

<b>German 2</b>	
<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
<i>German 2</i>	<i>2 terms / 1 semester</i>
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
<i>9-12</i>	<i>6/2023</i>
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
<i>German 1</i>	<i>6/2023</i>
<b>PRIMARY RESOURCE if applicable</b>	
<b>DESIRED RESULTS</b>	
<b>COURSE DESCRIPTION AND PURPOSE</b>	
<p>German 2: A year study of the language through reading, writing, listening, and speaking. Students will develop survival speaking skills and a good overall knowledge of German life after completing this course. German is spoken by the teacher and the students.</p>	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	How do I express myself with details?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	What does it mean to be globally diverse?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	How do I explore what I have to become what's next?
Culture and language are inseparable; they influence and reflect each other.	How do I understand what's going on?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	
<b>PRIORITY STANDARDS</b>	
<i>Students will know and be able to...</i>	
<p>Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</p>	
<p>Standard 2 Interpersonal Communication: Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</p>	
<p>Standard 3 Presentational Communication: Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</p>	
<b>SUPPORTING STANDARDS</b>	
<i>Students will know and be able to...</i>	
<p>Standard 4 Intercultural Communication Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</p>	
<p>Standard 5 Global Competence and Community Engagement Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions</i> within their local and global communities.</p>	

Unit 1: Willkommen Zurück		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do I express myself with details? What does it mean to be globally diverse?	Welcome Back	Novice low  <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
How do I explore what I have to become what's next?		<a href="#">Interpersonal Speaking</a>
How does reading expand my German knowledge?		<a href="#">Interpersonal Writing</a>
		<a href="#">Interpretive</a>
		<a href="#">Presentational Speaking</a>
		<a href="#">Presentational Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> , from diverse communities and contexts.	Students demonstrate their understanding of hobbies in the short film on Yodeling from <i>Sendung mit der Maus</i> with a listening comprehension guide.
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	Students demonstrate their understanding of the stories <i>Arme Anna</i> and <i>Wilhelm Tell</i> with comics, timelines, and comprehension guides.
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Students can hear/read Swiss German and translate key vocabulary words into Hochdeutsch when it follows patterns from class.
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</i>	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can discuss basic biographical information about themselves and others through interviews and information-gap activities. They can also spontaneously summarize this information from a profile about another person including their hobbies, family, likes/dislikes.  <a href="#">Oral exam and rubric</a>
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can introduce themselves to classmates in information-gap activities and interviews.
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can discuss their preferred activities for a day trip in Switzerland by stating what they would like to do from a list of options and why.
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</i>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i>	Students can introduce themselves to a pen pal in Germany by writing a letter about themselves including their name, age, hobbies, family, and likes/dislikes.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument.</i>	Students can present their preferred activities for a day trip in Switzerland by stating what they would like to do from a list of options and why in an infographic.
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	Students can tell a story in a 3-frame comic with narration.
SUPPORTING STANDARDS AND LEARNING TARGETS		

<p><b>Standard 4: Intercultural Communication (IC)</b>—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</p>	<p><i>4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.</i></p>	<p>Students can explain three differences between life in Germany and in Switzerland using the target language.</p>
<p><b>Standard 5: Global Competence and Community Engagement (GCE)</b>—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</p>	<p><i>5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</i></p>	<p>Students can describe two ways that Swiss immigrants impacted Wisconsin.</p>
<p><i>Students will be able to...</i>  <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b></p>		
<p><i>Students will know...</i>  <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b>  <i>(i.e.-Vocabulary , Grammatical Structures),                  Syntax)</i></p>	<p><i>Teachers will engage learners in the 3 modes and provide feedback with...</i>  <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b></p>	
<p>ask and answer basic questions in the present tense</p>	<p>present tense verbs</p>	<p>The legend of Wilhelm Tell</p>
<p>describe other people's families, likes and dislikes</p>	<p>inverted word order</p>	<p>Easy German: Swiss German vs. High German</p>
<p>describe daily life in Switzerland</p>	<p>"Power Verbs": es gibt, mögen, wollen, sein, haben</p>	<p>Various short readings from Klett</p>
<p>ask for help when they don't understand something</p>	<p>Patterns in variation between Swiss German and High German (k &gt; kx, more umlauts, n deletion, -li, variation in terms for food, numbers, and animals)</p>	
<p>write a letter to a German penpal introducing themselves in German</p>		<p><a href="#">Presentational Writing Rubric</a></p>
<p>retell a simple story with pictures and text using only German</p>		<p><a href="#">Oral Exam rubric for Presentational Speaking</a></p>

Unit 2: zu Hause helfen		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do I express myself with details? What does it mean to be globally diverse?	helping at home	Novice low Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.
How do I explore what I have to become what's next? How does reading expand my German knowledge?		<a href="#">Interpersonal Speaking</a> <a href="#">Interpersonal Writing</a> <a href="#">Interpretive</a> <a href="#">Presentational Speaking</a> <a href="#">Presentational Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic informational texts from diverse communities and contexts.	Students can navigate a furniture and housewares website in German to find furnishings for their home.
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	Students can read the lyrics to the song <i>Immer in der Küche</i> and demonstrate understanding by drawing a picture of the mansion. Students also demonstrate their reading comprehension by matching the narration of Cinderella to images from the German movie.
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	Students can summarize information about recycling in Germany as presented in the Easy German video in three sentences.
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	<a href="#">questions about their chores in an oral exam, such as describing the chores they do and when they do them.</a>
	2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can describe their chores and homes in an information-gap activity.
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can describe their dream homes, including the rooms of the house and its furnishings.
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	Students can describe their chores and homes using 3-4 short sentences.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	Students can describe the chores that they like and don't like to do. They can also describe furniture that they like or dislike.
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	Students can describe their dream homes, including the rooms of the house and its furnishings.
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <i>investigate, explain, and reflect on the relationship between cultural practices and perspectives</i> .	Students can explain the recycling system in Germany and times that are culturally appropriate/inappropriate for mowing the lawn or doing home repairs.
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can <i>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community</i> .	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
talk about chores	modal verbs	Easy German: recycling in Germany
say what they must do, have to do and should do	inverted word order	concentric circles, interviews, information gap activities
talk about when they do specific chores	Chore vocabulary: aufräumen, den Boden fegen/wischen, den Tisch decken, den Staub saugen, die Geschirr spülen, die Toilette spülen, die Fenster putzen, den Rasen mähen, die Wäsche waschen, den Müll sortieren	
tell which chores they never do	Furniture	<a href="#">Zu Hause Helfen</a> <a href="#">Mein Traumhaus Project</a>
describe their house	Rooms of the house	

tell what they have in their room	Differences between chores in Germany and the U.S., for example, Germany has laws about when people are allowed to mow the lawn and when it is not allowed, the German garbage/waste system & recycling, how Germans make their beds and clean the toilet	
describe their dream home		

<i>Unit 4: Um die Stadt</i>		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do I express myself with details? What does it mean to be globally diverse?	The city and the activities you do/did in it	<i>Novice low</i>
		<i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
How do I explore what I have to become what's next?		<a href="#"><i>Interpersonal Speaking</i></a>
How does reading expand my German knowledge?		<a href="#"><i>Interpersonal Writing</i></a>
		<a href="#"><i>Interpretive</i></a> <a href="#"><i>Presentational Speaking</i></a> <a href="#"><i>Presentational Writing</i></a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	Students can read a subway map in Berlin and navigate Berlin's public transportation system website. Students can also navigate the German Rail <i>Deutsche Bahn</i> website and find routes, connections, times, and prices.
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	Students can summarize the locations in the song <i>Durch den Monsun</i> by Tokio Hotel by drawing pictures of the lyrics.
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Students can understand directions around the city as presented in Easy German.
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can describe locations in a city and what there is to do there with a partner in this oral exam prompt: Pretend you are making plans for the weekend. You and your partner are going to the city. What will you visit there? What will you do at those locations? Ask for help with directions.
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can give directions to a location on a map.

	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can state where they want to go in a city and what they want to do there. Students can also summarize what they think is interesting to do in a variety of German cities.
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	Students will be tourguides presenting a city at a travel fair. In their presentations, students show where their selected city is on a map and describe three locations in the city including what to do there, how much the entry costs, and when it is open.
<b>SUPPORTING STANDARDS AND LEARNING TARGETS</b>		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <i>investigate, explain, and reflect on the relationship between cultural practices and perspectives</i> .	Students can explain how to use public transportation in Germany and Berlin. Students can also explain three factors that make Berlin the most historically significant city in Germany.
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can <i>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community</i> .	
<b>Stage 3: PLAN LEARNING EXPERIENCES</b>		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to..</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
Describe what amenities a city has	<a href="#">Vocabulary</a>	
describe attractions in a city	Recognize German signs for an apothecary, savings bank, subway, trolley, train station	Song: Durch den Monsun by Tokio Hotel

Students can describe what they did in a city (went to the movies, went to a restaurant, ordered a pizza, looked for a parking spot...)	<u>Conversational Past Tense</u>	Berlin video with Rick Steves
Students can give and follow directions to attractions in a city	Accusative Case	Famous places in Munich
Students can read/ understand cultural symbols for attractions in a city (such as signs for an apothecary, subway, street car, bus stop, or Sparkasse)	<u>Prepositions that mean 'to': auf, in, zu</u>	Famous places in Berlin
Students can navigate public transportation: follow a subway map, give directions on how to reach a location with the subway, buy tickets	Wo vs. wohin	Riding a Subway and the train (Easy German videos, BVG website)
	Contractions with 'in': ins, im	group project: create a city map with directions, navigate other groups' maps and directions
		presentation on a German speaking city
		presentation on a landmark in Berlin



<i>Unit 4: Geschenke schenken</i>		
<b>STAGE 1: DESIRED UNIT RESULTS</b> <i>What will students understand as a result of the unit?</i>	<b>STAGE 2: ASSESSMENT EVIDENCE</b> <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>	
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do I express myself with details?	Gift giving	Novice low
What does it mean to be globally diverse?		<i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
How do I explore what I have to become what's next?		<a href="#"><u>Interpersonal Speaking</u></a>
How does reading expand my German knowledge?		<a href="#"><u>Interpersonal Writing</u></a>
		<a href="#"><u>Interpretive</u></a>
		<a href="#"><u>Presentational Speaking</u></a> <a href="#"><u>Presentational Writing</u></a>
PRIORITY STANDARDS & LEARNING TARGETS		<b>Summative- Integrated Performance Assessment Tasks by Mode</b> <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic informational texts</i> from diverse communities and contexts.	Students can read invitations to parties/events and summarize key information about when the party/event is, where it is, and how to register/RSVP.
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.	Students can summarize the main events, problems, and solutions to the story of <i>Trudes Tier: Das Geschenk</i> with a comprehension guide.
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.	Students can summarize the main events, problems, and solutions to the story of <i>Trudes Tier: Das Geschenk</i> with a comprehension guide.
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can plan a birthday party for a friend with a partner in this oral exam prompt: Pretend that it is your friend's birthday. With your partner, plan a party. What day and time is the party? What will you give your friend? What gifts are good ideas? Bad ideas? Why are they good or bad ideas?

	<p>2.b I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.</p>	<p>Students can describe what makes a good gift and whom they will give a present to in an information gap activity.</p>
	<p>2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.</p>	<p>Students can ask a partner for advice about what to give a friend/ give advice to a friend who needs gift ideas.</p>
<p><b>Standard 3: Presentational Communication (PS)</b>—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</p>	<p>3.a I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i>.</p>	<p>Students can describe what makes a good gift and whom they will give a present to in a paragraph.</p>
	<p>3.b I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i>.</p>	<p>Students can describe their wishlist and why they want each item in a paragraph.</p>
	<p>3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i>.</p>	<p>Students can express which gifts they will give to friends and family members and explain why it is a good gift for that person.</p>
<p><b>SUPPORTING STANDARDS AND LEARNING TARGETS</b></p>		
<p><b>Standard 4: Intercultural Communication (IC)</b>—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</p>	<p>4.b I can <i>investigate, explain, and reflect on the relationship between cultural practices and perspectives</i>.</p>	<p>Students can explain the traditions of Richtfest, hostess gifts, and contrast German birthday and wedding traditions/practices with American traditions/practices.</p>
<p><b>Standard 5: Global Competence and Community Engagement (GCE)</b>—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</p>	<p>5.e I can <i>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community</i>.</p>	
<p><b>Stage 3: PLAN LEARNING EXPERIENCES</b>  <i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i></p>		
<p>Students will be able to..  <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b></p>	<p>Students will know..  <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b>  <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i></p>	<p>Teachers will engage learners in the 3 modes and provide feedback with..  <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b></p>

Tell which gifts they are giving to whom	<a href="#">Unit vocabulary</a>	Birthday Party reading from Deutsch Aktuell
Explain why they are giving a gift	Dative Case vs. Accusative and Nominative Cases	Komm gib mir deine Hand by The Beatles
Invite someone to a party including the date, time, reason for the party, and what to bring along	<u>Verbs: geben, schenken</u>	Birthday song: Wie schön, dass du geboren bist
Describe birthday traditions in their family	subordinate conjunctions: weil, wenn, dass	Assessments: weekly writing, vocab quiz, oral exam
Describe gift giving in Germany (Mitbringsel, Blumen schenken, presentation)	Birthday traditions in Germany	<a href="#">German City Presentation</a>
		<a href="#">Interpersonal Speaking Rubric</a>
		<a href="#">Presentational Writing Rubric</a>
	Wedding traditions in Germany	
	continued practice of verbs in conversation past tense	
	new separable prefix verbs: aufmachen, einladen, anrufen, einkaufen, vorschlagen, stattfinden	

Unit 5: Ich bin krank		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do I express myself with details? What does it mean to be globally diverse?	Health and the Body	<i>Novice low- Novice Mid</i> <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
How do I explore what I have to become what's next? How does reading expand my German knowledge?		<a href="#">Interpersonal Speaking</a> <a href="#">Interpersonal Writing</a> <a href="#">Interpretive</a> <a href="#">Presentational Speaking</a> <a href="#">Presentational Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	Students can read a doctor's business profile and describe what kind of practice it is and the services they can receive here (for example, "This is a dentist's office. They can help with teeth for children and adults.")
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	Students can summarize the main events, problems, and solutions to the story of <i>Trudes Tier: Niesen</i> with a comprehension guide.
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Students can summarize the main events, problems, and solutions to the story of <i>Trudes Tier: Niesen</i> with a comprehension guide.
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas about relevant issues and diverse topics</u> in linguistically and culturally responsive interactions.	Students can describe their ailments to a doctor or pharmacists and ask for advice. Students can describe a monster and/or a person's facial features to a partner and draw what they hear.
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can describe a variety of health problems to a doctor or pharmacists. Students can also ask a friend about their daily routine.
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can offer suggestions to a patient's symptoms, such as suggesting rest, medication, or hygiene options in an information gap activity or interview.
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</i>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i>	Students can present their daily routine in an infographic.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument.</i>	Students can offer suggestions to a patient's symptoms, such as suggesting rest, medication, or hygiene options in a paragraph.
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	Students can describe what they do when they are sick in a paragraph.
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</i>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</i>	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
describe a monster to a partner by talking about its body parts and where they are located on its body	<a href="#">Unit Vocabulary</a>	German health care system (Easy German video on YouTube)
describe ailments and suggest treatments using a variety of lexical and grammatical forms	Dative pronouns	Apothecary vs. Doctor
discuss differences between health care in Germany and the U.S.	Reflexive verbs in accusative and dative case	Selected episodes of Extr@ on YouTube
describe unique facial features of a person (scar, braces, freckles, moles...)		weekly writing, and vocabulary & grammar quizzes
		"Wanted" posters
		Describing pictures of monsters to a partner and who draws what they hear

Unit 6: Fußball Fieber		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do I express myself with details? What does it mean to be globally diverse?	Soccer in Germany	Novice low- Novice Mid <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
How do I explore what I have to become what's next? How does reading expand my German knowledge?		<a href="#">Interpersonal Speaking</a> <a href="#">Interpersonal Writing</a> <a href="#">Interpretive</a> <a href="#">Presentational Speaking</a> <a href="#">Presentational Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	Students can understand profiles of German soccer players from the Deutsche National Mannschaft website and Bundesliga team websites, as demonstrated by their comprehension guide responses. Students can also find information about a soccer game, including who played, where the game was played, the final score, and who won/lost in an interview/ information gap activity.
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Students can understand the main conflicts and resolutions of conversations in the movie <i>Das Wunder von Bern</i> .
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can exchange information about a soccer game, including who played, where the game was played, the final score, and who won/lost in an interview/ information gap activity.
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can describe soccer players and game results in a short conversation.
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can express whether they like or dislike a team and why.
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to <i>inform, explain, persuade, and narrate</i> for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	Students can describe their favorite sports team and explain why they like this team the best.
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	Students can write a short biography of an athlete
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives</u> .	Students can describe the Ruhrgebiet and its role in the Wirtschaftswunder/ Post WW2 Germany. Students can also explain the organization of the Bundesliga and how teams change each year.
<b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions</i> within their local and global communities.	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community</u> .	
Stage 3: PLAN LEARNING EXPERIENCES <i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	Students will know... <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
describe a soccer game (who's playing where, what's the score)	<a href="#">Unit Vocabulary</a>	Dortmund and the BVB
read and write a short biography of an athlete	continued practice of conversational past tense	<a href="#">Bundesligen readings</a>
describe the plot and characters in a German movie		Websites for Fußball Mannschaften
describe the Ruhrgebiet and explain its role in the Wirtschaftswunder/ Post WW2 Germany		Extr@ episode (Weltmeisterschaft)
		Movie: <i>Das Wunder von Bern</i>
		<a href="#">Profiles for famous soccer players</a>

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Standard 1 Interpretive Communication:</b> Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	x	x	x	x	x	x
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	x	x	x	x	x	x
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	x	x	x	x	x	x
<b>Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</b>	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	x	x	x	x	x	x
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	x	x	x	x	x	x
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	x	x	x	x	x	x
<b>Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</b>	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	x	x	x	x	x	x
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	x	x	x	x	x	x
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	x	x	x	x	x	x