

German 4	
CURRICULUM/CONTENT AREA	COURSE LENGTH
World Languages	2 quarters / 1 Semester
GRADE LEVEL	DATE LAST REVIEWED
11-12	6/2023
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
German 3	6/2023
PRIMARY RESOURCE if applicable	
Denk Mal! from Vista Higher Learning	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
A year study of the language in which advanced grammatical concepts are reviewed. Reading, writing and listening skills will be improved. The year prepares students for the college placement exam. The target language is emphasized.	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that...	Students will keep considering...
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	
Students will know and be able to...	
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	
Students will know and be able to...	
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.	

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 with detail? 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? How do I communicate like a native speaker?	Fühlen und erleben	<i>Intermediate Low- Intermediate Mid</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.	<i>TEST</i> WL.IT.1.c.a7 Demonstrate understanding of the main message and some supporting details across major time frames in conversations and discussions.WL.IT.1.b.a7 Follow the main story, and some supporting detail across major time frames in fictional texts. WL.IC.4.b.i+ Compare practices, in my own and other cultures, related to everyday life and personal interests. WL.IT.1.b.a7 Follow the main story, and some supporting detail across major time frames in fictional texts. WL.IP.2.b.i5 Interact with others to meet basic needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow up questions. WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.
	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.	
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.	Video Date Projekt WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.
	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.	
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 describe their lives, experiences, and events.	Video Date Projekt WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.
	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		
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 & 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
Talk about a witch	know relationship words	matching
play sheepshead in German	irregular verbs	Clipchat with vocabulary and grammatik
speaking activities from text	nominative & accusative case & pronouns	Tinder romeo activity / Videodate
Passwords	sentence order	Make a romantic card
Calendar Talk with grammatical structures		lesen - Amerika du hast es besser lesen - Das Fest der Gemütlichkeit
		workbook/textbook activities
		Video: Storytelling

	das Videodate
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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 with detail? 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? How do I communicate like a native speaker?	Zusammen leben	<i>Intermediate Low- Intermediate Mid</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.	<i>Test</i> WL.IT.1.b.a7 Follow the main story, and some supporting detail across major time frames in fictional texts. WL.IT.1.c.a7 Demonstrate understanding of the main message and some supporting details across major time frames in conversations and discussions. WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. WL.IC.4.a.i+ Compare, in my own and other cultures, products related to everyday life and personal interests or studies.
	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.	<i>Berlin Projekt</i> WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.IC.4.a.i+ Compare, in my own and other cultures, products related to everyday life and personal interests or studies.
	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.	<i>Berlin Projekt</i> WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences WL.IC.4.a.i+ Compare, in my own and other cultures, products related to everyday life and personal interests or studies.
	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 & 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
speaking activities from text	Berlin vocabulary & culture	lesen - Berlin multikulturell seit Jahrhunderten
Passwords	city vocabulary	lesen - Berlin, damals und heute
Calendar Talk with grammatical structures	dative & genitive	textbook/ workbook practice
speaking activities from text	prepositions & their cases	research Berlin
	Perfekt/Spoken Past Tense	Video: Auf der Strecke
		Duffe Clipchat
		Storytelling: The Hotel Room
		Berlin Brochure

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 with detail? 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? How do I communicate like a native speaker?	Medieneinflüsse	Intermediate Low- Intermediate Mid 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. 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 WL.IT.1.a.i6 Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts. WL.IT.1.c.a7 Demonstrate understanding of the main message and some supporting details across major time frames in conversations and discussions. WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. WL.IC.4.b.i+ Compare practices, in my own and other cultures, related to everyday life and personal interests. WLGCE.5.a.n+ Use evidence from domestic and international sources to address a question with significance to their local and global
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.	
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. 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.	Werbung Projekt WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. WL.IP.2.b.i5 Interact with others to meet basic needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow up questions.
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 "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed	
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.	Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed	
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.e.-Vocabulary , Grammatical Structures), Syntax)	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Calendar Talk with grammatical structures speaking activities from text	TV / ads / newspaper vocabulary Präteritum	labeling sentences lesen: Hamburg

	conjunctions	lesen: Hanse
	relative clauses	die Werbung projekt
		textbook/workbook practice problems
		Video
		Run Lola Run activity
		die Werbung

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 with detail? 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? How do I communicate like a native speaker?	Weg fahren und Spaß haben	<i>Intermediate Low- Intermediate Mid</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.	<i>Test</i> WL.IT.1.b.a7 Follow the main story, and some supporting detail across major time frames in fictional texts. WL.IT.1.c.a7 Demonstrate understanding of the main message and some supporting details across major time frames in conversations and discussions. WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences. WL.IC.4.b.i+ Compare practices, in my own and other cultures, related to everyday life and personal interests.
	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.	
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.	<i>Anschnallen Projekt</i> WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.
	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.	
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 describe their lives, experiences, and events.	<i>Anschnallen Projekt</i> WL.PS.3.a.i5 Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences. WL.PS.3.c.i4 Present on familiar and everyday topics using simple sentences.
	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		
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 <u>investigate, explain, and reflect on the relationship</u> 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 <u>set goals and reflect on my use of language and intercultural skills</u> 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>		
<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
talk using verb packages	vacation vocabulary	matching
Anschnallen Bitte projekt	Future 1 & 2	labeling sentences
speaking activities from text	adjective endings	Clipchat using vocabulary & grammar
Calendar Talk with grammatical structures	verbs as adjectives	Lesen: Badefreunden oder Großstadtabenteurer
	adjectives as nouns	Lesen: Karnaval

	verb packages	practice activities from text and workbook
		Video: Björn
		Storytelling: Die Urlaub
		Anschließen Bitte

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 with detail? 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? How do I communicate like a native speaker?	Kunstschätze	<i>Intermediate Mid</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		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. 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 WL.IT.1.c.a7 <i>Demonstrate understanding of the main message and some supporting details across major time frames in conversations and discussions.</i> WL.IT.1.a.i6 <i>Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.</i> WL.IC.4.a.i+ <i>Compare, in my own and other cultures, products related to everyday life and personal interests or studies.</i> WL.IT.1.b.a7 <i>Follow the main story, and some supporting detail across major time frames in fictional texts.</i> WL.PS.3.b.i5 <i>State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</i> WL.PS.3.a.i5 <i>Tell a story about life, activities, events, and other social experiences, using sentences and series of connected sentences.</i> WL.PS.3.c.i4 <i>Present on familiar and everyday topics sing simple sentences.</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 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.	Party Projekt WL.IP.2.a.i4 <i>Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</i> WL.IP.2.c.i5 <i>Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</i> WL.PS.3.c.i4 <i>Present on familiar and everyday topics sing simple sentences.</i>
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.	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>	
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 on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</i>	Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed	
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 within their local and global communities.</i>	Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed	
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
Die Party Projekt	art & theater vocabulary	labeling sentences
Calendar Talk with grammatical structures	modal verbs in all cases	lesen: Musik
speaking activities from text	comparative & superlative	Lesen: Österreich

	da & wo compounds	practice activities from text/workbook
		Video: Nashorn in Gallop
		die Party Projekt

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
	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
	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
	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		
	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
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
	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
	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
	4a	x	x	x		x
	4b				x	
	5a			x		