

German 1	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>World Language: German</i>	2 terms (HS) 1 year (MS--every other day 7th and every other day 8th)
GRADE LEVEL	DATE LAST REVIEWED
7/12	6/2023
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
	6/2023
PRIMARY RESOURCE if applicable	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<i>An introductory study of the language through reading, writing, listening and speaking. Students will learn about the German culture. The target language is used as much as possible.</i>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<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.	
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	How do I express myself?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	What does it mean to be globally diverse?
Culture and language are inseparable; they influence and reflect each other.	How do I explore what I have to become what's next?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	How do I understand what's going on?
PRIORITY STANDARDS	
<i>Students will know and be able to...</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.	
<b>Standard 2 Interpersonal Communication:</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.	
<b>Standard 3 Presentational Communication:</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.	
SUPPORTING STANDARDS	
<i>Students will know and be able to...</i>	
<b>Standard 4 Intercultural Communication</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.	
<b>Standard 5 Global Competence and Community Engagement</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.	

UNIT 1		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Vorsprung	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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. 1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts. 1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	test that included listening and reading section  WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations
<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. 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. 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.	Write about yourself using simple sentence structure including name, how you are feeling and where you live.  WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
<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 describe their lives, experiences, and events. 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.  WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
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</u> on the relationship between cultural practices and perspectives.	Show understanding of 'du' vs 'Sie' form  WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<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</i> with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect</u> on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
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>
Use pictures of people and give them names & tell about their feelings	Cognates ABC	Ich heiÙe Video cognates worksheet
toss tennis balls to introduce yourself and others	greetings - hello & good bye - formal and informal introduce yourself and others	taking notes spelling words
	talk about feelings	Fill in MFG lyrics
	say where you and others live	listening practice
	learn basic classroom objects	test that includes listening, reading and writing

	days of the week and months	read the next letter in the list
	classroom phrases	speed read
		flashcards
		quia
		<a href="#">ABC book</a>

UNIT 2		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Du und Ich / You and me	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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 interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	test that included listening and reading section  WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to 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.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Write about someone using simple sentence structure  WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
<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 present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.  WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
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 investigate, explain, and reflect on the relationship between cultural practices and perspectives.	Write about how numbers are different WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<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 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.	
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
battleship	numbers	go over dates, time often
Larsspiel	age	practice spelling on clocks
fast reading	birthdays: months, dates	listening activities
what is the next number	time: sechs Uhr dreissig	pixel picture
hodgi Podgi	nationality/ place of origin (countries)	Flashcard sentence practice
question, question, pass		horse races

Describe self and classmates including age, birthday, and nationality		songs to sing and learn from
read and recite a telephone number		
Fill out a form (such as for an appointment) with their personal information		
Read and recite the time		
Write down information, such as a telephone number or the time, when it is recited or stated in a short conversation		

UNIT 3		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Meine Familie - my family	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.  <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. test that included listening and reading section</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.	WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to 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.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Write about someone using simple sentence structure  WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
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.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Write about 5 people/pets in your life.  WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.  WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—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 investigate, explain, and reflect on the relationship between cultural practices and perspectives.	
Standard 5: Global Competence and Community Engagement (GCE)—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 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.	
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 family members/people	Family members/friends	Larsspiel
listen to and read a short description of a person and match it to the correct person	possessives	questions, question, pass

read a sentence about a person or animal and add more details (such as <i>Er hat blonde Haare &gt; Er hat blonde Haare und braune Augen</i> )	character adjectives	guess who
	describing how someone looks	Flashcard sentence practice
	expanding sentences	horse races
	pets	song to sing and learn from
	forms of haben	<a href="#">Meine Familie</a>

UNIT 4		
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? How do I explore what I have to become what's next? How do I understand what is going on?	die Tiere - Animals	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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. 1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts. 1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	<i>test that included listening and writing section</i>  WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.
<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. 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. 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.	
<b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present</i> information, concepts, and ideas 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> . 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	<i>write a Bobo story</i>  WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
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</u> on the relationship between cultural practices and perspectives.	
<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</u> on my use of language and intercultural skills to <i>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>		
<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>
talk about animals with arms	animals	songs to sing and learn from
describe animals including their shape, color, and characteristics (dangerous, friendly, lazy...)	colors	listening activities
read a story aloud with fluency		practice animal genders
		using a dictionary page
		color and label a flower
		Bobo im Zoo story and cartoon
		write a postcard home
		Meine Alte Dame story and activities



		pixel picture
		horse races
		matching animals pictures with German words
		create a zoo and label the animals
		write a children's book about going to the zoo
		<a href="#">Bobo im Zoo</a>

UNIT 5		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	meine Umgebung - my surroundings	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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.	test that included listening, reading, and writing section  WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts. WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	
<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.	
	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.	
	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.	
<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> .	writing section on traditional test  WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.
	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> .	
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 <u>investigate, explain, and reflect on the relationship</u> between cultural practices and perspectives.	culture section on test- compare and contrast German homes  WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
	<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.	
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.e.-Vocabulary, Grammatical Structures), Syntax)	Teachers will engage learners in the 3 modes and provide feedback with... <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
Larsspiel	types of houses	songs to sing and learn from
questions, question, pass	locations to live	listening activities
talk about your home	rooms in a home	write about a sample home
	describing rooms/homes "ich finde + adjective"	read about Herr Clarks house and draw it
	using 'es gibt' - There is/are	watch a video on homes in Germany
		read ads about air b&bs in Germany
		matching rooms in a home

		watching house hunters and comment
		horse races

UNIT 6		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Meine Sache - my things	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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. 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.	test that included listening, reading, and writing section  WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IP.2.c.n2 Express one's own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. WL.PS.3.b.n3 Express preferences on familiar and everyday topics of Das Haus Meiner Träume
<b>Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to 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.</b>	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions. 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. 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.	WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. W L.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
<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 describe their lives, experiences, and events. 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	Golidilocks Projekt - write the story WL.IP.2.c.n2 Express one's own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)—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.</b>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	culture section on test on closets and furniture in Germany WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<b>Standard 5: Global Competence and Community Engagement (GCE)—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.</b>	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...	Students will know...	Teachers will engage learners in the 3 modes and provide feedback with...
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Larsspiel	items in a home by room	songs to sing and learn from
questions, question, pass	decribe items in room "Ich finde + adjective"	listening activities
describe mouse house	using pronouns for 'it'	write about a room
talk about where things are located	dative 2 way prepositions	label picture with prepositios create a picture, label household items, write sentences about where things are located

		label items at home
		go shopping at a German store and learn cognates
		practice writing sentences with prepositions around room
		horse races
		storytelling - probier es mal
		<a href="#">Goldilocks</a>
		<a href="#">Haus meiner Traeume</a>

UNIT 7		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Klamotten - clothing	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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 interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	test that included listening and reading  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to 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.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Modeschau  WL.IP.2.c.n2 Express one's own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
<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 present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	writing section on test  WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
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 investigate, explain, and reflect on the relationship between cultural practices and perspectives.	culture section on test on German fashion, exchange rate and sizes  WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life.
<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 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.	
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>
talk about teacher bitmogjis	clothing items	songs to sing and learn from
talk about their clohing	describing clothing using 'too'	listening activities
Talk about who wore it better/ stars wearing different outfits	using different sentence structure to describe clothing	matching clothing items to German words
	use many different verbs to talk about clothing	go shopping at a German clothing store and practice exchange rate
	store dialogue	using a dictionary
	prices	reading activities & comprehension questions

	accusative case	listen to "die Neue Schuhe" story
	modal verbs: möchten, mögen, wollen	color dolls clothing based on description
	separable prefix verbs: an-, aus-, umziehen, anprobieren, aussehen	horse races
		<a href="#">Modeschau</a>

UNIT 8		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Schönes Wochenende - nice weekend (hobbies)	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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. 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.	test that included listening and reading  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts
<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. 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. 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.	
<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</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 describe their lives, experiences, and events. 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	writing section on test  WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time. WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentence WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the times most of the time.
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>	culture section on test on German freetime activities  WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<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>		
Students will be able to...	Students will know...	Teachers will engage learners in the 3 modes and provide feedback with...
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
larsspiel	sports, games, instruments	songs to sing and learn from
talk about hobbies and when they do them and what they think of them	gern, lieber, am liebsten, nicht gern	listening activities
	free time activities	pixel picture
	time expressions	reading and answering questions
	verb position	learn about others activities with Roboter project



	describing activities	battleship
		Margaretes Trampolin commercial
		cultural readings, videos and questions
		horse races
		random picker to learn sentence structure
		matching
		organizing irregular and regular verbs

UNIT 9		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	zu Hause helfen - helping at home (chores)	Novice Low  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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 interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	test that included listening and reading  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to 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.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
<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 present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	writing section on test  WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time. WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentence WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the times most of the time.
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 investigate, explain, and reflect on the relationship between cultural practices and perspectives.	culture section on test on sorting garbage  WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<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 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.	
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>
larsspiel	Chores	songs to sing and learn from
talk about chores and when they do them and what they think of them	separable verbs	listening activities
	time expressions	pixel pictures
	time (with the half, before & after)	reading and answering questions
	modal verbs	doing chores at home
	reviewing numbers	understanding nouns and verbs by mixing up chores

		practice writing time
		random picture to learn sentence structure
		horse races
		listen to schlechte Frau story to learn modal verbs
		matching

UNIT 10		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Schule muss sein - School	Novice Low- Novice Mid  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.  <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. 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.	test that included listening and reading  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts.
<b>Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to 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.</b>	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions. 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. 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.	Stundenplan Projekt WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time. WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time
<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 describe their lives, experiences, and events. 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	writing section on test  WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time. WL.PS.3.b.n3 Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.
SUPPORTING STANDARDS AND LEARNING TARGETS		
<b>Standard 4: Intercultural Communication (IC)—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.</b>	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	culture section on test on German school system WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<b>Standard 5: Global Competence and Community Engagement (GCE)—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.</b>	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.e.-Vocabulary , Grammatical Structures), Syntax)	Teachers will engage learners in the 3 modes and provide feedback with... <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
larsspiel	classes	songs to sing and learn from
talk about chores and when they do them and what they think of them	describing classes and teachers sequencing words	listening activities reading and answering questions
	because (weil/denn)	write an appreciation card to favorite teacher
	culture of school system	listen to Lieblingsfach lesen
	school grades	matching

		horse races
		<a href="#">Stundenplan</a>

UNIT 11		
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? How do I explore what I have to become what's next? How do I understand what is going on?	Das ist Perfekt - conversational past tense	Novice Low- Novice Mid  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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. 1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts. 1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	test that included listening and reading  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts.
<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. 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. 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.	Eine enttäuschende Verabredung! Projekt  WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time. WL.IT.1.b.n3 Identify the topic and some isolated elements from simple sentences in short fictional texts
<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 describe their lives, experiences, and events. 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	writing section on test  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations  WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time.
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 investigate, explain, and reflect on the relationship between cultural practices and perspectives.	
<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 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.	
Stage 3: PLAN LEARNING EXPERIENCES		
A brief summary of the key learning activities: How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		
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... <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
larsspiel talk about what did yesterday/on weekend	past tense forms of known verbs both strong & weak Präteritum of sein	songs to sing and learn from listening activities pixel art horse races <a href="#">Verabredung</a>

UNIT 12		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	reisen - traveling	Novice Low- Novice Mid  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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.	test that included listening and reading  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts.
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	
<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.	Ein wochende Ohne Eltern Projekt  WL.IP.2.b.n2 Express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time. WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
	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.	
	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.	
<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 describe their lives, experiences, and events.	writing section on test  WL.PS.3.a.n3 Present personal information about life and activities, using simple sentences most of the time. WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	
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</u> on the relationship between cultural practices and perspectives.	culture section on transportation in Germany WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<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</i> with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect</u> on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
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>
larsspiel	transportation to get somewhere	songs to sing and learn from
talk about where you would like to go	dative 'mit'	listening activities
talk about favorite places	phrases of places to go and things to do there	reading and answering questions
discuss traffic	words order (time, manner, place)	horse races
	man kann word order	places in a city pixel art
		draw and label a city

		practice writing sentences
		use google maps to discover a German city
		matching
		sentence order practice
		<a href="#">Wochenende ohne Eltern</a>



UNIT 13		
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? What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Wie komme ich dort? - How do I get there?	Novice Low- Novice Mid  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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 interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	test that included listening and reading  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts.
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to 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.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Bitte, wo ist projekt  WL.IT.1.c.n3 Demonstrate understanding of familiar questions and statements from simple sentences in conversations WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
<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 present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	writing section on test  WL.IP.2.a.n3 Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. WL.PS.3.c.n3 Present on familiar and everyday topics using simple sentences most of the time.
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 investigate, explain, and reflect on the relationship between cultural practices and perspectives.	culture section on city layout WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<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 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.	
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>
larsspiel	Places in a city with genders (not 'to' phrases)	songs to sing and learn from
give directions using different maps	4 types of command forms	listening activities
talk about favorite places	3 different ways to ask how to get somewhere	reading and answering questions
	directions	horse races
	zu + dative	write directions using different maps
		battleship

		command form practice
		<a href="#">Wo ist Projekt</a>

UNIT 14		
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:
What does it mean to be globally diverse? How do I explore what I have to become what's next? How do I understand what is going on?	Deutsch sprechende Länder - German speaking countries	Novice Low- Novice Mid  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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 interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts. 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	test that included reading  WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life. WL.IT.1.a.n3 Identify the topic and some isolated facts from simple sentences in informational texts.
<b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to 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.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions. 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
<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 present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events. 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument. 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	
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 investigate, explain, and reflect on the relationship between cultural practices and perspectives.	Willkommen In Deutschland Projekt & culture section on test  WL.IC.4.a.n+ Identify, in my own and other cultures, some typical products related to familiar everyday life. WL.IC.4.b.n+ Identify some typical practices, in my own and other cultures, related to familiar everyday life.
<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 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.	
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>		
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
larsspiel	Learn how to draw a mental map of the German speaking countries	songs to sing and learn from
favorite countries		reading and answering questions
describe countries	Learn about the Eu	horse races
	See countries names in German	<a href="#">Deutschsprachige Laender</a>
	German currency	
	German trivia	

UNIT 15		
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? How do explore what I have to become what's next?	Dracula - read a short story	Novice Low- Novice Mid  Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. <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. 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.	<i>test that included listening and reading</i>  WL.IT.1.b.n3 <i>Identify the topic and some isolated elements from simple sentences in short fictional texts</i>  WL.IT.1.c.i5 <i>Identify the main idea and key information in short, straightforward conversations.</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. 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. 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.	
<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> 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>	<i>writing section on test</i>  WL.PS.3.a.i4 <i>Present personal information about life, activities, and events, using simple sentences.</i>
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</u> on the <i>relationship between cultural practices and perspectives.</i>	
<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</u> on my use of language and <i>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
larsspiel	Learn vocabulary dealing with book	reading and answering questions
talk about the story	use vocabulary to review sentence structures form the year	horse races
use the vocabulary words in sentences		
use the vocabulary words to create a new story	read the story	

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
<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 <i>interpret, analyze, and demonstrate understanding of authentic informational texts</i> from diverse communities and contexts.	X	X	X	X	X					X	X	X	X	X	
	1.b. I can <i>interpret, analyze, and demonstrate understanding of authentic fictional texts</i> from diverse communities and contexts.						X	X	X	X		X				X
	1.c. I can <i>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</i> from diverse communities and contexts.	X	X	X	X	X	X	X	X	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 <i>exchange information, and ideas</i> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	X	X	X										X		
	2.b. I can <i>meet my needs or address situations</i> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.												X			
	2.c. I can <i>express, react to, and support ideas, preferences, and opinions</i> about relevant issues and diverse topics in linguistically and culturally responsive interactions.						X									
<b>Standard 3: Presentational Communication (PS)—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</i> for diverse audiences within and beyond the learning environment.</b>	3.a. I can <i>present information and ideas</i> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	X	X	X	X	X			X	X	X	X	X			X
	3.b. I can <i>present information and ideas</i> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .						X	X	X	X	X					
	3.c. I can <i>present information and ideas</i> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	X	X	X	X		X	X	X	X	X		X	X		