

German 4H/AP Semester 1

Language and Level / Grade	German 4H/AP-Einheit 1- Kommunikation und Technologie	Approximate Length of Unit 4 weeks	
		Approximate Number of Minutes Weekly 210	
Theme/Topic	Contemporary Life: Communication and Technologie		
Essential Question	How do you use technology to communicate with others in your daily life?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>I can:</p> <ul style="list-style-type: none"> ask and answer questions about what forms of technology they use describe positive and negative aspects of certain forms of communication (cybermobbing/article) analyze whether the internet and technology are helping or hurting society (socratic seminar) give advice on what technology is best for an individual's needs (email/conversation) identify personal responsibilities in the use of technology (Top 5/ Cybermobbing) present in an organized way about the life and achievements of a German speaking scientist based on my research use the proper register when writing or speaking with someone (Email/conversation) 		
Key Learning Activities/Formative Assessment	Interpretive Mode		
	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> • <i>The interpretive tasks inform the content of the</i> 	Print texts	Listening/Video
	<p>Introduction letter from the teacher</p> <p>Reading Article- Pro/Con on "Macht das Internet Dumm"</p> <p>After filling out Google survey, show graphic of student responses on who uses what forms of communication (which social networking etc.)Students will analyze data from the class</p> <p>-Article- das Handy der Zukunft</p>	<ul style="list-style-type: none"> - Video- das Handy der Zukunft - Geburtstagsparty im Internet (Tessa) -Watching Cybermobbing Video & answer questions on it 	

<p><i>presentational and interpersonal tasks.</i></p> <ul style="list-style-type: none"> <i>The tasks should incorporate 21st Century Skills.</i> 	<p style="text-align: center;">Presentational Mode</p> <ul style="list-style-type: none"> - <u>Play the role of a character</u> in the Cybermobbing video and present on a panel explaining the situation and how you think it was/should be handled. - <u>Choose a German, Austrian or Swiss inventor and create a Google Presentation slide</u> showing when they lived, where they lived, and what their main contribution to society was. Present to the class the main points without reading directly from Google Presentation slide. 	<p style="text-align: center;">Interpersonal Mode</p> <ul style="list-style-type: none"> -Cybermobbing discussion- answer questions from audience playing the role of the character - <u>Socratic seminar</u> discussing and making an argument for whether the internet is making our society smarter or dumber. Ask questions, state opinion, and include others in the conversation -<u>Express opinion on appropriate cell phone usage</u> with top 5 rules -Write email/letter to teacher introducing yourself using general Email/letter writing conventions (introduction, closing, date, formal register, etc.) -Interpersonal speaking- advice to grandmother on what type of electronics to buy (6-6 in PT) -Interpersonal writing- advice to student on what device to buy for college (4-3 PT) -Students compare two versions of a technology (ebook to book) using comparatives and identify advantages of each 						
<p style="text-align: center;">Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Product:</td> <td style="width: 33%; text-align: center;">Practice:</td> <td style="width: 33%; text-align: center;">Perspective:</td> </tr> <tr> <td style="text-align: center;">Product:</td> <td style="text-align: center;">Practice:</td> <td style="text-align: center;">Perspective:</td> </tr> </table>		Product:	Practice:	Perspective:	Product:	Practice:	Perspective:
Product:	Practice:	Perspective:						
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<p style="text-align: center;">Connections (Sample Evidence)</p>	<p>Making Connections</p>	<p>Acquiring Information and Diverse Perspectives</p>						
<p style="text-align: center;">1Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p>	<p>Cultural Comparisons</p>						
<p style="text-align: center;">Communities (Sample Evidence)</p>	<p>School and Global Communities</p>	<p>Lifelong Learning</p>						
<p style="text-align: center;">Connect. to Com Core</p>								
<p>Toolbox</p>								

Language Functions	Related Structures / Patterns	Vocabulary Expansion
<p>Write an Email/ Letter - letter writing conventions Forming and expressing Opinions Duzen / Siezen - When to use formal vs. informal conventions Narrating someone's life history- Comparing/Contrasting similar technologies- Presenting a German scientist- biography and his or her contribution to society</p>	<p>Sehr geehrte... /Mit freundlichen Grüßen Meiner Meinung nach... / du hast Recht Liebe vs. Sehr geehrte</p> <p>wurde geboren/ higher numbers (years)/past tense (ist gestorben) Regular/Irregular Verbs in Present tense/stem changing Comparatives Cases (Kasus)</p>	<p>Tier 1 Computer Vocabulary w/ppt</p> <p>Tier 2 Expressing Opinion</p>
<p>Final Unit Assessment Interpretive reading or listening/ questions (AP Type questions) Email reply- student going to university looking for advice on what device to buy (rubric including register, etc.)</p>		

Language and Level / Grade	German 4H/AP-Einheit 2- Schönheit	Approximate Length of Unit 3 weeks	
		Approximate Number of Minutes Weekly 210	
Theme/Topic	Contemporary Life: Beauty & Aesthetics		
Essential Question	What is considered beautiful in various cultures?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can describe physical features, identify and compare the characteristics of beauty in various cultures, describe myself and my best physical features /personality traits describe the advantages & disadvantages of beauty		
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> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> 	<ul style="list-style-type: none"> - Students worked in groups to describe & analyze beauty in different cultures based on pictures at stations. - Students read article “<u>Ganz schön einfach</u>” and discussed the effects of beauty in everyday life - Prüfungstraining- 5-2 As interpretive listening/reading/graphic <p>Text in English: http://www.hercampus.com/school/tulane/beautiful-world-standards-beauty-around-world</p>	<ul style="list-style-type: none"> -Students will watch a <u>Dove Commercial</u> and <u>describe & analyze changes</u> to physical features made on video. 	

<p>• <i>The tasks should incorporate 21st Century Skills.</i></p>	<p align="center">Presentational Mode</p> <p>Coffee Hour: Students will write and essay and orally present about who they think the most beautiful man and woman in the world are and why (outer beauty, inner beauty).</p> <p><u>Students describe how they would like to be seen by others (personality traits)</u></p> <p>Presentational speaking-describe your daily routine and how you get ready in the morning (using reflexives/OVS word order)</p>	<p align="center">Interpersonal Mode</p> <p>-Students will describe physical & personality traits on <u>graphic organizer</u> & orally</p>
<p>Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Practice: Perspective:</p> <p>Product: Practice: Perspective:</p>	
<p>Connections (Sample Evidence)</p>	<p align="center">Making Connections</p>	<p align="center">Acquiring Information and Diverse Perspectives</p>
<p>1Comparisons (Sample Evidence)</p>	<p align="center">Language Comparisons</p>	<p align="center">Cultural Comparisons</p>
<p>Communities (Sample Evidence)</p>	<p align="center">School and Global Communities</p>	<p align="center">Lifelong Learning</p>
<p>Connect. to Com Core</p>		
<p align="center">Toolbox</p>		
<p align="center">Language Functions</p>	<p align="center">Related Structures / Patterns</p>	<p align="center">Vocabulary Expansion Tier 1</p>
<p>Körperpflege: Explain things you do to make yourself beautiful (grooming, etc.) Description of self and others Describe the most beautiful person and give a reason why</p>	<p>Reflexive Verbs (Ich putze mir die Zähne)/ OVS word order</p> <p>Adjectives and comparatives (bescheiden, schöner als)</p> <p>Conjunctions (deshalb, weil, aber, dass)</p>	<p>-Adjectives describing people - Body Parts</p>

		Tier 2
Final Unit Assessment Presentational writing- compare the idea of beauty in two cultures. How are they similar/different? (HON/AP) Presentational writing- What qualities do you find the most beautiful in a person? Who is an ideal example of this? Use adjectives and comparisons to describe him or her. (underline adjectives and comparatives) (REG/HON/AP) Presentational writing- what are the advantages and disadvantages of being beautiful (AP)		

Language and Level / Grade	German 4H/AP-Einheit 3- die Wende	Approximate Length of Unit 4 weeks	
		Approximate Number of Minutes Weekly	
Theme/Topic	Global Challenges/ Personal and Public Identities		
Essential Question	How did political changes in Germany after World War II affect the people and country?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can: - compare and contrast the governments in East and West Germany -identify the challenges of reunification -describe daily life in East vs. West Germany		
Key Learning Activities/Formative Assessment	Interpretive Mode		
	Print texts	Listening/Video	
Summative Performance Assessment <i>• These tasks allow learners to demonstrate</i>	<u>Students define and compare Communism and Capitalism</u> <u>Historical Timeline</u> Web Quest on East Germany Students read and interpret Poem: Berliner Liedchen Students interpret political cartoon	Students watch <u>video Life in the DDR</u> Video on the Berlin Wall (Eingemauert) Short Film: <u>Dufte</u> with questions Watch Film: Goodbye Lenin	

<p><i>how well they have met the goals of the unit.</i></p> <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. 	<p><u>Students read interview with young people about their experiences in the East and West Freunde</u></p>		
	<p style="text-align: center;">Presentational Mode</p> <p>Students write a comparison of communism and capitalism and analyze the positives and negatives of each system as well as the historical basis</p>	<p style="text-align: center;">Interpersonal Mode</p> <p>Students discuss <u>positive and negative aspects</u> of communism Socratic Seminar about film Goodbye Lenin</p>	
<p>Cultures (Sample Evidence) Indicate the relationship between the product, practice, and perspective.</p>	<p>Product:</p>	<p>Practice:</p>	<p>Perspective:</p>
	<p>Product:</p>	<p>Practice:</p>	<p>Perspective:</p>
<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 Tier 1</p>			
<p>Students will describe when main events in German history occurred</p>		<p>Numbers (dates, years, etc.)/ Past tense verbs (review Imperfekt/Perfekt)</p>	
		<p>Vocabulary to describe political features of Germany</p>	

Final Unit Assessment

Students write a comparison of communism and capitalism and analyze the positives and negatives of each system as well as the historical basis

Interpretive reading/listening

Language and Level / Grade	German 4H/AP-Einheit 4 - Deutschland Heute (Multikulti)	Approximate Length of Unit 4 Weeks	
		Approximate Number of Minutes Weekly 210	
Theme/Topic	Personal and Public Identities/ Families and Communities		
Essential Question	What is Germany like today? What kind of people live there? What is the political and physical makeup?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can -describe Germany's regions -identify German and American stereotypes -identify challenges of immigration and integration into society -identify immigrant groups in Germany and demonstrate and describe their background -describe German perspectives on nationalism and how it's evolving		
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>	-Immigrant statistics -Analyze a poem content and message: Was ich nicht Verstehen kann Novel- Mein eigenes Auto (Student travels to Turkey)	<u>Video</u> on German stereotypes w/ <u>worksheet</u> Song: Deutschland- German stereotypes Video about history of Turkish immigration to Germany Short Film- Schwarzfahrer- about integration of minorities in Germany	

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<p>Cultures (Sample Evidence)</p> <p>Indicate the relationship between the product, practice, and perspective.</p>	<p>Product: Practice: Perspective: Product: Practice: Perspective:</p>		
<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>
<p>Students will discuss what is appropriate behavior in a culture</p> <p>Students discuss what they would do in the situation on the bus in short film Schwarzfahrer</p> <p>Students discuss the lives of immigrants from various places</p>	<p>Modal Verbs (soll, muss, darf)</p> <p>Subjunctive (würde/könnte/müsste)</p> <p>Prepositions (von, aus, nach, in, mit)</p>		<p>Tier 1</p> <p>-Nationalities/Immigration</p> <p>-Personality traits</p> <p>-Statistics and numbers</p>
			<p>Tier 2</p>

Final Unit Assessment Interpretive Reading- zwischen zwei Stühlen Presentational writing- zwischen zwei Heimaten/ Deutschland Stereotypen Presentational writing- What country would you like to move to? What would you have to do to adjust to life in that country?		

Language and Level / Grade	German 4H/AP-Einheit 5- Liebe und Familie	Approximate Length of Unit approx. 6 weeks (3 Familie; 3 Liebe)
		Approximate Number of Minutes Weekly 210
Theme/Topic	Families and Communities	
Essential Question	What kinds of family units exist and what are the advantages and disadvantages of each?	
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can: - describe types of family units or lifestyles - identify advantages and disadvantages of each - take on a persona and try to convince someone to go on a date with them - take on a persona and try to convince a family member to let them do something - discuss appropriate and inappropriate behavior in a social setting	
Key Learning Activities/Formative Assessment	Interpretive Mode	
Summative Performance Assessment • These tasks allow learners to		

<p><i>demonstrate how well they have met the goals of the unit.</i></p> <ul style="list-style-type: none"> • <i>They are integrated throughout the unit.</i> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	<p>Print texts</p> <ul style="list-style-type: none"> -Read and analyze text “Bei Mama ist’s am schönsten” and list positive and negative aspects to living at home with parents into adulthood. -Interpret graphic about various lifestyles (single, married, blended family, etc.) - List advantages and disadvantages of each family type -Vater und Sohn- Cartoon- tell the story from the perspective of the dog -Read novel- Kein Schnaps für Tamara 	<p>Listening/Video</p> <ul style="list-style-type: none"> -Students watch Video Clips- Hotel Mama (Clips 1-3) about people who don’t leave home, but stay at moms house as Adults. - Song “die da” by the Wise Guys about dating and relationships - Song “willst du mit mir gehen” about dating and relationships
	<p>Presentational Mode</p> <ul style="list-style-type: none"> -Cultural Comparison- students choose a topic to present the similarities and differences between Germany and the United States. Presentations are one class period long. 	<p>Interpersonal Mode</p> <ul style="list-style-type: none"> - Write to Email to Robert telling him to leave the house since he’s grown up -Pinkelpause- improvisation skit in which each student plays a role of a family member. Each needs to use the bathroom at the same time. Make arguments and negotiations to determine who goes first. - Interpersonal discussion in Language lab with partner about their family structure and people they know -AP Interpersonal Speaking activity- Patchwork Familie (blended family) -Speed Dating- students assume a personality and go on two minute dates - Girls vs. Boys- Top 5 list of what you should and shouldn’t do on a date and compare gendered answers

Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective.</i>	Product:	Practice:	Perspective:
	Product:	Practice:	Perspective:
Connections (Sample Evidence)	Making Connections		Acquiring Information and Diverse Perspectives
1Comparisons (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	
-Describe important relationships you have with friends or family - Describing people in relationship		Reflexive verbs in relationships (sich verloben- to get engaged, sich gut verstehen- to get along, etc.) Relative Pronouns (a person, who)	
		Tier 2	
Final Unit Assessment -Presentational writing: Compare and contrast two lifestyles (single, married, single mom, etc.) and explain the advantages and disadvantages of each. Which do you think is the best? Interpretive Reading/Listening			

Language and Level / Grade	German 4H/AP-Einheit 6- Umwelt	Approximate Length of Unit 5 Weeks	
		Approximate Number of Minutes Weekly 210	
Theme/Topic	Global Challenges/ Science and Technology		
Essential Question	What are the major environmental concerns and how can our behavior affect them (positively or negatively?)		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>I can:</p> <ul style="list-style-type: none"> - describe life in different places (in the country, suburb, city, etc.) - list things they do in daily life to consider the environment -list different environmental problems and suggest changes in behavior -interpret graphics regarding the world's energy use and which countries are more or less environmentally friendly 		
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>	<ul style="list-style-type: none"> -Interpret and describe photos of different places one could live- (in the country, in the big city, in a suburb, etc.) -Where should you live? Take personality quiz in Aspekte book -Read Interview- do young people not care about the environment? 	<ul style="list-style-type: none"> -Video:City or Country life- Two Germans argue what they prefer -Recycling in Germany Video- how to recycle more difficult items -Video: Passive Houses in Germany -Song: Muss noch kurz die Welt retten- must save the world. 	

<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. 	<p>-Interpret which item would be recycled in which color of the containers- try it in class! (Relay race)</p> <p>-Interpret graphics and compare recycling efforts in various countries</p> <p>-Interpret graphics about energy and resource consumption in various countries in the world</p>	
	<p style="text-align: center;">Presentational Mode</p> <p>-AP Persuasive Essay- Where is it better to live? In the city or in the country? (Incorporate 3 sources in written argument)</p> <p>-Students evaluate different types of pollution and make suggestions for what should be done or not done to help the environment. They present their portion to their classmates and make suggestions.</p> <p>-Students create posters on an environmental issue of their choice including what the problem and what one could do to help solve the problem</p> <p>- AP Email- PT 4-1: Citizen initiative (bridge)</p>	<p style="text-align: center;">Interpersonal Mode</p> <p>-Survey-how environmentally friendly are you? Students will fill out their answers then ask classmates about their own behaviors.</p> <p>-What pollutes what? Discuss what types of actions or items pollute the land, water, or air?</p>
<p>Cultures (Sample Evidence) Indicate the relationship between the product, practice, and perspective.</p>	<p>Product: Practice: Perspective:</p> <p>Product: Practice: Perspective:</p>	
<p>Connections (Sample Evidence)</p>	<p style="text-align: center;">Making Connections</p>	<p style="text-align: center;">Acquiring Information and Diverse Perspectives</p>
<p>1Comparisons (Sample Evidence)</p>	<p style="text-align: center;">Language Comparisons</p>	<p style="text-align: center;">Cultural Comparisons</p>
<p>Communities (Sample Evidence)</p>	<p style="text-align: center;">School and Global Communities</p>	<p style="text-align: center;">Lifelong Learning</p>

Connect. to Com Core		
Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
		Tier 1
Students suggest what could be done to help the environment Students describe how things in the environment are polluted	Subjunctive- würde, könnte Passive voice- wurde verschmutzt	Housing Vocabulary Nature Vocabulary Energy Vocabulary
		Tier 2 Country names
Final Unit Assessment		
AP Assessment- Persuasive Essay- Where is it better to live? In the city or in the country? (Incorporate 3 sources in written argument)		
HON-Students create posters on an environmental issue of their choice including what the problem and what one could do to help solve the problem		

Language and Level / Grade	German 4H/AP-Einheit 7- Bildung und Beruf	Approximate Length of Unit 3 Weeks
		Approximate Number of Minutes Weekly 210
Theme/Topic	Alltag	
Essential Question	How does education in Germany lead to a profession?	
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can: discuss my priorities in a future career compare and contrast the German and American school systems identify and speak about my strengths/weaknesses as an employee identify pros/cons to particular careers	

	introduce myself and engage in conversation in a professional setting (job interview)		
Key Learning Activities/Formative Assessment 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. 	Interpretive Mode		
	Print texts Grafik- Deutsches Bildungssystem Wünsche an dem Beruf- Grafik (Aspekte) Statista- Einkommen in Deutschland Article: Slow German- Jobben	Listening/Video Kleingeld- Short film Video- What should you NOT do at a job interview	
	Presentational Mode Vorstellungsgespräch -choose job advertisement and prepare strengths and weaknesses. Interview with a classmate for this particular job.	Interpersonal Mode Was wünschst du dich an einem Beruf? Wer bin ich- wo willst du studieren? Was willst du werden? Pro/Con list of future Job Resume writing auf Deutsch Vorstellungsgespräch (asking and answering questions in interview) AP Email reply- Beruf (PT 4-5)	
Cultures (Sample Evidence) Indicate the relationship between the product, practice, and perspective.	Product:	Practice:	Perspective:
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Connections (Sample Evidence)	Making Connections		Acquiring Information and Diverse Perspectives
1Comparisons (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
Students talk about their strengths and weaknesses as an employee	adjectives (fleißig, selbstbewusst, verantwortlich)	School system Vocab Work Vocab
Students discuss what they want to become in the future	werden- future tense	Tier 2
Final Unit Assessment Interpretive Reading- Job advertisement Interpretive Reading- Graphic about hours worked in different countries Presentational writing- pros/cons of German educational system; what should you do/not do at a job interview		

Language and Level / Grade	German 4H/AP-Einheit 8- Kunst/Musik	Approximate Length of Unit 2 weeks
		Approximate Number of Minutes Weekly 210
Theme/Topic	Schönheit und Ästhetik	
Essential Question		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	I can: describe and interpret a piece of art (sculpture, painting, photograph) present the life and works of a German speaking artist read and interpret a German poem	

Key Learning Activities/Formative Assessment 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. 	Interpretive Mode	
	Print texts Read and interpret the poem <i>Gefunden</i> Read, interpret and perform the poem <i>Erkönig</i> Field trip to art institute to analyze and interpret German works of art (alternative online assignment using AIC website for students not attending trip)	Listening/Video music videos from presentations film: <i>Jenseits der Stille- Beyond Silence</i>
	Presentational Mode German Artist Project- students research and present an artist (music, architecture, painting, sculpture, etc.) to the class based on research. Presentations include the artist’s biography, style and examples of their work.	Interpersonal Mode Two circles- what is your current favorite song and why? Create 3 dimensional sculpture at home using household items. Explain to a partner what it means to you and your interpretation. Partner asks questions about what is used.
Cultures (Sample Evidence) Indicate the relationship between the product, practice, and perspective.	Product: Practice: Perspective: Product: Practice: Perspective:	
Connections (Sample Evidence)	Making Connections	Acquiring Information and Diverse Perspectives
1Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
Communities	School and Global Communities	Lifelong Learning

(Sample Evidence)		
Connect. to Com Core		
Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
		Tier 1
		How do you talk about art?
		Tier 2
Final Unit Assessment		
German Artist Project- students research and present an artist (music, architecture, painting, sculpture, etc.) to the class based on research. Presentations include the artist's biography, style and examples of their work.		