



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School German II Curriculum

Course Description: Through thematic units, students will expand their skills in speaking, listening, reading, writing, and cultural awareness. Students will develop a functional command of words and phrases that deal with immediate needs and common everyday situations or while traveling in limited situations. Students will demonstrate comprehension of simple questions and statements about family, residence, self, weather, time, and interests. The content expansion includes the use of familiar words and phrases applicable with normal commands, frequent instructions, and courtesy interchanges. Students will be able to recognize and properly use present and past tense grammar structures.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Celebrations	Topic 1: Birthdays Topic 2: Grammar Topic 3: Culture
4 weeks	Clothes and Department Store Shopping	Topic 1: Clothing Topic 2: Department Stores Topic 3: Culture Topic 4: Shopping
4 weeks	Home, Chores, and Furniture	Topic 1: Chores Topic 2: Furniture Topic 3: Grammar Topic 4: Subordinating Conjunctions and Reasons
3 weeks	Sports and Free Time	Topic 1: Sports Topic 2: Fine Arts Topic 3: Grammar
3 weeks	Travel--Trips and Field Trips	Topic 1: Transportation Topic 2: Field Trips Topic 3: Family Travel

Curriculum Revision Tracking

February 2017

Updated ISTE Standards in all units

Unit 1:

- Move what was Unit 3 (Celebrations & B-Day) to be the new Unit 1.

Unit 2:

- Move former Unit 1 (Clothes & Shopping) to be new Unit 2.

Unit 3:

- Move former Unit 2 (Homes, Chores, and Furniture) to be new Unit 3.

Unit 1: Celebrations

Subject: German II

Grade: 9-12

Name of Unit: Was feiern wir?

Length of Unit: 3 weeks

Overview of Unit: Students will explore the calendar and calendar events such as national holidays, vacation times from school, as well as personal/religious holidays like birthdays, weddings, Easter or Christmas.

Priority Standards for unit:

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
 - Compare everyday social etiquette within the culture studied to their native culture.
 - Identify common beliefs, attitudes and characteristics within the culture studied.

Supporting Standards for unit:

- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - Broaden understanding of contributions of target civilization to development of present-day information.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Share knowledge and skills from the target language with family and others in the school community.
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 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-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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
competencies previously introduced	Demonstrate	Remember, Apply	1, 2
relationship between the practices and perspectives of common cultural activities and holiday celebrations.	Identify	Understand	1, 2
everyday social etiquette within the culture studied to their native culture.	Compare	Understand, Analyze	1, 3
common beliefs, attitudes and characteristics within the culture studied.	Identify	Remember, Understand	1

Essential Questions:

1. How do we give or state dates for events such as our birthday, Easter or the days off of school for vacation?
2. How do we compare and contrast the German use of calendar and calendar dates including vacations, religious holidays and personal events by season?
3. What practices are common for major holidays and festivals and why are they similar or different from our native culture?

Enduring Understanding/Big Ideas:

1. Students will show understanding of the use of Dative Case to express specific dates and the order of day month and year. Students will identify the major Roman calendar holidays and national holidays that are celebrated in the German speaking world.
2. Students will compare our school calendar with the German school calendar and explain reasoning for various holidays or vacation times. Students will talk about common events and activities due to vacation times (vacations to the beach, skiing, family visits).

3. Students will describe a native cultural event and show how it is similar or different from a similar target culture event. Students will share general products and practices of culture for various holidays such as Christmas and Easter for both their own culture and the target language.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Calendar Events • Dative Pronouns • Gifts & Celebrations (cards, invitations) • Names of Celebrations / Holidays • Ordinal Numbers

Resources for Vocabulary Development: Quality Tools

Topic 1: Birthdays

Engaging Experience 1

Title: Class interview for poster

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Compare everyday social etiquette within the culture studied to their native culture.

Supporting:

- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Share knowledge and skills from the target language with family and others in the school community.

Detailed Description/Instructions: Class interviews every class member and the teacher to create a poster in the room of birthdays and ages of all classmates. Poster in German - showing date as ordinal number. Conversation after can include which months have no birthdays, which months were the most popular birthday months and who is having a birthday in the current month or upcoming month.

Bloom's Levels: Remember, Apply, Understand, Analyze

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Wie feiern die Deutsche Geburtstage?

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.

- Compare everyday social etiquette within the culture studied to their native culture.
- Identify common beliefs, attitudes and characteristics within the culture studied.

Supporting:

- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - Broaden understanding of contributions of target civilization to development of present-day information.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- 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-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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: Have students research online - birthday invitations, birthday web sites - how to throw a themed party - from German internet sites. Students present various birthday theme ideas to celebrate a classmate's upcoming birthday.

Bloom's Levels: Remember, Apply, Understand, Analyze

Webb's DOK: 1, 2, 3

Topic 2: Grammar

Engaging Experience 1

Title: Review of the Dative Cases

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced

Supporting:

- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced

Detailed Description/Instructions: Teacher reviews use of Dative case with dates and giving months and seasons (in the and on the) and explains the dative prepositions. Students give various examples with birthdays, holidays, major events in their school year showing understanding of the prepositional phrases. Question words requiring dative and prepositional phrase questions such as “in which month, on what day, before the...after the 24th of December.”

Bloom’s Levels: Remember and Understand

Webb’s DOK: 1, 2

Engaging Experience 2

Title: Review of Direct Object and Indirect Objects

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
 - Compare everyday social etiquette within the culture studied to their native culture.
 - Identify common beliefs, attitudes and characteristics within the culture studied.

Supporting:

- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Teacher needs to review the value of nouns in sentences - the doer of the action, the receiver of the object, and the object - what is being acted on. Using various sample sentences, student should mark a SMART BOARD document in various colors identifying the S, DO and IO of sentences....as well as prepositions from earlier grammar point in lesson. (My parents give my uncle a new music CD for Christmas. I want to give my sister a new pair of shoes for her birthday. I receive a basket with chocolate and money from the Easter Bunny in the spring)

Bloom's Levels: Remember, Apply, Understand, Analyze

Webb's DOK: 1, 2, 3

Engaging Experience 3

Title: Dative Gift Wheel

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:

- (4.1a) Recognize common tangible and intangible products of the culture studied.

Detailed Description/Instructions: The teacher will spin two "wheels" (using a Smart Notebook document), one of which contains different people whom students will be pretending to give gifts, and the other of which contains objects we might give those people. Based on where the wheels land, students will have to construct a sentence out loud to their partner that uses both the Dative and Accusative cases. Ex: I give my mother a necklace. ("Ich gebe meiner Mutter eine Halskette.")

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Culture

Engaging Experience 1

Title: Visual Aid Creation - poster making

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- (2.1) Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
 - Identify common beliefs, attitudes and characteristics within the culture studied.

Supporting:

- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - Broaden understanding of contributions of target civilization to development of present-day information.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Share knowledge and skills from the target language with family and others in the school community.

Detailed Description/Instructions: Student groups create posters showing various holidays and cultural celebration. All language in the target language- date of holiday or event, season and common ways of celebration. Should include school calendar holidays, national holidays (Day of Unity, Oktoberfest, Pfingsten, Weihnachten, Volksfeste, etc). Posters should be displayed to share with other language learners of various languages or levels.

Bloom's Levels: Understand and Analyze

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.) Students will participate in an all-class “Birthday Party Project.” Part 1 will be for all students to create an invitation to their fake birthday party, for which they can pretend to be any age, hold it in any location they like, etc. Students will then randomly select one of their classmates’ invitations from a bag, to see whose “party” they will attend, which they will keep a secret (kind of like a White Elephant gift exchange). Part 2 will be to create a birthday card and “present” (can be fake or real) that they will give the person whose party they are attending. Part 3 will be the class celebration day, in which students give the cards and “presents” to the classmate whose invitation they selected, the class sings German birthday songs, and we play games, enjoy food, etc. Part 4 of the project is to write a thank-you card to the person who brought your card/present.

Rubric for Engaging Scenario: [See Google Drive: “Rubric - German 2 Unit 3 Engaging Scenario”](#)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Birthdays	Class Interview for Poster	Class interviews every class member and the teacher to create a poster in the room of birthdays and ages of all classmates. Poster in German - showing date as ordinal number. Conversation after can include which months have no birthdays, which months were the most popular birthday months and who is having a birthday in the current month or upcoming month.	45 minutes
Birthdays	Wie feiern die Deutsche Geburtstage?	Have students research online - birthday invitations, birthday web sites - how to throw a themed party - from German internet sites. Students present various birthday theme ideas to celebrate a classmate's upcoming birthday.	2-3 class periods
Grammar	Review of the Dative Cases	Teacher reviews use of Dative case with dates and giving months and seasons (in the and on the) and explains the dative prepositions. Students give various examples with birthdays, holidays, major events in their school year showing understanding of the prepositional phrases. Question words requiring dative and prepositional phrase questions such as "in which month, on what day, before the....after the 24th of December."	2 class periods
Grammar	Review of Direct Objects and Indirect Objects	Teacher needs to review the value of nouns in sentences - the doer of the action, the receiver of the object, and the object - what is being acted on. Using various sample sentences, student should mark a SMART	3 class periods

		BOARD document in various colors identifying the S, DO and IO of sentences....as well as prepositions from earlier grammar point in lesson. (My parents give my uncle a new music CD for Christmas. I want to give my sister a new pair of shoes for her birthday. I receive a basket with chocolate and money from the Easter Bunny in the Spring)	
Grammar	Dative Gift Wheel	The teacher will spin two “wheels” (using a SmartNotebook document), one of which contains different people whom students will be pretending to give gifts, and the other of which contains objects we might give those people. Based on where the wheels land, students will have to construct a sentence out loud to their partner that uses both the Dative and Accusative cases. Ex: I give my mother a necklace. (“Ich gebe meiner Mutter eine Halskette.”)	1 class period
Culture	Visual Aid Creation	Student groups create posters showing various holidays and cultural celebration. All language in the target language- date of holiday or event, season and common ways of celebration. Should include school calendar holidays, national holidays (Day of Unity, Oktoberfest, Pfingsten, Weihnachten, Volksfeste, etc). Posters should displayed to share with other language learners of various languages or levels.	2 class periods

Unit 2: Clothes and Department Store Shopping

Subject: German II

Grade: 9-12

Name of Unit: Clothes and Department Store Shopping

Length of Unit: 4 weeks

Overview of Unit: Students will research various types of stores for goods/supplies needed. Create conversations to buy, find or show desire to buy various items such as clothing, furniture, household goods.

Priority Standards for unit:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Demonstrate competencies previously introduced
 - (1.1b) Use target language to acquire goods, services or information.
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.
 - (1.1d) Ask for repetition and repeat to ensure comprehension.

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) Demonstrate competencies previously introduced
 - (1.3b) Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
 - (1.3c) Write brief messages such as postcards, short letters or e-mails on very familiar topics.
- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Demonstrate competencies previously introduced
 - (4.1b) Use cognates to enhance spoken and written language.
 - (4.1c) Recognize familiar false cognates and use appropriately.
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - (4.1e) Recognize critical sound differences in the target language that must be mastered.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- **ISTE-COMPUTATIONAL THINKER.5:** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	1, 2
target language to acquire goods, services or information.	Use	Apply	1, 2
information about personal events, memorable experiences and/or other topics.	Exchange	Analyze, Create	3
for repetition and repeat to ensure comprehension.	Ask	Understand, Apply	1, 2

Essential Questions:

1. How do you express the desire to buy certain items and show why?
2. Why are “mom and pop” stores still chosen over large department store or “Wal-Mart” type super centers in Germany?
3. How do you ask for assistance or merchandise while shopping?

Enduring Understanding/Big Ideas:

1. Students will show needs and wants to make purchases based on need, like or want.
2. Students will show understanding of quality versus quantity and specialty store shopping being more personalized.
3. Students will show need of formality, requests to a worker/adult and use appropriate vocabulary to express desires and wants.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Clothing • Department Store Basics • Descriptive Words (fit, color) • Shopping Vocab (size, price, sale) • Some Separable-Prefix Verbs (anhaben, anziehen) • Stem-Vowel Changing Verbs • Types of Stores

Resources for Vocabulary Development: Quality Tools

Topic 1: Clothing

Engaging Experience

Title: What to Wear?

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) Demonstrate competencies previously introduced
 - (1.1b) Use target language to acquire goods, services or information.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1b) Use cognates to enhance spoken and written language.
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.

Detailed Description/Instructions: Students will be given a list of basic clothing items for men and women. The list should be divided by students - male vs. female, winter vs. summer, various needs (sunglasses swimsuit, flip flops versus winter boots, winter coat and ski pants). To learn the basics of vocabulary. Conversation in class will help decipher what to wear when. If the teacher says, let's go on vacation somewhere warm, what do you want wear? Students will use new vocabulary to show understanding.

Bloom's Levels: Use, Apply

Webb's DOK: 1, 2

Topic 2: Department Stores

Engaging Experience 1

Title: wo finde ich....?

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - (1.1b) Use target language to acquire goods, services or information.
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.

Supporting:

- (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - (1.3c) Write brief messages such as postcards, short letters or e-mails on very familiar topics.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will design a department store lay out after using computers to researching some German department stores such as C & A, H & M, or Kaufhof Galleria. The poster should include men's and women's departments, children's clothing, shoes, leather goods, and maybe electronics/media or even some furniture. All labeling on poster should be in German with proper gender.

Bloom's Levels: Analyze, Create

Webb's DOK: 3

Topic 3: Culture

Engaging Experience 1

Title: Where do Germans Shop?

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1b) Use target language to acquire goods, services or information.

Supporting:

- (1.3) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - (1.3c) Write brief messages such as postcards, short letters or e-mails on very familiar topics.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will research through internet and text (youtube.de advertising, blogs), where Germans shop for most main household items and record notes in German. Through group comparison of notes, students will make generalizations on types of stores and reasons for shopping here. After research is conducted, class will have an open discussion - why a fruit stand versus the megamarket? Why a shoe store versus Wal-Mart? Use of advertisements/realia can help show the shortened store hours, closed for lunch times, and the "laenger Dienstag" - where stores may stay open 1 night a bit later. Cultural comparison should lead class to understand the desire for higher quality products, a sales person who has expertise in the field, and the desire to buy of quality versus quantity or price/deal.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Venn Diagram

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

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

- (1.1a) Demonstrate competencies previously introduced
- (1.1b) Use target language to acquire goods, services or information.
- (1.1c) Exchange information about personal events, memorable experiences and/or other topics.

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
 - (1.3c) Write brief messages such as postcards, short letters or e-mails on very familiar topics.
- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Demonstrate competencies previously introduced
 - (4.1b) Use cognates to enhance spoken and written language.

Detailed Description/Instructions: Have students create a visual aide/Venn diagram to show differences between U.S. and German store choices, price and quality of merchandise. Students should use real prices, real names of stores, factual evidence to cite their visual aide.

Bloom's Levels: Apply, Analyze, Create

Webb's DOK: 1, 2, 3

Topic 4: Shopping

Engaging Experience 1

Title: Entschuldigung, Wo finde ich _____?

Suggested Length of Time: 20-30 minutes

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Demonstrate competencies previously introduced
 - (1.1b) Use target language to acquire goods, services or information.
 - (1.1d) Ask for repetition and repeat to ensure comprehension.

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
 - (1.3b) Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.

Detailed Description/Instructions: Students will work with partners to practice asking and answering where they can find certain items in a department store. Each partner group will have a set of flashcards that show a picture of an item that can be found in a department store. The partners will take turns drawing a flashcard and asking their partner, “Entschuldigung, wo kann ich __ (item on flashcard) __ finden?” Their partner should be able to respond by telling them in German which part of a department store their item would be in.

Bloom’s Levels: Analyze and Create

Webb’s DOK: 3

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 team in partners or small groups of 3 and create short scenes going to a sales clerk and asking about certain items to buy. Students need to state what they want, ask where to find that item. Partners share location of item in store, floor, and department. Students can express opinion of an item - what they like, dislike, find expensive, etc. to add to conversation about purchase. An introduction to the Dative case with various verbs such as “gefallen, stehen, passen” could be added as a hand out or mini lesson.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Clothing	What to Wear?	Students will be given a list of basic clothing items for men and women. The list should be divided by students - male vs. female, winter vs. summer, various needs (sunglasses swimsuit, flip flops vs. winter boots, winter coat and ski pants.) to learn the basics of vocabulary. Conversation in class will help decipher what to wear when. If the teacher says, let's go on vacation somewhere warm, what do you want wear? Students will use new vocabulary to show understanding.	1 class period
Department Stores	wo finde ich...?	Students will design a department store lay out after using computers to research some German department stores such as C & A, H & M, or Kaufhof Galleria. The poster should include men's and women's departments, children's clothing, shoes, leather goods, and maybe electronics/media or even some furniture. All labeling on poster should be in German with proper gender.	1-2 class periods
Culture	Where do Germans Shop?	Students will research through internet and text (youtube.de advertising, blogs), where Germans shop for most main household items and record notes in German. Through group comparison of notes, students will make generalizations on types of stores and reasons for shopping here. After research is conducted, class will have an open discussion - why a fruit stand versus the megamarket? Why a shoe store versus Wal-Mart? Use of advertisements/realia can help	1-2 class periods

		show the shortened store hours, closed for lunch times, and the “laenger Dienstag” - where stores may stay open 1 night a bit later. Cultural comparison should lead class to understand the desire for higher quality products, a sales person who has expertise in the field, and the desire to buy of quality versus quantity or price/deal.	
Culture	Venn Diagram	Have students create a visual aide/Venn diagram to show differences between U.S. and German store choices, price and quality of merchandise. Students should use real prices, real names of stores, factual evidence to cite their visual aide	45 minutes
Shopping	Entschuldigung, Wo finde ich ___?	Students will work with partners to practice asking and answering where they can find certain items in a department store. Each partner group will have a set of flashcards that show a picture of an item that can be found in a department store. The partners will take turns drawing a flashcard and asking their partner, “Entschuldigung, wo kann ich __ (item on flashcard) __ finden?” Their partner should be able to respond by telling them in German which part of a department store their item would be in.	20-30 minutes

Unit 3: Home, Chores, and Furniture

Subject: German II

Grade: 9-12

Name of Unit: Home, Chores and Furniture

Length of Unit: 4 weeks

Overview of Unit: Students will be able to describe their home, furniture in home and various chores or activities done in the home. Use of vocabulary describing rooms should include furniture, adjectives, as well as activities and chores done in these rooms.

Priority Standards for unit:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced
 - Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
 - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

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) Demonstrate competencies previously introduced
 - (4.1b) Use cognates to enhance spoken and written language.
 - (4.1c) Recognize familiar false cognates and use appropriately.
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - (4.1e) Recognize critical sound differences in the target language that must be mastered.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 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
competencies previously introduced	Demonstrate	Remember, Apply	1, 2
tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.	Compare	Analyze, Evaluate	2, 3
tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.	Contrast	Analyze, Evaluate	2, 3
simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.	Compare	Understand, Analyze	1, 2
an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.	Demonstrate	Remember, Understand	1, 2

Essential Questions:

1. How can you describe the rooms of your house and what you might do in these various rooms? (activities as well as chores/tasks)
2. Why do you have the items/furniture you do in various rooms of your house - what is the purpose of your items per room?
3. How do you describe what you have in your room and what you would like to have, prefer to have?

Enduring Understanding/Big Ideas:

1. Students will use proper vocabulary to identify and describe rooms of a house and what items/furniture are typically there.
2. Students will explain with reasoning what they use various rooms and furniture for and why.
3. Students will describe current room and items there and express desires wants and future purchases with reasoning.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Adjectives - Intro to Comparative • Chores • Furniture in a home • Modals & Moechten • Rooms in a home • Separable-Prefix Verbs • Subordinating Conjunctions - weil (intro)

Resources for Vocabulary Development: Quality Tools

Topic 1: Chores

Engaging Experience 1

Title: Was machst du wo? What do you do where...? (Chores/activities in your house)

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
 - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1b) Use cognates to enhance spoken and written language.
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 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 will begin with a game of charades - all topics will be chores done in or around the house. After students have created a list of basic chores, students will research these words in German to create a vocabulary list. Quick conversation will lead to a comparison of basic household chores that seem to match between cultures, plus perhaps a few more environmentally friendly such as: recycling of all trash (compost and glass, etc.). German conversation will then continue with Q and A - what chores do you do, your parents, and siblings? What must you do on the weekends, to use the car, before going out, etc. (grammar structures could include: separable prefix verbs, modal review and subordinating conjunctions to show reasons why)

Bloom's Levels: Analyze, Evaluate, Demonstrate

Webb's DOK: 2, 3, 1

Engaging Experience 2

Title: What musst du heute machen?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced
 - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Demonstrate competencies previously introduced
 - (4.1b) Use cognates to enhance spoken and written language.
 - (4.1c) Recognize familiar false cognates and use appropriately.
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.

Detailed Description/Instructions: Short essay - student prompt is to explain why they can't go with a friend into the city to shop this afternoon. Students need to identify 3 reasons - 3 things they must do in their homes. Student choice can include various chores or activities such as homework, watching a favorite TV show, making dinner, etc. Student prompt should include some info about where the activity takes place and describing the action - the chore or activity.

Bloom's Levels: Remember, Understand, Apply

Webb's DOK: 1, 2

Topic 2: Furniture

Engaging Experience 1

Title: Wo machst du Hausdienst?

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced
 - Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Demonstrate competencies previously introduced
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.

Detailed Description/Instructions: Have students use their chore vocabulary to share where events take place. Can you vacuum in the bathroom? Do you wash dishes in the laundry room? A house description sheet or vocabulary list can be created (web diagram) as a starter on the board - to determine needed vocabulary for a house description. Have students share a chore as well as a personal activity that is done in various rooms. (I vacuum in the living and we play board games here. I study in my room. I have to pick up my clothes first before I study...)

Bloom's Levels: Remember, Apply, Analyze, Evaluate, Understand

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Visual Venn Diagram

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced

- Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
- Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Demonstrate competencies previously introduced
 - (4.1b) Use cognates to enhance spoken and written language.
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 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: Venn diagram - to show understanding of cultural differences in German and U. S. homes, have student make a visual chart to show differences. Most U. S. homes have washer and dryer in the living space, such as off the kitchen, near the bedrooms. A German home often has the washer and possibly a dryer in the basement level. Usually a stacked unit for efficiency and space. After researching various homes for sale on internet, in both countries, students should be able to identify 3-5 major differences - such as - size of yard, terraces - decks for eating areas, entry ways for shoes and coats, closet differences, use of garage or garage space for bikes, cars, etc.

Bloom's Levels: Remember, Apply, Analyze, Evaluate, Understand

Webb's DOK: 1, 2, 3

Topic 3: Grammar

Engaging Experience 1

Title: Adjectives: positive, comparative and superlative

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
- 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.

Detailed Description/Instructions: PowerPoint presentation on use of adjectives, how to show comparison between 2 items as well as regular and irregular spelling formation of adjectives. After PowerPoint - various worksheets and workbook pages can be used to show understanding. Students can create PowerPoints showing visuals and vocabulary within a house - large dresser, small night stand, light/airy living room - and show comparisons. This blends the last topic into the application of a grammar concept. 1 slide should show a room of house with a sentence describing that room, the other half of the slide then shows a comparative sentence - using the same adjective in the comparative form. (Teacher can provide a list of common adjectives and review vocabulary from last topic rooms of house and furniture.)

Bloom's Levels: Remember, Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: Mein Zimmer ist besser!

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

- Demonstrate competencies previously introduced
- Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
- Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Demonstrate competencies previously introduced
 - (4.1b) Use cognates to enhance spoken and written language.
 - (4.1c) Recognize familiar false cognates and use appropriately.
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - (4.1e) Recognize critical sound differences in the target language that must be mastered.

Detailed Description/Instructions: Have students share out loud a chance to one-up their classmates. Step 1- what do you have in your room - describe it. Step 2, I have a ____ also. My bed is bigger, more comfortable, newer ... Step 3 Really? My bed is better than your bed. My bed is the biggest. Use flashcards or a visual of a house, various rooms to change up pieces of furniture or a vocabulary list of adjectives to choose from.

Bloom's Levels: Remember, Apply, Analyze, Evaluate, Understand

Webb's DOK: 1, 2, 3

Topic 4: Subordinating Conjunctions and Reasons

Engaging Experience 1

Title: Ich kann nicht kommen

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced
 - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
 - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - (4.1a) Demonstrate competencies previously introduced
 - (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
 - (4.1e) Recognize critical sound differences in the target language that must be mastered.

Detailed Description/Instructions: Have students share reasons on telephone why they can't go out with a classmate tonight. State a chore as a reason why not. I want to go to the movies with you tonight, but have to clean up my room. Oh, bummer. Maybe next weekend. Act out a dialog - give reasons why you cannot.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Review of Conjunctions

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (4.2) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced

Supporting:

- (4.1) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own

- (4.1a) Demonstrate competencies previously introduced
- (4.1d) Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
- 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: Smart Board use - sentences to combine with various conjunctions. Have students determine if the reason is a dependent clause or independent clause. What happens? Word order issues and why. (I + 1 - what if you start with the dependent clause? What now?)

Bloom's Levels: Remember, Apply

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.) Students will create a labeled and illustrated poster that depicts their dream house (can be a physical poster, a PowerPoint presentation, etc.). In addition to this visual aid, students will write an essay that describes the items that would be in each room, as well as sentences that detail the chores they would likely do in each room. Students will present their dream houses and essays to the class.

Rubric for Engaging Scenario: [See rubric loaded in Google Drive](#)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Chores	Was machst du wo? What do you do where...?	Students will begin with a game of charades - all topics will be chores done in or around the house. After students have created a list of basic chores, students will research these words in German to create a vocabulary list. Quick conversation will lead to a comparison of basic household chores that seem to match between cultures, plus perhaps a few more environmentally friendly such as: recycling of all trash (compost and glass, etc.). German conversation will then continue with Q and A - what chores do you do, your parents, and siblings? What must you do on the weekends, to use the car, before going out, etc. (grammar structures could include: separable prefix verbs, modal review and subordinating conjunctions to show reasons why)	1-2 class periods
Chores	What musst du heute machen?	Short essay - student prompt is to explain why they can't go with a friend into the city to shop this afternoon. Students need to identify 3 reasons - 3 things they must do in their homes. Student choice can include various chores or activities such as homework, watching a favorite TV show, making dinner, etc. Student prompt should include some info about where the activity takes place and describing the action - the chore or activity	1 class period
Furniture	Wo machst du Hausdienst?	Have students use their chore vocabulary to share where events take place. Can you vacuum in the bathroom? Do you wash dishes in the laundry room? A house description sheet or	1-2 class periods

		vocabulary list can be created (web diagram) as a starter on the board - to determine needed vocabulary for a house description. Have students share a chore as well as a personal activity that is done in various rooms. (I vacuum in the living and we play board games here. I study in my room, I have to pick up my clothes first before I study...)	
Furniture	Visual Venn Diagram	Venn diagram - to show understanding of cultural differences in German and U.S. homes, have student make a visual chart to show differences. Most U. S. homes have washer and dryer in the living space, such as off the kitchen, near the bedrooms. A German home often has the washer and possibly a dryer in the basement level. Usually a stacked unit for efficiency and space. After researching various homes for sale on internet, in both countries, students should be able to identify 3 - 5 major differences - such as - size of yard, terraces - decks for eating areas, entry ways for shoes and coats, closet differences, use of garage or garage space for bikes, cars, etc.	1-2 class periods
Grammar	Adjectives: Positive, Comparative, and Superlative	PowerPoint presentation on use of adjectives, how to show comparison between 2 items as well as regular and irregular spelling formation of adjectives. After PowerPoint - various worksheets and workbook pages can be used to show understanding. Students can create PowerPoints showing visuals and vocabulary within a house - large dresser, small nightstand, light/airy living room - and show comparisons. This blends the last topic into the application of a grammar concept. 1 slide should show a room of house with a sentence describing that room, the other half of the slide then shows a comparative sentence - using the same adjective	1-2 class periods

		in the comparative form. (teacher can provide a list of common adjectives and review vocabulary from last topic (rooms of house and furniture))	
Grammar	Mein Zimmer ist besser!	Have students share out loud a chance to one-up their classmates. Step 1- what do you have in your room - describe it. Step 2, I have a _____ also. My bed is bigger, more comfortable, newer ... Step 3 Really? My bed is better than your bed. My bed is the biggest. Use flashcards or a visual of a house, various rooms to change up pieces of furniture or a vocabulary list of adjectives to choose from	45 minutes
Subordinating Conjunctions and Reasons	Ich kann nicht kommen	Have students share reasons on telephone why they can't go out with a classmate tonight. State a chore as a reason why not. I want to go to the movies with you tonight, but have to clean up my room. Oh, bummer. Maybe next weekend. Act out a dialog - give reasons why you cannot.	2 class periods
Subordinating Conjunctions and Reasons	Review of Conjunctions	Smart Board use - sentences to combine with various conjunctions. Have students determine if the reason is a dependent clause or independent clause. What happens? Word order issues and why. (I + 1 - what if you start with the dependent clause? What now?)	1-2 class periods

Unit 4: Sports and Free time

Subject: German II

Grade: 9-12

Name of Unit: Was machst du in der Freizeit?

Length of Unit: 3 weeks

Overview of Unit: Students will learn needed vocabulary to describe personal hobbies, interests and activities. Students will expand explanation of sport and hobbies by describing where and when these activities take place, needed equipment or body parts/injuries that are related. Students research cultural activities of the German speaking and analyze why these hobbies/sports may be different from our native culture. By end of unit students should be able to explain how to play a game.

Priority Standards for unit:

- (1.2) Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
 - Identify principal characters and main ideas in oral and written narratives in the target language.
 - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

Supporting Standards for unit:

- (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
 - Compare important historical and contemporary figures and events of the culture studied and their own culture.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
 - Summarize articles or short videos in the target language on topics being studied in other classes.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture

- Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
- Broaden understanding of contributions of target civilization to development of present-day information.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Share knowledge and skills from the target language with family and others in the school community.
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Explore hobbies, activities and topics of personal interest related to the target culture.
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
 - Identify careers where skills in another language or cultural understanding are needed.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.
- 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-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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
competencies previously introduced	Demonstrate	Remember and understand	1, 2
principal characters and main ideas in oral and written narratives in the target language	Identify	Understand	1, 2
comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding	Use	Apply	1, 2

Essential Questions:

1. How do you describe a hobby or sport interest with details such as equipment, scoring or points and location needs to play or do an activity?
2. How can you explain how to do this favorite activity or sport?
3. Why are Germans more into various sports or activities in comparisons to Americans?
4. How are Germany and America alike and/or different in terms of music interest?

Enduring Understanding/Big Ideas:

1. Students will describe a game/hobby or sport in terms of what you need, how you pay and how to improve. Vocabulary will include body parts, supplies, weather/season and need for others (team, partner, etc.).
2. Students will use body parts, equipment/supplies to explain how to play/do a specific hobby/interest. The use of imperative case/command form will be needed.
3. Students will research statistics to determine the most popular sports and free time activities of the German speaking world and then analyze and contrast these findings to their understanding of the American pastimes. Students may research famous Germans in athletics and activities such as Olympic and professional athletes or creators of equipment, etc. (Adidas, Porsche, Bach, Mozart, etc.)
4. Students will research and share findings on a famous/well known German person who influenced the genre of music (inventor, creator, composer, singer, producer) and use the information to expose class to a variety of music styles and/or instruments.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Sports Equipment & Instructions • Body Parts • Fine Arts - theater, music, art, dancing • Music Vocabulary - song, singer, group, CD, album, hit, concert • Instruments

Resources for Vocabulary Development: Quality Tools

Topic 1: Sports

Engaging Experience 1

Title: Instruction Speech - how to play...

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- Demonstrate competencies previously introduced
 - Identify principal characters and main ideas in oral and written narratives in the target language.
 - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

Supporting:

- (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
 - Compare important historical and contemporary figures and events of the culture studied and their own culture.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
 - Summarize articles or short videos in the target language on topics being studied in other classes.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - Broaden understanding of contributions of target civilization to development of present-day information.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Share knowledge and skills from the target language with family and others in the school community.

- Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Explore hobbies, activities and topics of personal interest related to the target culture.
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
 - Identify careers where skills in another language or cultural understanding are needed.

Detailed Description/Instructions: Students will each share in an instructional speech how to play a favorite game, sport or do a hobby. Information should include what is needed - equipment, body parts and basic time frame - in the winter, summer, in your house, etc., if appropriate. Speech in German - present tense, can combine some use of imperative commands or modals - you should, you can.... you may...

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: I'd Rather

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- Demonstrate competencies previously introduced
 - Identify principal characters and main ideas in oral and written narratives in the target language.
 - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

Supporting:

- (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
 - Compare important historical and contemporary figures and events of the culture studied and their own culture.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced

- Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
- Summarize articles or short videos in the target language on topics being studied in other classes.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - Broaden understanding of contributions of target civilization to development of present-day information
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Share knowledge and skills from the target language with family and others in the school community.
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Explore hobbies, activities and topics of personal interest related to the target culture.
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
 - Identify careers where skills in another language or cultural understanding are needed.

Detailed Description/Instructions: Student game sitting a circle or 2-3 smaller circles depending on class size. Student 1 begins and shares a sport, hobby or activity they like to do. The next student shares opinion of that sport or hobby and a preference to do something else. 3rd person gets to choose - which idea of the two do you like best and why - the 3rd student shares - I think we should...And shared what they'd rather do. Then the game starts over. Challenge - no one repeats the same sport or hobby throughout the circle. Can intensify the vocabulary by adding limits---in a specific season, a specific time of day, with a certain number of people, with certain equipment - such as with a ball, with no ball, with no electricity, with no equipment. Which limits the possible activity - a sport outside or in, a sport that has no ball - hockey---a game that needs a TV, a game that you run (tag).

Bloom's Levels: Remember, Understand, Apply

Webb's DOK: 1, 2

Topic 2: Fine Arts

Engaging Experience 1

Title: Fine Arts Performance Advertisement

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- Demonstrate competencies previously introduced
 - Identify principal characters and main ideas in oral and written narratives in the target language.
 - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

Supporting:

- (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
 - Compare important historical and contemporary figures and events of the culture studied and their own culture.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
 - Summarize articles or short videos in the target language on topics being studied in other classes.
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
 - Broaden understanding of contributions of target civilization to development of present-day information.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Share knowledge and skills from the target language with family and others in the school community.

- Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Explore hobbies, activities and topics of personal interest related to the target culture.
 - Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
 - Identify careers where skills in another language or cultural understanding are needed.
- 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-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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: Research on the internet of cultural events on a calendar offering - such as Hamburg, Bayreuth, Stuttgarter Ballett...Students find real events happening in a real German city and make a poster to advertise the event. Cost, date, time, length, type of music or art, or dance performed. The advertisements can be displayed and then used to prompt class discussion as to who would like to go to what and why.

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Topic 3: Grammar

Engaging Experience 1

Title: Injuries, Dative and Reflexive Case

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- Demonstrate competencies previously introduced
 - Identify principal characters and main ideas in oral and written narratives in the target language.
 - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

Supporting:

- (2.2) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Compare the most common objects and symbols used to represent the target culture and their own culture.
 - Compare important historical and contemporary figures and events of the culture studied and their own culture.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
- (3.2) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
- (5.1) Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Share knowledge and skills from the target language with family and others in the school community.
 - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- (5.2) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Explore hobbies, activities and topics of personal interest related to the target culture.

Detailed Description/Instructions: Have students report about injuries that often happen or have happened personally while playing a sport or doing various activities. Students can be prompted with specific vocabulary to ask what they have played, what they have injured, what they have broken playing sports. Teacher can chart body parts and various injuries and demonstrate the correct use of various verbs (tun weh, sich verletzen, sich verstauchen, etc) To show comprehension - a picture file/PowerPoint can be used for a visual prompt where class then writes sample sentences using the grammar point to show what has happened (picture of a boy playing soccer, then broken ankle. Students write: "The boy has broken his ankle.")

Bloom's Levels: Identify, Use

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.)

Favorite music genre and sample - A Presentation

Each student creates a presentation in the target language sharing their favorite music genre, a sample of the music and some background/biographical facts about the musician, group or composer...Personal reasons, why they like it, when they hear it, listen or go to see such music. Good vocabulary should include music genre, instruments, style, time period- when, as well as give visual and auditory samples. Class can be given response time to ask further questions in the language- about other hits, how many albums, how many #1 hits, etc. To further understanding and interact with the presenter.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Sports	Instruction Speech--how to play	Students will each share in an instructional speech how to play a favorite game, sport or do a hobby. Information should include what is needed - equipment, body parts and basic time frame - in the winter, summer, in your house...etc., if appropriate. Speech in German - present tense, can combine some use of imperative commands or modals - you should, you can...you may...	1-2 class periods
Sports	I'd Rather	Student game sitting a circle or 2- 3 smaller circles depending on class size. Student 1 begins and shares a sport, hobby or activity they like to do. The next student shares opinion of that sport or hobby and a preference to do something else. 3rd person gets to choose - which idea of the two do you like best and why - the 3rd student shares - I think we should...And shared what they'd rather do. Then the game starts over. Challenge - no one repeats the same sport or hobby throughout the circle. Can intensify the vocabulary by adding limits ---in a specific season, a specific time of day, with a certain number of people, with certain equipment - such as with a ball, with no ball, with no electricity, with no equipment. Which limits the possible activity - a sport outside or in, a sport that has no ball - hockey --- a game that needs a TV, a game that you run (tag).	1-2 class periods
Fine Arts	Fine Arts Performance Advertisement	Research on the internet of cultural events on a calendar offering - such as Hamburg, Bayreuth, Stuttgarter Ballett...Students find real events	1-2 class periods

		happening in a real German city and make a poster to advertise the event. Cost, date, time, length, type of music or art, or dance performed. The advertisements can be displayed and then used to prompt class discussion as to who would like to go to what and why.	
Grammar	Injuries, Dative, and Reflexive Case	Have students report about injuries that often happen or have happened personally while playing a sport or doing various activities. Students can be prompted with specific vocabulary to ask what they have played, what they have injured, what they have broken playing sports. Teacher can chart body parts and various injuries and demonstrate the correct use of various verbs (tun weh, sich verletzen, sich verstauchen, etc) To show comprehension - a picture file/PowerPoint can be used for a visual prompt where class then writes sample sentences using the grammar point to show what has happened (picture of a boy playing soccer, then broken ankle. Students write: "The boy has broken his ankle.")	1-2 class periods

Unit 5: Travel - Trips and Field Trips

Subject: German II

Grade: 9-12

Name of Unit: Wohin möchtest du reisen?

Length of Unit: 3 weeks

Overview of Unit: Students will learn about geography, travel and popular German destinations within the German speaking world and beyond. Unit will include what German students see and do on field trips and exchange programs, how they travel with school, family and friends to various cities, destinations and foreign lands. Students will learn about packing needs and tourist destinations (sites, hotels, monuments, etc.)

Priority Standards for unit:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Demonstrate competencies previously introduced
 - (1.1b) Use target language to acquire goods, services or information.
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.
 - (1.1d) Ask for repetition and repeat to ensure comprehension.

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) Demonstrate competencies previously introduced
 - (1.3b) Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
 - (1.3c) Write brief messages such as postcards, short letters or e-mails on very familiar topics.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 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-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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
competencies previously introduced	Demonstrate	Remember, Understand	1, 2
target language to acquire goods, services or information	Use	Apply	1, 2
information about personal events, memorable experiences and/or other topics	Exchange	Analyze, Create	2, 3
for repetition and repeat to ensure comprehension	Ask	Understand	1

Essential Questions:

1. How are German field trips and school travel opportunities similar and/or different from the U.S?
2. How are vacations similar and or different to American vacations and why?
3. How are transportation forms used in terms of daily travel compared to vacation travel?

Enduring Understanding/Big Ideas:

1. Students will learn about public transportation and class excursions both within a city as well as in foreign countries to conduct exchange programs. Topic should include learning about what is packed (backpacks for camping or hiking as well as overnight bags for youth hostels and hotel stays).
2. Students will learn about paid vacations from work, use of long vacation time for relaxation and rejuvenation and cultural differences to motives of vacation. Students will compare the need for rest and quiet time and sun and warmth in determining German vacation hot spots.
3. Students will learn to identify various forms of transportation used both within cities as well as means to reach destinations within Europe and the world beyond with general vocabulary.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Brochures, city guides • Field Trips - Ausflug, Austausch • hiking / camping • Reflexive Verbs • Transportation - Expansion • Travel Vocab - Expansion (key, seat, aisle) • Youth Hostel vs. Hotels, Pensions, etc.

Resources for Vocabulary Development: Quality Tools

Topic 1: Transportation

Engaging Experience 1

Title: Wie kommt man herum? How does one get around?

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Demonstrate competencies previously introduced
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.

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
 - (1.3c) Write brief messages such as postcards, short letters or e-mails on very familiar topics.
- 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-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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: City map research - Using online maps of various major German speaking cities, have students research various city layouts and chart the forms of transportation. Have student create a picture chart of size of cities, population, land space and report the forms of public transportation available. Chart should give vocabulary in German. Posters or visual aids should then be shared as a class to be sure students are familiar with various forms of transportation.

Bloom's Levels: Remember, Understand, Analyze and Create

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Paragraph writes

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Demonstrate competencies previously introduced
 - (1.1b) Use target language to acquire goods, services or information.
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.

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
 - (1.3c) Write brief messages such as postcards, short letters or e-mails on very familiar topics.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.

Detailed Description/Instructions: With posters in room showing European forms of transportation in cities, as well as knowledge of American use of transportation forms, have students share in short paragraphs in German when various forms of transportation are used. Simple present tense paragraphs can be proof-read by classmates and shared aloud. (i.e. “I take my car to get to the movie theater. A German boy can ride the city bus to get to school.”) Class should stop and evaluate if shared information seems accurate, or what other possibilities are available. (Point out the cultural difference of European options for transportation depending on the weather - the surroundings - whereas Americans typically turn to the private use of a car as the main option.)

Bloom’s Levels: Remember, Understand, Apply, Analyze, Create

Webb’s DOK: 1, 2, 3

Topic 2: Field Trips

Engaging Experience 1

Title: Wie sollen wir den Ausflug machen?

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Demonstrate competencies previously introduced
 - (1.1b) Use target language to acquire goods, services or information.
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.
 - (1.1d) Ask for repetition and repeat to ensure comprehension.

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
 - (1.3b) Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 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 research online German school web-sites and online school newspapers to find reports of various “Ausfluege” from high schools. After students gather some details and find a few fieldtrip reports, class can interview members to find out what was learned. A handout of guided questions can help students to report the forms of transportation used and the destination of field trips. Sample:

<http://www.trifelsgymnasium.de/schulleben/archive/Exkursionen.html> German exchange school in Annweiler shows the field trips and overnight exchanges per grade level and various trips.

Bloom’s Levels: Remember, Understand, Apply, Analyze, Create

Webb’s DOK: 1, 2, 3

Engaging Experience 2

Title: Wohin gehen wir als eine Klasse? (Where are we going as a class?)

Suggested Length of Time: 3 class periods (1 - 1 ½ for planning and 1 for presenting)

Standards Addressed

Priority:

- (1.1) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - (1.1a) Demonstrate competencies previously introduced
 - (1.1b) Use target language to acquire goods, services or information.
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.
 - (1.1d) Ask for repetition and repeat to ensure comprehension.

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
 - (1.3b) Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
- (3.1) Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 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 will suggest various field trips for us as American students in Park Hill and make proposals to the teacher for the class to vote upon. In groups, students make suggestions of field trips, discuss length of trip, best form of transportation and projected costs. Presentations should include key vocabulary in German visually - so class can follow, distance, cost and forms of transportation. Extras could include what students need to bring or have (umbrella, good shoes, money for lunch, etc.)

Bloom's Levels: Remember, Understand, Apply, Analyze, Create

Webb's DOK: 1, 2, 3

Topic 3: Family Travel

Engaging Experience 1

Title: Essay Write - Where have you been on vacation?

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) Demonstrate competencies previously introduced
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.

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
 - (1.3c) Write brief messages such as postcards, short letters or e-mails on very familiar topics.
- 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: Have students write an essay - 3-5 paragraphs, in German, sharing a travel destination they have had. Students need to include location, weather, activities, where they stayed and what they saw/did on the vacation. Step 1 - brain storm key vocabulary from various travel destinations in German. Short paragraph starts can be proofed by classmates to review needed vocabulary, sentence structure, etc. Teacher should input a review of verbs and the formation of the present perfect verb tense (introduced in German 1) - the use of transitive vs. intransitive verbs. Teacher should also review prepositions such as either/or prepositions with motion or location - to reminds students of the use of Accusative and Dative Cases with prepositional phrases. Papers should perhaps have staggered grade deadlines - 1 - outline, 2 - paragraph starts, 3 - rough draft and 4 final copy. Peer editing would be a useful tool to save time with spelling errors, word order and use of grammar.

Bloom's Levels: Remember, Understand, Analyze, Create

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Research Project Idea

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) Demonstrate competencies previously introduced
 - (1.1b) Use target language to acquire goods, services or information.
 - (1.1c) Exchange information about personal events, memorable experiences and/or other topics.

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
 - (1.3b) Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 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-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 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:

Research Project – German Cities German 2

1. Research 3 cities from city file in O drive. Spend 5 minutes each city - on web sites seeing pictures of the city, is there enough information for PowerPoint requirements?
2. Choose your top, 2nd and 3rd choice cities from the list by emailing me your city names today.
3. Start a file in your O drive of web sites, information and pictures you could use.

PowerPoint project – label 8 - 10 famous things/buildings; 5 roads – street names on a map, 1-2 hotels or youth hostels – by address, and cost per night for student, 1 – 2 restaurants or cafes to eat in – with address and location given. No requirement on

number of slides, but use the PowerPoint to guide your presentation by showing us the places, buildings, names, and locations – WITHOUT WRITING YOUR PRESENTATION ONTO THE SLIDES.

Presentation – 4 – 7 min. speech in German – pointing out where things lie, what you want to visit, see, photograph, where you would eat, shop or sleep. Why it's worth visiting, what you'd like to see, what some famous things are, where they are located. Do not read your slides to us – do not include full sentences on slides. Label and identify your material on the slides in German.

Possibilities:

Radio advertisement – 15 points possible. Convince people to visit your city on a vacation. Tell what you can do, see and visit, plus where you could either stay overnight or eat dinner. Include prices to sites, hotel or restaurant. 1 minute in length or more. (Use the formal command form) Record your radio advertisement on digital file, CD or cassette tape for Mrs. Williams to keep. In German, of course.

Travel Brochure – 15 points possible written in German, make a travel brochure selling your city as the best destination for travel. Be sure to include photos, prices, and names of places. (Use the formal command form) 1 8 ½ X 11 size paper, 3-fold. Information on all 6 sides, in German, with correct grammar. Use information from your research/PowerPoint to create.

Recipe from your city/region – 10 points possible on the day of presentations, bring a recipe to share with the class and a sample of the food to share with the class. Mention ingredients and type of dish it is. Ingredients and recipe should be in German. Students need to see the list of ingredients in German and English both to know what they are tasting, but talk can be in English.

Bloom's Levels: Remember, Understand, Apply, Analyze, Create

Webb's DOK: 1, 2, 3

Rubric: [See rubric loaded into Google Drive](#)

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)
Student presentation - dialog. In small groups, students share conversations in German in front of class discussing a trip - 1 - school field trip, 2 - family vacation, 3 visit to a famous historical city - German speaking...

Presentations should include key topics from unit such as - sites, weather, and places, visited, where they ate and what they enjoyed or did not enjoy.

Scenarios: A) talk between 2 - 3 friends who went on a class field trip. Like an interview - discussion - all went to same place, share different likes and dislikes - sharing what they saw, how much it cost and what they liked.

B) Family trip - group tells a relative (Grandma) about a recent family vacation. Group members can share in the same topics - what they visited, where they stayed, what they enjoyed or not. Grandma/relative role - prompt group members to share various topics as well as respond to opinions or share personal/own experience visiting that city/place.

C) A group plans a discussion that narrows down the decision of which historical city to visit. students choose 2 - 3 places - and present reasons behind why that city would be the best choice - including what to see, where to stay, cost, transportation...etc.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Transportation	Wie kommt man herum? How does one get around?	City map research - Using online maps of various major German speaking cities, have students research various city layouts and chart the forms of transportation. Have student create a picture chart of size of cities, population, land space and report the forms of public transportation available. Chart should give vocabulary in German. Posters or visual aids should then be shared as a class to be sure students are familiar with various forms of transportation.	2 class periods
Transportation	Paragraph Writes	With posters in room showing European forms of transportation in cities, as well as knowledge of American use of transportation forms, have students share in short paragraphs in German when various forms of transportation are used. Simple present tense paragraphs can be proof-read by classmates and shared aloud (i.e. "I take my car to get to the movie theater. A German boy can ride the city bus to get to school."). Class should stop and evaluate if shared information seems accurate, or what other possibilities are available. (Point out the cultural difference of European options for transportation depending on the weather - the surroundings - whereas Americans typically turn to the private use of a car as the main option.)	45 minutes
Field Trips	Wie sollen wir den Ausflug machen?	Students research online German school websites and online school newspapers to find reports of various "Ausfluege" from high	1-2 class periods

		schools. After students gather some details and find a few fieldtrip reports, class can interview members to find out what was learned. A handout of guided questions can help students to report the forms of transportation used and the destination of field trips. Sample: http://www.trifelsgymnasium.de/schulleben/archive/Exkursionen.html German exchange school in Annweiler shows the field trips and overnight exchanges per grade level and various trips.	
Field Trips	Wohin gehen wir als eine Klasse?	Students will suggest various field trips for us as American students in Park Hill and make proposals to the teacher for the class to vote upon. In groups, students make suggestions of field trips, discuss length of trip, best form of transportation and projected costs. Presentations should include key vocabulary in German visually - so class can follow, distance, cost and forms of transportation. Extras could include what students need to bring or have (umbrella, good shoes, money for lunch, etc.)	3 class periods
Family Travel	Essay Write-- Where have you been on vacation?	Have students write an essay - 3-5 paragraphs, in German, sharing a travel destination they have had. Students need to include location, weather, activities, where they stayed and what they saw/did on the vacation. Step 1 - brain storm key vocabulary from various travel destinations in German. Short paragraph starts can be proofed by classmates to review needed vocabulary, sentence structure, etc. Teacher should input a review of verbs and the formation of the present perfect verb tense (introduced in German 1) - the use of transitive vs. intransitive verbs. Teacher should also review prepositions such as either/or prepositions with motion or location - to	3-4 class periods

		reminds students of the use of Accusative and Dative Cases with prepositional phrases. Papers should perhaps have staggered grade deadlines - 1 - outline, 2 - paragraph starts, 3 - rough draft and 4 final copy. Peer editing would be a useful tool to save time with spelling errors, word order and use of grammar.	
Family Travel	Research project	Complete project about cities in Germany	3-4 class periods

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

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.