

German 1/1H Semester 1

Semester I IPA: Exchange Student

Interpretive Reading: Survey of exchange partner coming to stay with you (in German/questions in English)

Interpersonal Speaking: Skype with exchange partner auf Deutsch introducing self - family, hobbies, school

Presentational Writing: Writing a letter introducing yourself to your partner

Language and Level / Grade	Unit 1	Approximate Length of Unit 6
		Approximate Number of Minutes Weekly 210
Theme/Topic	“Hallo!” (Getting to Know You)	
Essential Question	How do people in other cultures greet each other and say goodbye?	
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>I can recognize and understand introductions, greetings, farewells, it’s nice to meet you, how someone is doing, ages, where someone comes from and lives, phone numbers, spellings, and cognates.</p> <p>I can greet another person in German and respond.</p> <p>I can introduce myself (name, age, where I come from, where I live) and ask questions about others.</p> <p>I can write an introduction about myself.</p> <p>I can use memorized phrases to describe my name, age, where I come from, and where I live.</p>	
Key Learning Activities/Formative Assessment	Interpretive Mode	
	Print Texts	Listening/Video
Summative Performance Assessment <ul style="list-style-type: none"> • <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> • <i>They are integrated throughout the unit.</i> • <i>The template encourages multiple interpretive tasks.</i> 	<ul style="list-style-type: none"> - “Hallo!” dialog - p. 7 - “Wie geht’s” dialog - p. 9 - telephone contact list - p. 14 - passport information info gap activity <p>HONORS: Choose one iCulture news article - read and answer questions</p>	<ul style="list-style-type: none"> - dialogs - 1, 2, Polizei - Drück die 1 - Ja, Logo, Ja <p>HONORS: Choose one iCulture video - watch and answer questions</p>

<ul style="list-style-type: none">• <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i>• <i>The tasks should incorporate 21st Century Skills.</i>	<p style="text-align: center;">Presentational Mode</p> <p>- Speaking: Introduce a German exchange student by giving the person’s name, age, and where he or she comes from OR lives.</p> <p>- Writing: Write a fan letter to a famous German celebrity introducing yourself. Include a greeting, your name, age, where you come from, where you live, one additional piece of information, and a farewell.</p>	<p style="text-align: center;">Interpersonal Mode</p> <p>- Wie geht’s situations speaking activity</p> <p>- Partner Interview (names with spelling and telephone numbers)</p> <p>- Partner Conversations asking and answering questions including the following information: introductions, names, nice to meet you, how are you, ages, where do you come from, where do you live, and farewells using FlipGrid and Avenue</p>
<p style="text-align: center;">Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective.</i></p>	I can identify the countries where German is spoken and greet people with the appropriate greetings and gestures. I can use write an email & text message with the correct greeting & closing. I can distinguish between using the informal vs. formal form of “you” and “How are you?” and “Hello”. Perspective:	
<p style="text-align: center;">Connections (Sample Evidence)</p>	<p style="text-align: center;">Making Connections</p>	<p style="text-align: center;">Acquiring Information and Diverse Perspectives</p>
<p style="text-align: center;">Comparisons (Sample Evidence)</p>	<p style="text-align: center;">Language Comparisons</p>	<p style="text-align: center;">Cultural Comparisons</p>
<p style="text-align: center;">Communities (Sample Evidence)</p>	<p style="text-align: center;">School and Global Communities</p>	<p style="text-align: center;">Lifelong Learning</p>
<p style="text-align: center;">Connect. to Com Core</p>		
<p style="text-align: center;">Toolbox</p>		
<p style="text-align: center;">Language Functions</p>	<p style="text-align: center;">Related Structures / Patterns</p>	<p style="text-align: center;">Vocabulary Expansion</p>
		<p style="text-align: center;">Tier 1</p>
Asking and answering questions Describing people	to be (sein) - I am, you are, he/she is to be called (heißen) - I am called, you are called, he/she is called to come from (kommen aus) - I come from, you come from, he/she comes from	<p style="text-align: center;">Personalized Vocabulary</p>
		<p style="text-align: center;">Tier 2</p>

	to live (wohnen) - I live, you live, he/she lives	
Final Unit Assessment		

Language and Level / Grade	Unit 2	Approximate Length of Unit 4 Weeks	
		Approximate Number of Minutes Weekly 210	
Theme/Topic	“Zu Hause” (Familie)		
Essential Question	How do cultures define families?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can recognize and understand descriptions of family members including their name, age, where they live, where they come from and what they are like. I can have a short conversation about families. I can use practiced phrases to describe members of my family including their name, age, where they live, where they come from and what they are like. I can understand questions words in German. I can understand and respond to an e-mail.		
Key Learning Activities/Formative Assessment	Interpretive Mode		
	Print texts	Listening/Video	
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i>	- “Ist sie zu Hause” dialog - p. 43 - cultural readings - p. 47-49 - “Eine E-mail aus Deutschland” - p. 52 - “Wir kommen rüber” dialog - p. 57 HONORS: Choose one iCulture news article - read and answer questions	- dialog audio - Audiolingua practice: family (Nov. Low-Mid) - Family tree listening practice - Authentic video of Germans introducing family members (Youtube) - Exemplars of Family Tree projects HONORS: Choose one iCulture video - watch and answer questions	

<ul style="list-style-type: none">• The template encourages multiple interpretive tasks.• The interpretive tasks inform the content of the presentational and interpersonal tasks.• The tasks should incorporate 21st Century Skills.	<div>Presentational Mode</div> <ul style="list-style-type: none">- Presentational writing- draft of “Stammbaum Projekt” script- Presentational speaking - “ Stammbaum Projekt”- Presentational writing - “Mein Freund” - p. 62 <p>“ Stammbaum Projekt” - Students will record themselves speaking about 6 people; 5 family members and themselves and create a rehearsed presentation that includes images of the family members, short captions, and background music.</p>	<div>Interpersonal Mode</div> <ul style="list-style-type: none">- Interpersonal speaking - “Konversationsgruppe” - p. 57- Interpersonal speaking - “Rollenspiel” & “Persönliches” - p. 52- Interpersonal writing - “Mein Handy” - p. 51
<div>Cultures</div> <div>(Sample Evidence)</div> <div>Indicate the relationship between the product, practice, and perspective.</div>	<ul style="list-style-type: none">• I can discuss the typical German family, parental roles, and family life.• I can explain common German telephone etiquette (p.58)	
<div>Connections</div> <div>(Sample Evidence)</div>	<div>Making Connections</div>	<div>Acquiring Information and Diverse Perspectives</div>
<div>1Comparisons</div> <div>(Sample Evidence)</div>	<div>Language Comparisons</div>	<div>Cultural Comparisons</div>
<div>Communities</div> <div>(Sample Evidence)</div>	<div>School and Global Communities</div>	<div>Lifelong Learning</div>
<div>Connect. to Com Core</div>		
<div>Toolbox</div>		
<div>Language Functions</div>	<div>Related Structures / Patterns</div>	<div>Vocabulary Expansion</div>
		<div>Tier 1</div>
		<div>Personalized vocab</div>
<div>Describing family members</div> <div>Stating age and origin (third person)</div>	<div>Family member vocab</div> <div>Third person verb forms:Wie heißt er/sie? Er/sie heißt ____.</div> <div>Er/sie ist __ Jahre alt. Er/sie kommt aus ____.</div> <div>Er/sie wohnt in ____.</div> <div>Numbers 0-100</div>	<div>Tier 2</div>

	Adjectives	
Final Unit Assessment		

Language and Level / Grade	Unit 3	Approximate Length of Unit 4 weeks	
		Approximate Number of Minutes Weekly 210	
Theme/Topic	Was machst du? (Free time activities)		
Essential Question	What do leisure activities and pastimes reveal about a culture?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can understand short conversations, readings, and graphics about freetime activities and when they take place. I can have a conversation about the activities I like and do not like to do. I can ask & answer questions about likes & dislikes. I can describe when I do various activities.		
Key Learning Activities/Formative Assessment	Interpretive Mode		
	<p>Print texts</p> <ul style="list-style-type: none">- “Was machen Sarah und Tobias heute?” Dialogue - p. 75- “Wohin gehst du?” Dialogue- p. 90- Aktuelles: p. 78-89- Infographic on how Germans spend their free time- p.104- Email reply (practice) <p>HONORS: Choose one iCulture news article - read and answer questions</p>	<p>Listening/Video</p> <ul style="list-style-type: none">- Audio/Video: Deutsche Welle listening activity regarding hobbies- p.78- interpretive listening: “wann haben diese Personen Zeit?”- p.87- interpretive listening- “Wie viel Uhr ist es?” <p>HONORS: Choose one iCulture video - watch and answer questions</p>	
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i>			

<ul style="list-style-type: none"> • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks should incorporate 21st Century Skills. 	<p style="text-align: center;">Presentational Mode</p> <p>-Presentational speaking: using FlipGrid and/or Avenue- students present about what they like to do in their free time and when they do it.</p> <p>-Presentational writing: draw a comic of a character doing several activities it likes/dislikes to do</p>	<p style="text-align: center;">Interpersonal Mode</p> <p>-Interpersonal speaking-Partner Conversations asking and answering questions about what they like to do in their free time and when they do it using FlipGrid and Avenue.</p> <p>-Interpersonal Writing: Respond to e-mail about freetime activities</p>
<p style="text-align: center;">Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>I can give time using the 24-hour clock</p> <p>I can compare and contrast how Americans and German speakers spend their free time.</p>	
<p style="text-align: center;">Connections (Sample Evidence)</p>	Making Connections	Acquiring Information and Diverse Perspectives
<p style="text-align: center;">Comparisons (Sample Evidence)</p>	Language Comparisons	Cultural Comparisons
<p style="text-align: center;">Communities (Sample Evidence)</p>	School and Global Communities	Lifelong Learning
<p style="text-align: center;">Connect. to Com Core</p>		
Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
		Tier 1
		Personalized Vocabulary
Ask and answer questions Express likes and dislikes	Word order of statements, questions (SVO, VSO, OVS) “gern”/”nicht gern” to express likes/dislikes conjugation of regular verbs(full conjugation) conjugation of irregular verbs (haben/sein)	Tier 2

Final Unit Assessment

Language and Level / Grade	Unit 4	Approximate Length of Unit 3 weeks	
		Approximate Number of Minutes Weekly 210	
Theme/Topic	Schule (school)		
Essential Question	How does education fit into a student’s everyday life?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can understand short conversations, readings, and graphics about school. I can have a conversation about the classes I like and do not like in school I can have short conversations about school.		
Key Learning Activities/Formative Assessment	Interpretive Mode		
	Print texts Interpretive Reading: Infografik- Macht lernen Spaß? Infografik- allgemeine Fakten über Schule (Guten Start ins neue Schuljahr) HONORS: Choose one iCulture news article - read and answer questions	Listening/Video HONORS: Choose one iCulture video - watch and answer questions	
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple interpretive tasks.</i>			

<ul style="list-style-type: none"> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	<p style="text-align: center;">Presentational Mode</p> <p>-Presentational speaking: using FlipGrid and/or Avenue- students present about what a boy is doing (homework)</p> <p>-Presentational writing:</p>	<p style="text-align: center;">Interpersonal Mode</p> <p>-Interpersonal speaking- Interview (S. 130)</p> <p>-Interpersonal Writing:</p>
<p style="text-align: center;">Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>I can summarize the differences between the American and German education systems.</p> <p>I can compare the German grading system (1-6) with the the American grading system (A-F). (p. 123)</p>	
<p style="text-align: center;">Connections (Sample Evidence)</p>	Making Connections	Acquiring Information and Diverse Perspectives
<p style="text-align: center;">Comparisons (Sample Evidence)</p>	Language Comparisons	Cultural Comparisons
<p style="text-align: center;">Communities (Sample Evidence)</p>	School and Global Communities	Lifelong Learning
<p style="text-align: center;">Connect. to Com Core</p>		
Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
		Tier 1
Ask and answer questions	Accusative articles (den, einen).	Personalized Vocabulary
Express likes and dislikes		Tier 2
Final Unit Assessment IPA- Final Exam Semester 1		

IPA: Exchange Student

Interpretive Reading: Survey of exchange partner coming to stay with you (in German/ questions in English)

Interpersonal Speaking: Skype with exchange partner auf Deutsch introducing self - family, hobbies, school

Presentational Writing: writing a letter introducing yourself to your partner

Language and Level / Grade	Unit 5	Approximate Length of Unit 3 Weeks	
		Approximate Number of Minutes Weekly 210	
Theme/Topic	Stadt (Months/Seasons/Weather & Berlin)		
Essential Question	How can exploring cities and their climates inform us about different countries?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can identify weather conditions, months, and seasons. I can read and use a Berlin map to get to attractions in Berlin. I can ask and answer questions about the weather. I can talk about Berlin landmarks and sights. I can name landmarks and sights in a German speaking city of my choice.		
Key Learning Activities/Formative Assessment	Interpretive Mode		
	Print texts	Listening/Video	
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i>	- weather report (formative & summative) - Berlin infographic - 50 facts/infographics about Berlin http://www.wimdu.de/blog/50-fakten-ueb-er-berlin-die-keiner-kennt/	- weather report (formative & summative) - “Berlin, Berlin” song HONORS: Choose one iCulture video - watch and answer questions	

<ul style="list-style-type: none">• They are integrated throughout the unit.• The template encourages multiple interpretive tasks.• The interpretive tasks inform the content of the presentational and interpersonal tasks.• The tasks should incorporate 21st Century Skills.	<ul style="list-style-type: none">- “Berlin Berlin” song http://www.goethe.de/ins/us/saf/pro/stepinto/german/dmu/Unit_Alpa_Gun.pdf		
	<p>HONORS: Choose one iCulture news article - read and answer questions</p> <p>Presentational Mode</p> <ul style="list-style-type: none">- Presentational speaking: Choose a German speaking city. Use Pecha Kucha with a partner to present information about this city. <p>using FlipGrid and/or Avenue- students present about</p>	<p>Interpersonal Mode</p> <p>Interpersonal speaking - Describe the weather based on pictures with a partner. Decide what activities you will do based on the weather conditions.</p>	
<p>Cultures (Sample Evidence) Indicate the relationship between the product, practice, and perspective.</p>	<ul style="list-style-type: none">- Berlin- Research your own city in a German speaking country.		
<p>Connections (Sample Evidence)</p>	<p>Making Connections</p>	<p>Acquiring Information and Diverse Perspectives</p>	
<p>Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p>	<p>Cultural Comparisons</p>	
<p>Communities (Sample Evidence)</p>	<p>School and Global Communities</p>	<p>Lifelong Learning</p>	
<p>Connect. to Com Core</p>			
<p>Toolbox</p>			
<p>Language Functions</p>	<p>Related Structures / Patterns</p>		<p>Vocabulary Expansion</p>

		Tier 1
Ask and answer questions Describing weather/landmarks	Es ist... + weather expression. im + season im + month am + day	Personalized Vocabulary
		Tier 2
Final Unit Assessment		

Language and Level / Grade	Unit 6	Approximate Length of Unit 5 Weeks
		Approximate Number of Minutes Weekly 210
Theme/Topic	Wie Schmeckt's? (Food)	
Essential Question	What does food reveal about a culture?	
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can ... I can read and interpret a review of a restaurant. I can read and interpret infographics and texts related to food and going out to eat. I can say I'm hungry, ask if someone likes a certain food, express an opinion about a food or restaurant I can order food in a German Eiscafe. I can present information about typical meals I eat and compare that with what German young people eat. I can write a review of a restaurant.	
Key Learning Activities/Formative Assessment Summative Performance Assessment	Interpretive Mode	

<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks should incorporate 21st Century Skills. 	<p>Print texts</p> <p>s. 159 #3</p> <p>Interpretive Reading: Read German language Yelp reviews and answer questions about the content.</p> <p>HONORS: Choose one iCulture news article - read and answer questions</p>	<p>Listening/Video</p> <p>Watch Schmeckspllosion Videos (kids cooking videos in the target language). Add 10 new vocab words to the personalized section of the vocab list.</p> <p>HONORS: Choose one iCulture video - watch and answer questions</p> <p>S. 171 #13</p>
	<p>Presentational Mode</p> <p>-Presentational speaking: using FlipGrid and/or Avenue- students present about Pecha Kucha- deine typische Mahlzeiten</p> <p>-Presentational writing Students write a Yelp review of their favorite local restaurant in in German.</p>	<p>Interpersonal Mode</p> <p>-Interpersonal speaking- Eiscafe - students will order various foods and drinks from the vocab list (with help from German 3-4 students)</p> <p>p. 157 #1-2</p> <p>-Interpersonal Writing</p> <p>s. 182 “Persönliches” s. 185 #28</p>
<p>Cultures (Sample Evidence) Indicate the relationship between the product, practice, and perspective.</p>	Cultural comparison- typical German meals vs. USA (or your culture) (S. 209)	
<p>Connections (Sample Evidence)</p>	Making Connections	Acquiring Information and Diverse Perspectives
<p>Comparisons (Sample Evidence)</p>	Language Comparisons	Cultural Comparisons

Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	German 3-4 students visit class to use their language skills to help with the Eiscafe.	
Connect. to Com Core		
Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
		Tier 1
Ordering food Talking about what is eaten at typical meal times	Modal verbs “Essen” - irregular verb in the present tense	Personalized Vocabulary
		Tier 2
Final Unit Assessment		

Language and Level / Grade	Unit 7	Approximate Length of Unit 5 Weeks
		Approximate Number of Minutes Weekly 210
Theme/Topic	Kleidung (Clothing)	
Essential Question		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can read and interpret a graphic about what popular stores are in Germany. I can read and navigate an online shopping website. I can ask and answer questions about what someone wears during different seasons/events. I can describe what my friend is wearing. I can say an item of clothing looks good on someone and describe sizing.	
Key Learning Activities/Formative Assessment	Interpretive Mode	
Summative		

Performance Assessment <ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks should incorporate 21st Century Skills. 	Print texts <ul style="list-style-type: none"> - Infographic- Shopping in Deutschland - Infographics (formative & summative) - Interviews with teens about fashion http://www.pasch-net.de/pas/cls/leh/unt/ku/de3340524.htm - Webquest - Shopping for Clothes https://www.tes.com/us/teacher-lessons/webquest-shopping-for-clothes-7156283 HONORS: Choose one iCulture news article - read and answer questions	Listening/Video <ul style="list-style-type: none"> - youtube video - favorite clothing brands HONORS: Choose one iCulture video - watch and answer questions
	Presentational Mode <ul style="list-style-type: none"> - Presentational speaking/writing: Modenschau (fashion show) - s. 214 “Rollenspiel” - department store scene with partner 	Interpersonal Mode <ul style="list-style-type: none"> - Interpersonal speaking - Partner Interview: “What do you wear when...” -Interpersonal Writing: s. 202 Persönliches with a partner
Cultures (Sample Evidence) Indicate the relationship between the product, practice, and perspective.	<ul style="list-style-type: none"> • Seasonal sales / clothing sizes (p. 224. 227) • Supermarkt and other shops (p. 228-229) • Department stores 	
Connections (Sample Evidence)	Making Connections	Acquiring Information and Diverse Perspectives
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons

Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
Connect. to Com Core		
Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
		Tier 1
Describing a person and an outfit.	stem changing verbs wissen vs. kennen	Personalized Vocabulary
		Tier 2
<div>Final Unit Assessment</div> <div>IPA: Special Event</div> <div>Interpretive Reading: invitation to special event/ weather report</div> <div>Interpersonal Speaking: Call a friend to talk about what you will wear (or RSVP to the event)</div> <div>Interpersonal Writing: Write an email RSVPing to the event. You are going to bring a dish (potluck) and also a friend with.</div>		