



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School German I Curriculum

Course Description: This is an active class that gives the beginning student the vocabulary necessary to communicate on a basic level with German speakers on a variety of familiar subjects such as school, home, activities, etc. The student will learn how to formulate sentences and dialogues through listening, speaking, reading, and writing. Cultural activities will accompany language lessons to acquaint students with food, artistic expression, and diversity of the German-speaking world.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 1/2 weeks	Introduction to German	Topic 1: Introductions and The Basics Topic 2: German-Speaking World Topic 3: Grammar Topic 4: Months and Numbers
3 1/2 weeks	School and the School Day	Topic 1: Vocabulary Topic 2: Culture Topic 3: Opinions About Class Topic 4: Future Tense
4 weeks	Hobbies and Free Time	Topic 1: Hobbies and Sports Topic 2: Likes and Dislikes Topic 3: Grammar Topic 4: Culture
4 weeks	Family	Topic 1: Family Topic 2: Grammar Topic 3: Descriptions Topic 4: Questions and Answers Topic 5: Where Does Family Live?
4 weeks	Food and Drink	Topic 1: Vocabulary Topic 2: Culture Topic 3: Grammar Topic 4: Where to Eat/Buy Foods?

Curriculum Revision Tracking

Spring, 2018

Unit 2:

- Changed title to “School and the School Day”

Unit 3:

- Changed timeline to 4 weeks

Unit 4:

- Changed timeline to 4 weeks.
- Added topic: “Where Does Family Live?”

Unit 5:

- Changed timeline to 4 weeks.
- Added topic: “Where Can We Eat?”
- Added topic: “Commands - How to Get Places”

Spring, 2017

Updated ISTE Standards in all units

Unit 1:

- Changed timeline to 2.5 weeks.
- Added in some weather vocabulary as a cognate recognition activity.

Unit 2:

- Changed timeline to 3.5 weeks.
- Moved former Unit 4 (School) to be the new Unit 2

Unit 3:

- In topic 3 (Grammar), added in “Negation” (nicht vs. kein).

Unit 4:

- Changed timeline to 4 weeks.
- Moved former Unit 2 (Family) to be the new Unit 4.
- In Topic 2 (Grammar), added Modal Verbs, and coordinating conjunctions (and, or).
- Added Topic 5 to bring in part of old unit 5 - my town my city - adding where my relatives live.

Unit 5:

- Changed timeline to 4 weeks.
- Cut original unit 5 (“My Town, My City”) and moved to German 2
- Moved original unit 6 (“Food”) to be new unit 5
- Under “Content / Domain Specific”, replaced original bullet points with the following:
 - Market shopping
 - Grocery shopping
 - Restaurant Dining - Menu vocabulary & tableware
 - Special verbs: schmecken, gefallen, möchten, essen
 - Accusative Prepositions
 - Dative Case, including prepositions
- Added a Topic 4: where to eat and where to buy food - to incorporate places in city - prepositions and directions.
- Added a 4th engaging experience, in which students give instructions on how to make a dish.

Unit 1: Introduction to German

Subject: German I

Grade: 9-12

Name of Unit: Introduction to German

Length of Unit: 2 1/2 weeks

Overview of Unit: Students will learn how to greet and meet people in the target language and will have a basic understanding of the geography and landscapes in the German-speaking world.

Priority Standards for unit:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Ask and answer questions about very familiar topics.
 - (1.1e) Use common social amenities such as please, thank you, and excuse me.
- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2a) Identify people, places and things based on oral and written descriptions.
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - (1.2c) Interpret gestures, intonation and other visual and auditory clues in target language materials.
- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - (2.1a) Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - (2.1b) Describe the practices of common cultural activities and holiday celebrations.
 - (2.1c) Identify common social etiquette within the cultures studied.

Supporting Standards for unit:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - (4.1b) Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - (4.1c) Report similarities and differences between the sound and writing system of target and native language.
- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.

- (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- (4.2c) Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- (5.1) Students use the target language within and beyond the school setting
 - (5.1a) Recognize the target language when encountered outside the world language classroom.
 - (5.1b) Recognize words borrowed from the target language.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Understand	1
questions about very familiar topics	Answer	Understand	1
common social amenities such as please, thank you, excuse me	Use	Remember	1
people, places and things based on oral and written descriptions	Identify	Understand	1
the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements	Comprehend	Understand	2
gestures, intonation and other visual and auditory clues in target language materials	Interpret	Understand	2
appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.	Use	Understand	1
the practices of common cultural activities and holiday celebrations.	Describe	Understand	1
common social etiquette within the cultures studied.	Identify	Understand	1

Essential Questions:

1. How do you greet and introduce yourself to someone in the target language?
2. How can you identify the German-speaking world and its landscape?
3. How does the German language use formal vs. informal language?

Enduring Understanding/Big Ideas:

1. Students will shake hands, use proper greetings, and be able to say basic phrases like, “My name is _____. I come from _____. I live _____. I am (#) years old.”
2. Students should be able to name the main countries where German is spoken, and to be able to describe its basic geography.
3. Students will explain that the German language has both a formal and informal “you,” and that their culture reflects this formality.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Basic Q&A • Countries, cities, cardinal directions • Courtesies • Cognates such as: days of the week, basic weather terms, and months • Greetings • Irregular Verb: sein • Numbers 0-20 • Regular Verbs: heissen, kennen, wohnen, kommen • Subject Pronouns

Resources for Vocabulary Development: Quality Tools

ISL collective - web site <https://de.islcollective.com/> from DaF Deutsch als Fremdsprache

Topic 1: Introductions and The Basics

Engaging Experience 1

Title: Mini-Dialogue

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Ask and answer questions about very familiar topics.
- Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.

Supporting:

- (4.1b) Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
- (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

Detailed Description/Instructions: Students will work with a partner to write and perform a short dialogue in which they: greet each other; introduce themselves; ask and answer various questions like, “Where do you live?” “Where are you from?” “How old are you?”

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 2: German-Speaking World

Engaging Experience 1

Title: Map of the German-Speaking World

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
- (1.2a) Identify people, places and things based on oral and written descriptions.

Supporting:

- (5.1) Students use the target language within and beyond the school setting
 - (5.1a) Recognize the target language when encountered outside the world language classroom.

Detailed Description/Instructions: Students will create a map of the German-speaking world with major cities, states, and geographical features.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Famous German Person Hometown Project

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2a) Identify people, places and things based on oral and written descriptions.
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - (1.2c) Interpret gestures, intonation and other visual and auditory clues in target language materials.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - (4.1b) Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of

resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher will provide a list of famous living Germans speakers (Angela Merkel, Arnold Schwarzenegger, current soccer stars, movie stars, singers). Students are to research using their current language knowledge - who the person is, how old, where they are from (originally) and where they currently live. Students are to use pictures of the people, the hometown and living place and describe in German their findings.

Bloom's Levels: Understand

Webb's DOK: 1, 2

Topic 3: Grammar

Engaging Experience 1

Title: Battleship with Regular Verbs & “sein”

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
- Report similarities and differences between the sound and writing system of target and native language.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.

Detailed Description/Instructions: Students will play a version of the game “battleship” that practices verb-subject agreement with regular verbs previously learned and the irregular verb “sein.” Students will use the battleship board to create mini sentences (i.e. “I go” “He knows” “We are”) that they will both write down and say aloud to their partner.

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 4: Months and Numbers

Engaging Experience 1

Title: Go Fish

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
- Report similarities and differences between the sound and writing system of target and native language.

Detailed Description/Instructions: Students will play “Go Fish”, using numbers and basic vocabulary to ask, “Who has a four?”

Bloom’s Levels: Understand

Webb’s DOK: 1

Engaging Experience 2

Title: Month Macarena - song and dance

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2a) Identify people, places and things based on oral and written descriptions.
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - (1.2c) Interpret gestures, intonation and other visual and auditory clues in target language materials.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - (4.1b) Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.

Detailed Description/Instructions: As students practice the months of the year in the German language, teach and have students perform the song “Macarena” with body movements and words in German. As they say each month in order, they do the hand gestures and the “dance.” Students can perform for other classes nearby or in groups for each other on and off throughout the unit.

Bloom’s Levels: Understand

Webb’s DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) In groups, students will write a short skit in which they play the following roles: 1) student from America who is visiting a German-speaking city 2) student from the same German-speaking city 3+) parents and other family members of the German-speaking student. Students' skit will have to show evidence of being able to ask/answer basic questions about themselves in German ("What's your name? How old are you?" etc.), as well as to ask/answer questions about the German city in which they are pretending to be. The language used should vary between formal and informal, as appropriate.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introductions and the Basics	Mini-Dialogue	Students will work with a partner to write and perform a short dialogue in which they: greet each other; introduce themselves; ask and answer various questions like, “Where do you live?” “Where are you from?” “How old are you?”	1 class period
German Speaking World	Map of the German-Speaking World	Students will create a map of the German-speaking world with major cities, states, and geographical features.	1 class period
German Speaking World	Famous German person hometown project	The teacher will provide a list of famous living Germans speakers (Angela Merkel, Arnold Schwarzenegger, current soccer stars, movie stars, singers) Students are to research using their current language knowledge - who the person is, how old, where they are from (originally) and where they currently live. Students are to use pictures of the people, the hometown and living place and describe in German their findings.	1 class period
Grammar	Battleship with Regular Verbs & “sein”	Students will play a version of the game “battleship” that practices verb-subject agreement with regular verbs previously learned and the irregular verb “sein”. Students will use the battleship board to create mini sentences (i.e. “I go” “He knows” “We are”) that they will both write down and say aloud to their partner.	1 class period
Months and Numbers	Go Fish	Students will play “Go Fish”, using numbers and basic vocabulary to ask, “Who has a four?”	1 class period
Months and Numbers	Month Macarena -	As students practice the months of the year in the German language, teach and have students perform	45 minutes

	song and dance	the song “Macarena” with body movements and words in German. As they say each month in order, they do the hand gestures and the “dance.” Students can perform for other classes nearby or in groups for each other on and off throughout the unit.	
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Unit 2: School and The School Day

Subject: German I

Grade: 9-12

Name of Unit: School class period

Length of Unit: 4 weeks

Overview of Unit: Students will be able to describe their typical school day (schedules, classes, grading, etc.) in the target language. Students will compare and contrast major differences between the American and German school systems.

Priority Standards for unit:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Ask and answer questions about very familiar topics.
 - (1.1b) Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - (1.1c) Share likes and dislikes
- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Supporting Standards for unit:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - (4.1c) Report similarities and differences between the sound and writing system of target and native language.
- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
 - (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - (4.2c) Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- (5.1) Students use the target language within and beyond the school setting

- (5.1a) Recognize the target language when encountered outside the world language classroom.
- (5.1b) Recognize words borrowed from the target language.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Understand	1
questions about very familiar topics	Answer	Understand	1
in common classroom interactions such as, greetings, stating needs and preferences	Engage	Understand	1
likes and dislikes	Share	Understand	1
the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements	Comprehend	Understand	2
understanding of world culture through authentic spoken and written information	Broaden	Understand	2

Essential Questions:

1. How can you describe your typical school day in the target language?
2. How is a typical German school day different from a typical American one?
3. How is the German school system/structure different from the American one?

Enduring Understanding/Big Ideas:

1. Students will be able to say what classes they have, when (using time expressions) and the supplies needs for classes (pencil, calculator, dictionary, etc.)
2. Students will be able to describe some cultural differences between a typical German school schedule and an American one (German students tend to have more varied schedules, i.e. more classes in a day, different schedules for each day; German school tends to get out earlier in the day, and not include lunch, etc.)

3. Students will be able to explain how the German school system is different from the American one. For example, there are 3 (sometimes 4) types of high schools in Germany, and students are placed on a track for a type of school in the 5th grade. The type of school you go to has big implications for the types of jobs you will be able to get.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Accusative Pronouns • Classroom Objects - supplies • finden, lernen, schreiben • Grades • opinion adjectives • Schedules • School Subjects (names of courses) • time phrases - before and after, from and until • Transportation Methods • werden

Resources for Vocabulary Development: Quality Tools

Topic 1: Vocabulary

Engaging Experience 1

Title: Class Schedule

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
 - (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

Detailed Description/Instructions: Students will recreate their class schedule using the German words for their classes, time schedule and days of the week.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Jeopardy Game - classes and supplies

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
 - (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- (5.1) Students use the target language within and beyond the school setting
 - (5.1b) Recognize words borrowed from the target language.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Student groups will create computerized jeopardy game to prompt students to share when and where we use various supplies. Questions include - where we use maps, markers, paintbrushes, dictionaries, calculators. Questions can describe items in this class you must write a lot, describe your favorite books and people in stories – English Language Arts. Can also describe German classes such as where you read and learn about the Bible - sing songs and go on Sunday...Religion.

Bloom's Levels: Understand, Create

Webb's DOK: 2

Topic 2: Culture

Engaging Experience 1

Title: Debate Day

Suggested Length of Time: 3 class periods (2 to research and gather materials to use in debate, 1 to debate)

Standards Addressed

Priority:

- (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Detailed Description/Instructions: Students will have a formal “debate day” in which they are assigned to argue either on the Pro or Con side of the following resolution: “Resolved: The U.S. should adopt the German school system.” Students will have to understand the main differences between the two and do some additional research in preparation for the day.

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 3: Opinions About Class

Engaging Experience 1

Title: Popcorn Q & A

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- (1.1a) Ask and answer questions about very familiar topics.
- (1.1b) Engage in common classroom interactions such as, greetings, stating needs and preferences.
- (1.1c) Share likes and dislikes

Supporting:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
 - (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.

Detailed Description/Instructions: Students will play “popcorn” by throwing a ball and asking/answering questions about their opinions on various school subjects. For example, a student who has the ball would ask in German, “What do you think about math?”, and toss the ball to another student. The student who catches the ball would have to answer in German something like “I think math is very boring.” That student then finds someone else to ask and toss the ball to.

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 4: Future Tense

Engaging Experience 1

Title: Future Tense Essay

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- (1.1b) Engage in common classroom interactions such as, greetings, stating needs and preferences.
- (1.1c) Share likes and dislikes

Supporting:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
 - (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- (5.1) Students use the target language within and beyond the school setting
 - (5.1a) Recognize the target language when encountered outside the world language classroom.
 - (5.1b) Recognize words borrowed from the target language.

Detailed Description/Instructions: Students will write an essay in which they pretend they are going to be an exchange student in Germany. They will use the future tense to describe the things they will do, where they will go, what their typical day will be like, etc. in the German school setting.

Bloom's Levels: Understand and Create

Webb's DOK: 1, 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Vocabulary	Class Schedule	Students will recreate their class schedule using the German words for their classes, time schedule and days of the week.	1 class period
Vocabulary	Jeopardy Game-- classes and supplies	Student groups will create computerized jeopardy game to prompt students to share when and where we use various supplies. Questions include - where we use maps, markers, paintbrushes, dictionaries, calculators. Questions can describe items in this class you must write a lot, describe your favorite books and people in stories – English Language Arts. Can also describe German classes such as where you read and learn about the Bible - sing songs and go on Sunday...Religion.	1 class period
Culture	Debate Day	Students will have a formal “debate day” in which they are assigned to argue either on the Pro or Con side of the following resolution: “Resolved: The U.S. should adopt the German school system.” Students will have to understand the main differences between the two and do some additional research in preparation for the day.	3 class periods
Opinions About Class	Popcorn Q & A	Students will play “popcorn” by throwing a ball and asking/answering questions about their opinions on various school subjects. For example, a student who has the ball would ask in German, “What do you think about math?”, and toss the ball to another student. The student who catches the ball would have to answer in German something like “I think	45 minutes

		math is very boring.” That student then finds someone else to ask and toss the ball to.	
Future Tense	Future Tense Day	Students will write an essay in which they pretend they are going to be an exchange student in Germany. They will use the future tense to describe the things they will do, where they will go, what their typical day will be like, etc. in the German school setting.	45 minutes

Unit 3: Hobbies and Free Time

Subject: German I

Grade: 9-12

Name of Unit: Hobbies and Free Time

Length of Unit: 4 1/2 weeks

Overview of Unit: Students will express their likes and dislikes regarding what they like to do in their free time. Their descriptions will include the use of time and weather elements.

Priority Standards for unit:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Ask and answer questions about very familiar topics.
 - (1.1c) Share likes and dislikes
- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
 - (1.2c) Interpret gestures, intonation and other visual and auditory clues in target language.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Supporting Standards for unit:

- (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
 - (1.3b) Prepare illustrated stories about activities or events and share them orally or in writing.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - (3.1a) Demonstrate competencies previously introduced
 - (3.1b) Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
 - (3.1a) Use target language vocabulary to refer to items and concepts learned in other subject areas.
- (5.2) Students show evidence of becoming lifelong learners by using the target language

for personal enjoyment and enrichment

- (5.2a) Attend or view via media cultural events and social activities.
- (5.2b) Explore topics of personal interest from the target culture.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics.	Ask	Understand	1
questions about very familiar topics.	Answer	Understand	1
likes and dislikes	Share	Understand	1
the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.	Comprehend	Understand	2
gestures, intonation and other visual and auditory clues in target language.	Interpret	Understand	2
understanding of world culture through authentic spoken and written information.	Broaden	Understand	2

Essential Questions:

1. How do you express what you like and don't like to do in your free time?
2. How do you express when you like to do various hobbies/activities?
3. How do Germans spend their free time compared to Americans?

Enduring Understanding/Big Ideas:

1. Students will be able to talk about hobbies/sports/activities that they like and don't like to do.
2. Students will incorporate time elements (i.e. in the morning, on the weekend, etc.) and weather words and phrases (i.e. in the winter, when it rains, etc.) into their sentences of what they like/don't like to do.
3. Students will be able to explain how Germans' use of free time might be culturally different than their own.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• gern & nicht gern • Hobbies • Spass machen • Sport Verbs & Nouns • Telling time & time phrases • und, oder, denn

Topic 1: Hobbies and Sports

Engaging Experience 1

Title: Class Survey

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.1a) Ask and answer questions about very familiar topics.
- (1.1c) Share likes and dislikes

Supporting:

- (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Detailed Description/Instructions: Students will survey their classmates to practice asking and answering questions about what sports/activities/hobbies they do.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 2: Likes and Dislikes

Engaging Experience 1

Title: Likes/Dislikes Poster Venn Diagram

Suggested Length of Time: 1-2 class periods (for presentations)

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Ask and answer questions about very familiar topics.
 - (1.1c) Share likes and dislikes

Supporting:

- (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
 - (1.3b) Prepare illustrated stories about activities or events and share them orally or in writing.

Detailed Description/Instructions: Students will create a Venn diagram (visual aide) showing things/activities they like to do and don't like to do - with an overlap area - might do with a friend, might get a family member to do it with you...Diagram uses pictures from magazine, art, and clip art - to use as visual cues to speak before the class. The overlap area needs to be explained...I do not like to swim in the summer, but my brother does. I swim sometimes...My Mom doesn't like to play video games. She plays Wii bowling with me on the weekend. Presentation should include a verbal speech of at 2 items of like and dislike and perhaps 2 in the overlap category (poster has no vocabulary listed - just art/visual depiction to help show mastery of vocabulary.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 3: Grammar

Engaging Experience 1

Title: Inverted Word Order - Notecard Sentences

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Detailed Description/Instructions: Students will work in groups to restructure given sentences from “regular” to “inverted” word order. They will also work on Negation (nicht vs. kein). They will “chunk” each part of the given sentences on notecards (i.e. one note card will be the subject of the first sentence; the 2nd note card will be the verb of the first sentence; the 3rd note card will be the “time” element of the first sentence, and so on). They will then arrange the notecards into an “inverted” sentence word order.

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 4: Culture

Engaging Experience 1

Title: “Easy German Hobbies”

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- (1.2c) Interpret gestures, intonation and other visual and auditory clues in target language.
- (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- (3.1a) Demonstrate competencies previously introduced
- (5.2b) Explore topics of personal interest from the target culture.

Detailed Description/Instructions: After discussing as a class what they like to do for hobbies (think, pair, share), the students will brainstorm what they think Germans would say about the same topic. Next, students will watch a video in which native German speakers interview other native German speakers on the street about what hobbies they have. Students will try to pick out words from the video that they already know, as well as new ones that they can figure out. After watching the video, students will compare/contrast what the Germans said with what their predictions were.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will create an illustrated “Hobbies Book” that describes what they do and do not like to do. Students will use: “gern” and “nicht gern” to state preferences; time elements like “in the summer”; examples of inverted word order sentences. At least one sentence per picture in German with good vocabulary and word order.

Rubric for Engaging Scenario:

Introduction Page, titled: **“Das bin ich.”** (“This is me.”), including:

- Picture of yourself (photo or illustration) _____/2
- A greeting (i.e. “Hallo!”) _____/2
- An introduction (i.e. “Ich heiße...” _____/2
- How old you are (i.e. “Ich bin ____ Jahre alt”.) _____/2
- Where you’re from (i.e. “Ich komme aus ____.”) _____/2

5 illustrated pages with sentences using “gern” _____/10

5 illustrated pages with sentences using “nicht gern” _____/10

Book is neat/legible, overall appearance & effort _____/10

Grammatical accuracy of sentences _____/20

Total points: _____/60

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Hobbies and Sports	Class Survey	Students will survey their classmates to practice asking and answering questions about what sports/activities/hobbies they do.	1 class period
Likes and Dislikes	Likes/Dislikes Poster Venn Diagram	Students will create a Venn diagram (visual aide) showing things/activities they like to do and don't like to do - with an overlap area - might do with a friend, might get a family member to do it with you...Diagram uses pictures from magazine, art, and clip art - to use as visual cues to speak before the class. The overlap area needs to be explained...I do not like to swim in the summer, but my brother does. I swim sometimes...My Mom doesn't like to play video games. She plays Wii bowling with me on the weekend. Presentation should include a verbal speech of at 2 items of like and dislike and perhaps 2 in the overlap category (poster has no vocabulary listed - just art/visual depiction to help show mastery of vocabulary.	1-2 class periods
Grammar	Inverted Word Order-- Notecard Sentences	Students will work in groups to restructure given sentences from "regular" to "inverted" word order. They will "chunk" each part of the given sentences on notecards (i.e. one note card will be the subject of the first sentence; the 2nd note card will be the verb of the first sentence; the 3rd note card will be the "time" element of the first sentence, and so on). They will then arrange the notecards into an "inverted" sentence word order.	1 class period
Culture	"Easy German Hobbies"	After discussing as a class what they like to do for hobbies (think, pair, share), the students will brainstorm what they think Germans would say about the same topic. Next, students will watch a	1 class period

		video in which native German speakers interview other native German speakers on the street about what hobbies they have. Students will try to pick out words from the video that they already know, as well as new ones that they can figure out. After watching the video, students will compare/contrast what the Germans said with what their predictions were.	
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Unit 4: Family

Subject: German I

Grade: 9-12

Name of Unit: Family

Length of Unit: 3 1/2 weeks

Overview of Unit: Students will be able to ask and answer familiar questions about their family members, using adjectives, numbers, and the following grammatical concepts: the definite and indefinite articles; the accusative case; and the gender of nouns.

Priority Standards for unit:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Ask and answer questions about very familiar topics.
 - (1.1d) Exchange descriptions of people and places, in addition to products of the target culture.
- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2a) Identify people, places and things based on oral and written descriptions.
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting Standards for unit:

- (1.3) Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics
 - (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.
 - (1.3b) Prepare illustrated stories about activities or events and share them orally or in writing.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Understand	1
questions about very familiar topics	answer	Understand	1
descriptions of people and places, in addition to products of the target culture.	Exchange	Understand	1
people, places and things based on oral and written descriptions.	Identify	Understand	2

the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.	Comprehend	Understand	2
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Essential Questions:

1. How can you describe your family in the target language?
2. How can you describe people in general?
3. How are German nouns different from English nouns?

Enduring Understanding/Big Ideas:

1. Students will describe their family in German, using phrases like “I have 2 brothers and 1 sister. My mom’s name is Ellen. My uncle is 40 years old.”
2. Students will be able to use and recall some basic adjectives for physical characteristics and personality traits.
3. Students will be able to explain that nouns in German have one of three “genders”.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• der & ein words • Descriptive Adjectives - basics • Family Members • Irregular Verb: haben • Numbers 21-100 • Possessive “s” • Question Words • Regular Verb: besuchen • von

Resources for Vocabulary Development: Quality Tools

Topic 1: Family

Engaging Experience 1

Title: Family Tree

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- (1.1d) Exchange descriptions of people and places, in addition to products of the target culture.

Supporting:

- (1.3b) Prepare illustrated stories about activities or events and share them orally or in writing.

Detailed Description/Instructions: Students will create a family tree and prepare an oral presentation to go along with their poster/diagram.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 2: Grammar

Engaging Experience 1

Title: Partner Interview

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.1a) Ask and answer questions about very familiar topics.

Supporting:

- (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Detailed Description/Instructions: Students will interview a partner about their family, which will require them to use: the verb “haben” (to have), the definite and indefinite article in the accusative cases.

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 3: Descriptions

Engaging Experience 1

Title: “Headbands” Who am I?

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (1.2a) Identify people, places and things based on oral and written descriptions.

Supporting:

- (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Detailed Description/Instructions: Students will play a version of the game “Headbands”, in which they have to describe a famous person’s physical characteristics and age, prompting their partner to guess who the person is. Can use school people familiar to all (building French teacher, German teacher, principal, building up to famous Germans - Chancellor, famous current athletes, etc.)

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 4: Questions and Answers

Engaging Experience 1

Title: Human Sentences

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Detailed Description/Instructions: Teacher will pass out pieces of paper that have a word or phrase on them (approximately 1-2 pieces per student). The teacher will display sentences on the board using those words/phrases. When a student sees a sentence that requires his/her word/phrase, he or she must come up to the front of the classroom and arrange himself/herself with his/her peers in the correct sentence order. This helps build awareness of word order, position of verb, use of question words, yes and no responses.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 5: Where Does Family Live?

Engaging Experience 1

Title: Over the Hills and Through the Woods....

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- (1.1a) Ask and answer questions about very familiar topics.
- (1.1d) Exchange descriptions of people and places, in addition to products of the target culture.

Supporting:

- (1.3a) Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Detailed Description/Instructions: Pass out index cards with the name of famous Germans, dead or alive: movie stars, singers, sport figures, political leaders. Have students research where this person was born and where they live today. Use the locations as places for your own relatives to live. Describe where these relations live according to a German, European map. Include phrases such as: in the state of, near the capital of, in a large city, small city, in a village, near the mountains, near the river, near the lake, near the border.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will create a PowerPoint presentation in which they tell the class about their family. Descriptions will include how old their family members are, what they look like, how many siblings they have, and will require understanding of both the gender of nouns and the Accusative Case. To engage the audience, students should be encouraged to ask simple questions the class can answer at this time - if name not provided, what is his name. Does he have a sister? Where do his children live?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Family	Family Tree	Students will create a family tree and prepare an oral presentation to go along with their poster/diagram.	2 class periods
Grammar	Partner Interview	Students will interview a partner about their family, which will require them to use: the verb “haben” (to have), the definite and indefinite article in the accusative cases.	1 class period
Descriptions	“Headbands” ” Who am I?	Students will play a version of the game “Headbands”, in which they have to describe a famous person’s physical characteristics and age, prompting their partner to guess who the person is. Can use school people familiar to all (building French teacher, German teacher, principal, building up to famous Germans - Chancellor, famous current athletes, etc.)	1-2 class periods
Questions and Answers	Human Sentences	Teacher will pass out pieces of paper that have a word or phrase on them (approximately 1-2 pieces per student). The teacher will display sentences on the board using those words/phrases. When a student sees a sentence that requires his/her word/phrase, he or she must come up to the front of the classroom and arrange himself/herself with his/her peers in the correct sentence order. This helps build awareness of word order, position of verb, use of question words, yes and no responses.	1 class period
Where Does Family Live?	Over the River and Through the Woods	Pass out index cards with the name of famous Germans, dead or alive: movie stars, singers, sport figures, political leaders. Have students research where this person was born and where they live today. Use the locations as places for your own	1 class period

		relatives to live. Describe where these relations live according to a German, European map. Include phrases such as: in the state of, near the capital of, in a large city, small city, in a village, near the mountains, near the river, near the lake, near the border.	
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Unit 5: Food and Drink

Subject: German I

Grade: 9-12

Name of Unit: Food and Drink

Length of Unit: 4 weeks

Overview of Unit: Students will be able to talk about basic food and drink choices both in your home after school as well as snack stands, ice cream store and small cafes. Students will be able to ask for and answer what they would like to eat/drink and state their preferences - likes and dislikes at different times.

Priority Standards for unit:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Ask and answer questions about very familiar topics.
 - (1.1d) Exchange descriptions of people and places, in addition to products of the target culture.
- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Supporting Standards for unit:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
 - (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - (4.2c) Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - (5.2a) Attend or view via media cultural events and social activities.
 - (5.2b) Explore topics of personal interest from the target culture.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Understand	1
questions about very familiar topics	Answer	Understand	1
in common classroom interactions such as, greetings, stating needs and preferences	Engage	Understand	1
likes and dislikes	Share	Understand	1
the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements	Comprehend	Understand	2
understanding of world culture through authentic spoken and written information	Broaden	Understand	2

Essential Questions:

1. Why do teens choose typical food and drink choices after school and in their free time?
2. How are German and U.S. teens both similar and different in food and drink preferences, and snacks after school?
3. How do we express a desire to eat/drink something, show preference of items and how do we politely accept or refuse an offer of food/drink?

Enduring Understanding/Big Ideas:

1. Common items are found in your house for after school snacks or available to offer friends because of convenience, time and food value. If teens walk through town, items such as ice cream, snack stand foods or small orders in cafes may be ordered.
2. Mineralized (carbonated) water and mixtures of this water with juice are common beverages for German teens. In general, teens everywhere enjoy snacks such as chocolate, potato chips and ice cream and enjoy drinking like soda. Research can help students learn when and where these items are had in the German speaking world.
3. Learning to offer a snack or beverage to friends or visitors to our home is a polite courtesy. Learning to politely accept or refuse also shows good communication skills. Good use of correct verbs and adjectives to express what one would like, what one prefers, thinks it good, etc. all shows ways of expressing personal choice and politeness.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● Market shopping ● Grocery shopping ● Restaurant Dining - Menu vocabulary & tableware ● Special verbs: schmecken, gefallen, möchten, essen ● Accusative Prepositions ● Dative Case, including prepositions

Resources for Vocabulary Development: Quality Tools

Topic 1: Vocabulary

Engaging Experience 1

Title: Menu Research from Real Restaurants

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students look at menus online in the target language to glean information about foods and beverages offered. Class can design a chart or document to show what items are common between U.S. and German culture as well as what is different. How are McDonalds around the world similar and different? What would you order off this menu? What foods would like or dislike and why?

Find today on the web mcdonalds.de

1. How many soft drink beverages are available....and name/translate any 3.
2. How many chicken sandwiches are available – name and translate any 1 with details.
3. Can you buy beer at McDonalds?
4. What can you say about the McCafé bar at McDonald's compared to coffee selections in America's McDonald's? What is offered in Europe that is not offered here?
5. Is there a current game going on for points, pull offs, scratch offs, at McDonalds?

Find <http://www.cafemunich.de/> go to the regular menu Speisekarte.

1. What are the hours of this café for meals on a Tuesday? And for happy hour (over 18!)
2. Can you get a turkey sandwich here? Name and varieties?
3. Does this restaurant serve any Mexican food like we know here? IF so, name 1 and

describe contents.

4. Go under drinks – what is the price of a peppermint tea?
5. Available and price? – Mountain Dew? Sprite? Diet Coke?
6. What does a glass of water cost? Do you get refills? Is it still water or bubbly? What actual coins would you use to buy a water and how much change would you either get back or leave the waitress?

Last assignment: Either lay Duolingo.com for 30 minutes and share your level score, rankings, or on your own, find 3 online Quia quizzes, online grammar practices – and cut and paste your score:

Grammar must deal with 1. Future tense; 2. Kein vs. nicht – negation; 3. Conjunctions like (and, or, but, since/because Danke schön! Frau W)

Bloom's Levels: Understand and Analyze

Webb's DOK: 2

Engaging Experience 2

Title: In Class Dialogs

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
 - (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - (4.2c) Demonstrate an awareness of the role of gestures and nonverbal cues in communication.

Detailed Description/Instructions: Students look at menus online in the target language to glean information about foods and beverages offered. Class can design a chart or document to show what items are common between U.S. and German culture as well as what is different. How are McDonalds around the world similar and different? What would you order off this menu? What foods would like or dislike and why? Students create short dialogs in a cafe deciding on what food to order and what they prefer between various choices. Dialog between friends seated in cafe must discuss food and drink items before ordering from a waitress. (see excel spreadsheet in folder as ideas to guide students to choose from various items)

Bloom's Levels: Understand, Create

Webb's DOK: 2, 3

Topic 2: Culture

Engaging Experience 3

Title: Wie oft isst du....?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Ask and answer questions about very familiar topics.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - (4.1a) Recognize common tangible and intangible products of the culture studied.
 - (4.2b) Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - (5.2b) Explore topics of personal interest from the target culture.

Detailed Description/Instructions: Students write emails to a pen pal in Germany sharing questions and personal answers to the general question - how often to do eat...drink, etc. Questions should focus on frequency of things such as soda/carbonated beverages, sweets/ice cream - to compare the typical American culture with that of the German culture. These emails could be sent to real pen pals, exchange partners in Germany, or to use internet resources - through an online blog/post.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Title: Kochen wir was!

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

- (1.1a) Ask and answer questions about very familiar topics.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - (3.2b) Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - (1.3a) Demonstrate competencies previously introduced
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - (5.2b) Explore topics of personal interest from the target culture.

Detailed Description/Instructions: Students will prepare and present an informative speech about how to make a dish or food item. Students should use the Imperative command form, proper measurements, and ingredients

Bloom's Levels: Create

Webb's DOK: 2

Topic 3: Grammar

Engaging Experience 1

Title: Special Verbs - Around the World game

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - (5.2b) Explore topics of personal interest from the target culture.

Detailed Description/Instructions: After input from teacher on special verbs such as stem changing verbs and verbs requiring the dative case and some worksheet practice for assessment, students will play the game “Around the World.” A student stands beside another student and the teacher calls out in English - a subject pronoun and verb from this unit. The first student to answer correctly continues moving around the world. The other student assumes that seat. Goal - see if 1 student can get all the way around - back to his/her seat...or simply see how far students can “travel.”

Bloom’s Levels: Understand

Webb’s DOK: 1

Topic 4: Where to Eat/Buy Foods

Engaging Experience 1

Title: Drive me there!

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - (1.2b) Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.

Supporting:

- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - (5.2b) Explore topics of personal interest from the target culture.

Detailed Description/Instructions: After input on directional vocabulary such as to the left, straight ahead and through the stoplight, give students a road map of a city center showing various stores for food and drink purchase. “Drive” students around the town turning at various corners, passing certain landmarks. See if students can make it to the correct cafe, restaurant or market square. After exposure to vocabulary and a review of the imperative command case, students could also direct others around the map.

Bloom’s Levels: Understand

Webb’s DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)
In class Cafe day. Students will have various roles to draw a card for: waitress, friend on the phone, friends in a cafe, exchange student to meet in cafe.

1. Once roles are established, students plan general scene of talking about food and drink choices to order from a menu. Decisions are made of what to have. Actual dialog takes place before ordering, the ordering itself, and conversation with “exchange student” to learn if those items are commonly ordered in the native country.
2. Short scene can be re-enacted, numerous times to include all class members, and to push students into various roles. When students are not actors, they are waiters and sous chefs preparing items and pretending to serve.
3. Dialog/scenes can be videotaped to grade later, or teacher can play director of scene and stop and start, call for a retake, etc.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Vocabulary	Menu Research from Real Restaurants	Students look at menus online in the target language to glean information about foods and beverages offered. Class can design a chart or document to show what items are common between U.S. and German culture as well as what is different. How are McDonalds around the world similar and different? What would you order off this menu? What foods would like or dislike and why?	1 class period
Vocabulary	In Class Dialogs	Students look at menus online in the target language to glean information about foods and beverages offered. Class can design a chart or document to show what items are common between U.S. and German culture as well as what is different. How are McDonalds around the world similar and different? What would you order off this menu? What foods would like or dislike and why? Students create short dialogs in a cafe deciding on what food to order and what they prefer between various choices. Dialog between friends seated in cafe must discuss food and drink items before ordering from a waitress. (see excel spreadsheet in folder as ideas to guide students to choose from various items)	45 minutes
Culture	Wie oft isst du...?	Students write emails to a pen pal in Germany sharing questions and personal answers to the general question - how often to do eat...drink, etc. Questions should focus on frequency of things such as soda/carbonated beverages, sweets/ice cream - to compare the typical American culture with that of the German culture. These emails could be sent to	1 class period

		real pen pals, exchange partners in Germany, or to use internet resources - through an online blog/post.	
Culture	Kochen wir was!	Students will prepare and present an informative speech about how to make a dish or food item. Students should use the Imperative command form, proper measurements, and ingredients.	3-4 class periods
Grammar	Special Verbs-- Around the World game	After input from teacher on special verbs such as stem changing verbs and verbs requiring the dative case and some worksheet practice for assessment, students will play the game "Around the World." A student stands beside another student and the teacher calls out in English - a subject pronoun and verb from this unit. The first student to answer correctly continues moving around the world. The other student assumes that seat. Goal - see if 1 student can get all the way around - back to his/her seat...or simply see how far students can "travel."	1-2 class periods
Where to Eat/Buy Foods?	Drive Me There!	After input on directional vocabulary such as to the left, straight ahead and through the stoplight, give students a road map of a city center showing various stores for food and drink purchase. "Drive" students around the town turning at various corners, passing certain landmarks. See if students can make it to the correct cafe, restaurant or market square. After exposure to vocabulary and a review of the imperative command case, students could also direct others around the map.	1-2 class periods

Unit of Study Terminology

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.