to introduce important vocabulary and grammatical structures. Fables are very famous in Germany.

Unit 6	
Content Area:	World Languages
Unit Title:	Expressing Wishes and Unread Situations
Target Course/Grade Level: German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)	
Unit Summary: After listening to the song “Ich wünsch ich wär ein Huhn” (I wish I would be a chicken), following the unit about fables, students will express what kind of animal they would like to be and why. They use already known vocabulary from the previous unit. The new grammatical structure “Konjunktiv” is introduced in this context. The second song of this unit is called “Millionär” and describes the wish of a person to become a millionaire, Students will translate the song and state their opinions answering the questions: “Would you like to be a millionaire?”, “What could you do?”, “How would you achieve your goal to become a millionaire?”, “How would your life change?” Primary interdisciplinary connections: Social Studies, Biology 21st century themes: Critical thinking, Human behavior	
Unit Rationale: Expressing wishes and unreal/unrealistic situations is an advanced language skill and very important to express their own personality. Students need to reflect on their disposition, the needs and wishes and family situation. The two songs are very famous in Germany and support the cultural learning requirements.	
Learning Targets	
Standards Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of their cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities. Strands: A-Interpretive Mode, B-Interpersonal Mode, and C-Presentational Mode	
Content Statements 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.A.6	Analyze and critique readings from culturally authentic materials.
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
Unit Essential Questions • How can one express a wish/unreal situation? • What kind of personality can be expressed through an animal? • What kind of improvement does one wish to achieve in his daily life?	Unit Enduring Understandings • Wishes and unreal situations are expressed with the grammatical structure “Konjunktiv II” • Expressing wishes and unreal situation is important to express needs/personality

Unit Learning Targets*Students will*

- Name different kind of animals
- Describe different kind of activities of animals
- Explain what he will do if he would be rich
- Describe daily life/family situation
- Use the Konjunktiv II
- Understand the 2 song “Ich wunsch ich war ein Huhn” and “Millionar”

Evidence of Learning**Summative Assessment:**

Students have to write lyrics based on the song “Ich wunsch ich war ein Huhn”. They have to write a composition about being a millionaire.

Equipment needed: Internet, Computer, Song texts

Teacher Resources: Internet, Song texts

Formative/Benchmark Assessments:

- Quizzes and tests to vocabulary and grammar
- Games
- Homework

Alternative Assessment:

- composition

Lesson Plans

Lesson	Timeframe
Lesson 1 Song: “Ich wunsch ich war ein Huhn”	3 days
Lesson 2 Konjunktiv II	3 days
Lesson 3 Writing and performing a song	5 days
Lesson 4 Song “Millionar”	3 days
Lesson 5 Discussion to song	3 days
Lesson 6 Composition	2 days

Teacher Notes:

The Unit gives the possibility to reinforce and expand pervious learned vocabulary to animals.

Unit 7	
Content Area:	World Languages
Unit Title:	Environment
Target Course/Grade Level: German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)	
Unit Summary: Students will read articles about the environment and aspects of energy saving and eco-friendliness. Typical German projects are introduced and discussed. Students will compare the German way of energy consciousness with the Us-American way. They will introduce their own ways of energy sufficient living and discuss possibilities to increase their energy-savings – at school and home. Primary interdisciplinary connections: Biology, Technology 21st century themes: Global awareness, Critical Thinking	
Unit Rationale: One of the biggest themes and problems in the 21 st Century is the environment and ways of energy saving. This subject is especially important in Germany and influences the daily life of German people. Not only will the cultural understanding be improved, but also the awareness of those problems. Discussion of how to improve the use of energy on a national, global and private base requires advanced language skills and critical thinking capability.	
Learning Targets	
Standards Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Strands: A-Interpretive Mode, B-Interpersonal Mode, and C-Presentational Mode	
Content Statements 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.6	Analyze and critique readings from culturally authentic materials.
7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.	
Unit Essential Questions <ul style="list-style-type: none"> • What are ways to save energy privately, nationally and globally? • What energy saving projects are taking place in Germany/USA? • How is energy wasted? • What ways of energy saving is practice by students and their family? • What are problems caused by energy wasting? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Energy saving and wasting is part of the daily life and often practiced often without being aware of it. • Germany has a lot of energy projects. • Energy saving is part of the daily German life. 	
Unit Learning Targets <i>Students will</i> <ul style="list-style-type: none"> • Explain different aspects of environment and energy saving • Describe typical German and US-American projects of energy saving • Explain the own way of energy saving • Discuss possibilities of energy saving at home and in school • Compare the German and US-American way of environmental consciousness 		
Evidence of Learning		
Summative Assessment: Students will keep track of their daily energy wasting and saving behavior for a period of time and introduce the result in class. Equipment needed: Internet, authentic reading material, news articles/clips Teacher Resources: Internet, authentic reading material, news articles/clips		

Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Quizzes and tests to vocabulary and grammar • Games • Homework 		Alternative Assessment: <ul style="list-style-type: none"> • Notebook check
Lesson Plans		
Lesson	Timeframe	
Lesson 1 Reading: Energy saving and wasting	4 days	
Lesson 2 German energy projects	2 days	
Lesson 3 US-American energy projects	2 days	
Lesson 4 Videos and news to environment	2 days	
Lesson 5 Personal energy wasting and saving behavior	4 days	
Lesson 6 Final discussion	1 day	
Teacher Notes:		

Unit 8	
Content Area:	World Languages
Unit Title:	Wilhelm Tell
Target Course/Grade Level:	German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)
Unit Summary: In this unit, students will read the story about <i>Wilhelm Tell</i> , which is very famous in Switzerland and German speaking countries and also known in the USA. Students will write and perform a skit based on the story. They also will research original places and the political and historical background of the story. The tense Präteritum and grammatical different sentences are reinforced and newly introduced. Primary interdisciplinary connections: Geography, History, Social Studies, Literature 21st century themes: Tradition	
Unit Rationale: As part of the cultural understanding of other German speaking countries, <i>Wilhelm Tell</i> is introduced in this Unit. It is the most famous story from Switzerland, but also well known in other countries. Historical, political and geographical backgrounds are researched in this context.	
Learning Targets	
Standards Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Strands: A-Interpretive Mode, B-Interpersonal Mode, and C-Presentational Mode	
Content Statements <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.6	Analyze and critique readings from culturally authentic materials.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
Unit Essential Questions <ul style="list-style-type: none"> • Who was Wilhelm Tell? • Is he a fictional or real person? • What kinds of historical, political and geographical information are expressed in the story? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Wilhelm Tell was probably not a real person but the story reflects the political situation at this time. • Nevertheless of his authenticity, he has the status of a Hero in Switzerland.

<ul style="list-style-type: none"> • What is the current political situation in Switzerland? 	
Unit Learning Targets <i>Students will</i> <ul style="list-style-type: none"> • Retell the story of Wilhelm Tell • Describe the political situation in Switzerland • Explain the historic context of the story • Use advanced vocabulary and Grammar to describe and explain aspects of the story 	
Evidence of Learning	
Summative Assessment: Students have to create a comic strip and a skit to the story.	
Equipment needed: Internet, Overhead projector	
Teacher Resources: Reading material to Wilhelm Tell, Internet	

Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Quizzes and tests to vocabulary and grammar • Games • Homework 	Alternative Assessment: <ul style="list-style-type: none"> • Create a multi-media comic strip and share it with students via Google Classroom
Lesson Plans	
Lesson	Timeframe
Lesson 1 The story to Wilhelm Tell	4 days
Lesson 2 Create a comic strip	2 days
Lesson 3 Introduction of comic strip	3 days
Lesson 4 Research and Presentation to Switzerland	4 days
Lesson 5 Final assessment	1 day
Teacher Notes:	

Unit 9	
Content Area:	World Languages
Unit Title:	Augustin
Target Course/Grade Level: German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)	
Unit Summary: In this unit, students will read the story about <i>Augustin</i> , and listen and translate the song to <i>Augustin</i> who is very famous in Austria and German speaking countries and also known in the USA. Students will research original places and the political and historical background of the story. The tense Präteritum and grammatical different sentences are reinforced and newly introduced. Primary interdisciplinary connections: Biology, History, Social Studies, Music 21st century themes: Tradition	
Unit Rationale: As part of the cultural understanding of other German speaking countries, <i>Augustin</i> is introduced in this unit. It is the most famous story from Austria and also well known in other countries. Historical, political and geographical backgrounds are researched in this context.	
Learning Targets	
Standards Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Strands: A-Interpretive Mode, B-Interpersonal Mode, and C-Presentational Mode	
Content Statements 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.6	Analyze and critique readings from culturally authentic materials.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
Unit Essential Questions • Who was Augustin? • Is he a fictional or real person? • What kinds of historical, political and geographical information are expressed in the story?	Unit Enduring Understandings • Augustin was a real person • He lived at times of the plague in Vienna and became famous because of his unbroken humor in a difficult time

• What is the current political situation in Austria?	
Unit Learning Targets <i>Students will</i> <ul style="list-style-type: none"> • Retell the story of Augustin • Sing the song to Augustin • Describe the political situation in Austria • Explain the historic context of the story • Use advanced vocabulary and Grammar to describe and explain aspects of the story 	
Evidence of Learning	
Summative Assessment: Students have to create a picture story.	
Equipment needed: Internet, LCD player	
Teacher Resources: Internet, authentic reading material, song and text to Augustin	

Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Quizzes and tests to vocabulary and grammar • Games • Homework 	Alternative Assessments: <ul style="list-style-type: none"> • Recipe page in German • German dish
Lesson Plans	
Lesson	Timeframe
Lesson 1 The story to Augustin	3 days
Lesson 2 Create a Picture story	2 days
Lesson 3 Introduction of Picture story	1 day
Lesson 4 Research and Presentation to Austria	2 days
Lesson 5 The song to Augustin	3 days
Lesson 6 Final assessments	1 day
Teacher Notes:	

Unit 10	
Content Area:	World Languages
Unit Title:	Der Erlkönig
Target Course/Grade Level:	German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)
Unit Summary:	In this unit, students will read the poem <i>Der Erlkönig</i> , which is one of the most famous poems in Germany. Students will read, translate and discuss the poem. They will write a skit to the poem and create a children’s book transferring the lyrics into a narrative story. They also will research the life and time of Goethe.
Primary interdisciplinary connections:	Literature, Theatre, History
21st century themes:	Tradition
Unit Rationale:	As part of the cultural understanding of other German speaking countries, <i>Der Erlkönig</i> is introduced in this Unit. It is one of the most famous poems of one of the most important poets <i>Johann Wolfgang von Goethe</i> . Goethe’s influence on the cultural and scientific situation was and still is very important. He is recognized worldwide as The German poet per se.
Learning Targets	
Standards	Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
Strands:	A-Interpretive Mode, B-Interpersonal Mode, and C-Presentational Mode
Content Statements	<ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural
CPI #	Cumulative Progress Indicator (CPI)
7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.6	Analyze and critique readings from culturally authentic materials.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • Who is <i>Der Erlkönig</i>? • What are the other characters symbolizing? • What happens in the poem? • What kind of language is used? • Who was Goethe? 	<ul style="list-style-type: none"> • <i>Der Erlkönig</i> tells in lyric form the story about a father who is tries to bring his sick son to a save environment. The both are riding on a horse. The son starts fantasizing, insisting he can see and hear the <i>Der Erlkönig</i>, who represents death.

Unit Learning Targets*Students will*

- Read and understand the poem *Der Erlkönig*
- Retell the poem in narrative form
- Understand the meaning of the poem
- describe the life and work of Goethe

Evidence of Learning**Summative Assessment:**

Students will write and perform a skit and create a children's book.

Equipment needed: Internet, paper, pictures**Teacher Resources:** Internet, Text of poem**Formative/Benchmark Assessments:**

- Quizzes and tests to vocabulary and grammar
- Games
- Homework

Alternative Assessment:

- Prepare a multi-media presentation about the life of Goethe.

Lesson Plans

Lesson	Timeframe
Lesson 1 The poem <i>Der Erlkönig</i>	1 day
Lesson 2 A skit to <i>Der Erlkönig</i>	2 days
Lesson 3 Create a children's book	1 day
Lesson 4 Life and Work of Goethe	2 days
Lesson 5 Final assessments	3 days

Teacher Notes:

Unit 11	
Content Area:	World Languages
Unit Title:	German Holidays
Target Course/Grade Level: German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)	
Unit Summary: Students will learn about typical German holidays: “Der Tag der deutschen Einheit”, “Oktoberfest”, “Sankt Martin”, “Nikolaus”, “Karneval”, “Der 1. Mai”. They will read information to each holiday; we will discuss the political background and the tradition to each holiday. How is the holiday celebrated? What is the meaning of the holidays? We also discuss typical US-American holidays that are celebrated in Germany. What are differences in the celebration? Why are they celebrated in Germany? For some holidays, students prepare “hands-on” like typical food for the Oktoberfest or German Christmas cookies for “Nikolaus”; love poems, or short texts for cell phones for “Valentinstag”. Students will research German recipes for the Oktoberfest and write a recipe. New vocabulary and grammatical structures like Present Passive are introduced and already known vocabulary like food and the grammatical structure like Präteritum are reinforced. Primary interdisciplinary connections: History, Politic, Economics 21st century themes: Cultural awareness, cross-cultural comparison	
Unit Rationale: Holidays and the way they are celebrated can give an insight in the culture, history and tradition of a country. Some of the holidays in Germany have a political background like the “Day of the reunification” or “Der 1. Mai”, some have a religious background like “Sankt Martin” and “Nikolaus” and some are secular or based on non-Christian traditions like “Karneval” or “Oktoberfest”. Some US-American holidays are celebrated in Germany like “Halloween” and “Valentine’s day”. Thanksgiving and the 4 th of July aren’t celebrated in Germany.	
Learning Targets	
Standards: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities	
Content Statements	
<ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural 	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials

7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are typical German holidays? • What kind of background do they have? • Are there US-American holidays celebrated in Germany? • Aren't some typical US-American holidays celebrated in Germany? • What are the reasons of celebrating US-American holidays in Germany? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Oktoberfest, Nikolaus, der 1. Mai, the Day of the reunification, Karneval and Sankt Martin are typical German holidays • They can have religious, secular and political background • Halloween and Valentine's Day are celebrated in Germany • Thanksgiving and the 4th of July aren't celebrated in Germany. • The USA is a much more diverse country than Germany and different cultural or religious holidays are therefore only celebrated in the USA • Cross-cultural awareness is based and promoted through movies, news, facebook and Internet •
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Unit Learning Targets
Students will be able to ...

- Name different German holidays
- Explain the background for German holidays
- Explain historical facts to important German events
- Write short Valentine's notes via cell phone
- Design typical holiday cards/letters
- Explain the reasons why there are different kind of holidays in Germany and the USA
- Read and write a German recipe using Present Passive

Evidence of Learning

Summative Assessment:
 Students have to research a German recipe and bring in the food the Oktoberfest that is celebrated in school. They have to translate the English version of the recipe into German and create a page for a cookbook that contains all recipes that are used in the Oktoberfest.

Equipment needed: Computer, LCD-player, Cell phones, Overhead-projector

Teacher Resources: Internet, Textbooks, Encyclopedia

Formative/Benchmark Assessments:

- Unit Test
- Interpretive reading & listening tasks
- Quizzes on grammar and vocabulary
- Texting

Alternative Assessments:

- Compositions
- Review games
- Reading comprehension exercises

Lesson Plans	
Lesson	Timeframe
Lesson 1 Der Tag der Deutschen Einheit – The day of the German reunification	2 days
Lesson 2 Oktoberfest	2 days
Lesson 3 Sankt Martin	2 days
Lesson 4 Nikolaus	2 days
Lesson 5 Karneval	2 days
Lesson 6 Der 1. Mai - First of May	2 days
Lesson 7 Valentine’s Day	2 days
Lesson 8 Halloween	2 days

Teacher Notes:

The different holidays in Germany were already introduced in the previous year. Vocabulary, grammar and cultural knowledge is reviewed and reinforced in this unit and adjusted to a higher language level. This unit is spread over the year – whenever a German Holiday actually occurs in Germany.

Unit 12	
Content Area:	World Languages
Unit Title:	German News
Target Course/Grade Level:	German IV – Intermediate/High Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document)
Unit Summary:	<p>Students will watch on a regular basis German news via Internet – an average of one time a month. The choice of the news depends either on the current theme of the unit or its importance for the USA or Germany. Grammatical structures and vocabulary can be reviewed or introduced in this context. Questions and personal opinions are expressed after watching, reading and translating the news.</p> <p>Primary interdisciplinary connections: Politics, economic, social studies, biology</p> <p>21st century themes: Global awareness, lifestyle, youth culture, tradition</p>
Unit Rationale:	It is very important especially in a foreign-language class, that students are staying up-to-date with the current events in the USA or Germany. Listening to German news offers not only the possibility to learn about authentic themes but also the possibility to listen to original different German voices.
Learning Targets	
Standards	<p>Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>
Content Statements	<ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What is happening in Germany/USA that is of importance for the students 	<ul style="list-style-type: none"> • Depending on the unit or current events

Unit Learning Targets*Students will be able to*

- Understand news in German
- Discuss current events
- Express their opinion to current events
- Reinforce vocabulary and grammatical structures

Evidence of Learning**Summative Assessment:**

After watching a news clip via Internet and translating the text, students are encouraged to discuss the respective theme using the new vocabulary.

Equipment needed: Internet, LCD-Player

Teacher Resources: German news – www.Kindernachrichten-Minitz.de

Formative/Benchmark Assessments:

- Questions and answers to news
- Quizzes and tests to vocabulary
- Homework

Alternative Assessment:

- Discussion

Lesson Plans

Lesson	Timeframe
Lesson 1 News: Listening, reading, translating, discussing and testing	2 days
Lesson 2 News: Listening, reading, translating, discussing and testing	2 days
Lesson 3 News: Listening, reading, translating, discussing and testing	2 days
Lesson 4 News: Listening, reading, translating, discussing and testing	2 days
Lesson 5 News: Listening, reading, translating, discussing and testing	2 days
Lesson 6 News: Listening, reading, translating, discussing and testing	2 days
Lesson 7 News: Listening, reading, translating, discussing and testing	2 days
Lesson 8 News: Listening, reading, translating, discussing and testing	2 days
Lesson 9 News: Listening, reading, translating, discussing and testing	2 days

Teacher Notes:

This unit is spread over the year – whenever important and relevant themes are used in the news.

Content Area Unit Name	World Language
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.

- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)

2. Building Background
 3. [Comprehensible Input](#)
 4. [Strategies](#)
 5. [Interaction](#)
 6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
 - Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.

- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.