

German 3	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>World Languages German 3</i>	<i>2 Terms/ 1 Semester</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>9-12</i>	<i>6/2023</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>German 2</i>	<i>6/2023</i>
PRIMARY RESOURCE if applicable	
<i>Sag Mal by Vista Learning</i>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
Through the study of German-speaking people, German 3 will expand previous knowledge with the study of short stories and nonfiction, including fairy tales, Janosch, Sendung mit der Maus, and Austria. Students will express themselves and initiate conversations. Students will speak, read, write, and comprehend with an emphasis on distinguishing between the perfect and imperfect past tenses in storytelling. Students will learn to express comparisons and continue to develop using all four cases.	
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.	How do I express myself with detail?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	What does it mean to be globally diverse?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	How do I explore what I have to become what's next?
Culture and language are inseparable; they influence and reflect each other.	How do I understand what is going on?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	How do I communicate like a native speaker?
PRIORITY STANDARDS	
<i>Students will know and be able to...</i>	
Standard 1 Interpretive Communication:	
Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	
Standard 2 Interpersonal Communication:	
Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	
Standard 3 Presentational Communication:	
Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	
SUPPORTING STANDARDS	
<i>Students will know and be able to...</i>	
Standard 4 Intercultural Communication	
Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	
Standard 5 Global Competence and Community Engagement	
Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions</i> within their local and global communities.	

Besser Werden		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
How do I express myself with detail?	Comparisons	<p><i>Novice High - Intermediate Low</i></p> <p><i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i></p> <p>Interpersonal Speaking</p> <p>Interpersonal Writing</p> <p>Interpretive</p> <p>Presentational Speaking</p> <p>Presentational Writing</p>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	Students read a short text about Austria and compare the information with what they know about Germany.
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	Students can summarize the main points of the discussions and information presented in video clips about Japan, Iceland, and South Africa from the TV show <i>Sendung mit der Maus</i> .
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	Students can summarize the main points of the discussions and information presented in video clips about Japan, Iceland, and South Africa from the TV show <i>Sendung mit der Maus</i> .
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can explain preferences and comparisons in information gap activities and interviews.
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can make recommendations for freetime, school schedules, and vacation in short conversations using the vocabulary and structures in this unit.
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	Students can state their preferences about activities, foods, and school subjects in interviews with classmates (interpersonal speaking rubric).
Standard 3: Presentational Communication (PS)—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> .	Students can compare themselves with family members and friends using unit vocabulary in a written paragraph (presentational writing rubric).
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	Students can write paragraphs explaining which country they would like to visit the most and why after watching video segments about Japan, Iceland, and South Africa from the TV show <i>Sendung mit der Maus</i> .
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	Students can present comparisons and contrasts between Germany, Japan, Iceland, South Africa and the US using information from the TV show <i>Sendung mit der Maus</i> in an infographic (Presentational Writing Rubric).
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives</u> .	Students learn about family, school, and daily life in Japan, Iceland, and South Africa in this unit. They compare and contrast these practices with German and the the United States.
Standard 5: Global Competence and Community Engagement (GCE)—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 <i>engage with others</i> to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect on my use of language and intercultural skills</u> to <i>maximize life-long learning, personal enrichment, and benefit to self and community</i> .	Students start a pen pal letter exchange with students in Germany or Austria. They exchange letters throughout the semester.
Stage 3: PLAN LEARNING EXPERIENCES		
<i>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?</i>		
<i>Students will be able to...</i> KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	<i>Students will know...</i> KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Students can express their preferences with multiple expressions	Review of basic vocab while expressing preferences	concentric circles, interviews, information gap activities
Students can compare and contrast objects and ideas	<i>introduced: bevorzugen, vorziehen, lieber haben</i>	Pictures for writing and talking about comparatives
Students can read texts that compare and contrast with support		Song: Besser Werden by Yvonne Catterfeld
		Various short readings from Klett
		Essay: compare yourself to a family member or friend

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:
Why do we travel?	Oh, Wie schön ist Panama	Novice High - Intermediate Low Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. Interpersonal Speaking Interpersonal Writing Interpretive Presentational Speaking Presentational Writing
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to 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.	Students read a short text about Panama and compare the information with what they know about Germany.
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	Students can summarize the main ideas/plot of the novel <i>Oh wie schön ist Panama</i> . They demonstrate their knowledge through comprehension guides and written summaries, such as writing captions for pictures, making annotated time lines, and creating comic strips.
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Students can summarize the highlights of Alexander von Humboldt's contributions to the field of ecology after watching a short biography of his life.
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.	Students can exchange information about what they pack for a trip, and where they want to travel plus why in interviews with classmates.
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can talk about their homes, their dream vacations, and their best friends in conversations.
	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.	Students can explain why they want to travel to a specific destination in short interviews with classmates.
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.	Students can describe their homes and daily routines in a letter to a pen pal.
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	Students can describe their dream vacations and explain why they want to go there in an essay.
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	Students can present a biographical sketch of a German-speaking explorer or inventor in a written biography and an Avid 1-pager.
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.	Students can describe three details about Panama and describe two ways that Alexander von Humboldt's explorations revolutionized the study of natural sciences.
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 & 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
Students can read for specific information	Introduce simple past tense: regular, modal and select irregular verbs	Oh, wie schoen ist Panama (Janosch) book and cartoon
Students can order main events from a story	terms for nature, friendship, adventure/ traveling, housing	Sendung mit der Maus: Japan, Island, Brasilien, Indien, and/or Suedafrika
Students can talk/write about planning for a trip	nach + city/country name	Terra X: Alexander von Humboldt
Students can describe problems and solutions presented in a text	inverted word order with simple past tense	Alexander von Humboldt reading
Students can use familiar vocabulary to summarize a story or main events		unit test

		vocabulary quizzes
		verb quizzes

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:
What makes something funny? What makes something scary?	Monster Party: talking about fear and humor	<i>Intermediate Low</i> <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i> Interpersonal Speaking Interpersonal Writing Interpretive Presentational Speaking Presentational Writing
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic informational texts from diverse communities and contexts.	Students can read informative texts about important locations in Martin Luther's life and Reformation Day on October 31st. They demonstrate their understanding of the texts by planning their own excursions to these locations and describing what which activities/sights they want to do/visit.
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	Students can summarize the main events from the song <i>Monster Party</i> by creating a comic strip.
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	Students can summarize the main events and key details from conversations in the movie <i>Hui Buh: Das Schloss Gespenst</i> . To demonstrate their proficiency, they complete a comprehension guide while viewing the movie.
Standard 2: Interpersonal Communication (IP) —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can exchange information about what people are afraid of and why in a short oral exam.
	2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can talk about their fears and what makes them laugh in a short oral exam.
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can explain why the German character Hui Buh is humorous, not scary in a short oral exam.
Standard 3: Presentational Communication (PS) —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	Students can describe their fears and what they find funny in a letter to a pen pal.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	Students can describe their favorite character from the movie <i>Hui Buh</i> and explain why this character is the best with a short presentation.
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	Students can present a personal written itinerary in Germany's Luther Cities.
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC) —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.	
Standard 5: Global Competence and Community Engagement (GCE) —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> .	Students can describe their fears and what they find funny in a letter to a pen pal.
Stage 3: PLAN LEARNING EXPERIENCES		
<i>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?</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
read a text aloud with increased fluency	Angst + haben	telling scary stories
supply missing words when reading	Reflexive verbs: sich fuerchten, beeilen, amüsieren, fühlen, verfahren, verlaufen, verhalten, verspaeten, setzen, hinlegen	comic strips
order events while listening to a story	Regular and irregular verbs in simple past tense: sterben, katzen, trinken, laufen, geben, luegen, betruegen	Hui Buh: movie & audio stories

demonstrate comprehension of longer authentic audio and visual materials		vocab quizzes
condense a story and summarize it in simple language		verb quizzes
		Maus Geschichten: Stella der Vampir
		Songs: Mein Nachbar ist ein Zombie (Wise Guys), Monster Party (die Aerzte)

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 realize my dreams?	Fairy Tales	<i>Intermediate Low</i> <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i> Interpersonal Speaking Interpersonal Writing Interpretive Presentational Speaking Presentational Writing
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1: Interpretive Communication: Students use the target language and cultural knowledge to 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.	Students can read informative texts about important locations in the Brot
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	Students can interpret and demonstrate their understanding of unfamiliar
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Students can summarize the main events and key details from conversati
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.	Students can exchange information about fairy tale figures' characteristic
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can talk about their fears and what makes them laugh in a short
	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.	Students can exchange information about what their favorite fairy tales ar
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.	Students can present themselves as a character in a fairy tale, including v
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	Students can present their opinions of which gift is the best in the fairy tal
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	Students can retell a fairy tale with a puppet play. They also give a short o
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.	Students compare and contrast events in American and German versions of familiar fairy tales, such as Cinderella, The Frog Prince, and Snow White. They demonstrate their knowledge of these differences with an infographic. Students also learn about major changes in German architecture, including Romanesque, Gothic, and Baroque eras. They demonstrate their knowledge of these eras and their features as they research a German castle and present it to the class.
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.	Students describe their favorite fairy tale to their Austrian pen pal and ask questions about their pen pal's favorite stories.
Stage 3: PLAN LEARNING EXPERIENCES		
<i>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?</i>		
<i>Students will be able to...</i> KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	<i>Students will know...</i> KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
retell a story using simple past tense	simple past tense: irregular verbs	Grimms fairy tales (such as Tischlein deck dich, Frau Holle, Sieben durch einem Streich)
compare and contrast familiar stories, focusing on differences	case review	virtual field trip of major sites in Brothers Grimm's lives
identify examples of genre specific literary characteristics	adjective endings	retelling stories with slides when pictures are provided
describe famous Germans (Brothers Grimm) and their impact	word order variation	improv puppet plays
identify characteristics of major historical periods found in Germany	Key vocabulary for fairy tales (king, queen, witch, dragon, magic, hero, villain, and more)	traditions with trades: Wanderschaft
research a topic and give a presentation in German (castles)	Genitive Case	Architecture (Romanesque, Gothic, Baroque)

		Castle project
		Verb and Vocabulary quizzes
		unit test

Austria		
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 variation look like?	Life in Austria	<i>Intermediate-Low</i> Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement. Interpersonal Speaking Interpersonal Writing Interpretive Presentational Speaking Presentational Writing
PRIORITY STANDARDS & LEARNING TARGETS		
Standard 1: Interpretive Communication IC- 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.	Summative- Integrated Performance Assessment Tasks by Mode Students may be given options to show their learning in varied ways. Students read short texts about the Danube Bicycle Path, the Empress Sisi, Mozart, and Sigmund Freud. They demonstrate their understanding and interpretation of these readings with comprehension guides and creating annotated time lines. Students can summarize the main idea(s) of the novel <i>Oh wie schön ist Panama</i> . They demonstrate their knowledge through comprehension guides and written summaries, such as writing captions for pictures, making annotated time lines, and creating comic strips.
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. 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.	Students learn about lexical and phonological differences between Standard German and Austrian dialects. They then apply their knowledge by interpreting and analyzing written conversations in Austrian German and code switch it to Standard German. Students can order coffee and a snack in a Viennese coffee house using unit vocabulary. They demonstrate this skill in a short oral exam with a partner. Students can make recommendations for activities to do in Vienna in short conversations using the vocabulary and structures in this unit.
Standard 3: Presentational Communication PC- 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 informational 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 informational text ideas in linguistically and culturally responsive ways to inform, describe, or explain.	Students can state their preferences about how to spend their free time in Vienna in a short oral exam with a partner. Students can summarize what they have learned about Austria through their letter exchange with their penpal in an infographic. Students can write about how they would spend a free day in Vienna, including three landmarks they would visit and what they would do there in a short essay. Students can present a famous landmark/location in Vienna in a short oral presentation, including what the landmark/location is, what makes it interesting, its open hours, and its entry fee.
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.	Add any supporting learning targets that you may focus on in the unit from our "W". Prioritized Standards & Learning Target Progressions spreadsheet. add more rows as needed	Throughout the unit, students learn about how cultural histories lead to variation between Germany and Austria. This includes architecture, linguistic variation, culinary products, and more.
Standard 5: Global Competence and Community Engagement GC- 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.	Add any supporting learning targets that you may focus on in the unit from our "W". Prioritized Standards & Learning Target Progressions spreadsheet. add more rows as needed	Through studying Austria, students gain increased competence in how the Austro-Hungarian Empire influenced Central European history as well as how individual Austrians have impacted the world through entertainment and philosophy. Students summarize what they have learned about Austria through their letter exchange with their penpal and class materials in an infographic.
Stage 3: PLAN LEARNING EXPERIENCES		
<i>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?</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.e. Vocabulary, Grammatical Structures, Syntax)	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Write a biography of a famous person	Simple past for common verbs for a biography	Biographies of famous Austrians: Mozart, Sisi, the Habsburg Dynasty
Describe key features of a famous location	adjective endings	virtual field trip of major sites in Vienna (the Prater, Sacher Hotel, Coffee Houses, Schönbrunn Palace, Stiefensdom)
Describe key features of Austrian Culture	review comparatives	Media resources: Donau Radweg, Wiener Waldzer, Austrian Food, Wiener Kaffeehaus
Ordering food at a Viennese coffee house and making suggestions	winter sports, hiking the Alps, city vs. rural life, Vienna (classical music, the waltz, coffee houses)	Rick Steves: Vienna Austrian penpal letter exchange
Describe daily life in Austria	Austrian lexical variation Time expressions: Jänner, Feber, heuer Food: Orange, Erdäpfel, Paradeiser, Metzger, Einspänner, Schlabaders, Lause Greetings/Farewells: servus, pfiad!, Bussi. Adjectives: fad, leiward, fesch, Gaudi, Austrian pronunciation variation (monophthongization, vowel shifts)	
Adjust between the German variation used in Austria		Easy German, Peters Brunnele
		Verb and Vocabulary quizzes
		unit test
		Presentations: Mein Tag in Wien

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