| *DE German 5* | |
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| **CURRICULUM/CONTENT AREA** | **COURSE LENGTH** |
| *World Languages German* | *2 terms / 1 Semester* |
| **GRADE LEVEL** | **DATE LAST REVIEWED** |
| *11-12* | *6/2023* |
| **PREREQUISITE(s)** ***if applicable*** | **BOARD APPROVAL DATE** |
| *German 4* | *6/2023* |
| **PRIMARY RESOURCE** ***if applicable*** | |
| *Kaleidoskop: Kultur, Literatur und Grammatik* | |

## DESIRED RESULTS

**COURSE DESCRIPTION AND PURPOSE**

*Students will refine their German skills through literature, history, culture, and review of major grammatical concepts. Students will become increasingly fluent as they begin to hypothesize, negotiate, and persuade in German. German 5 provides a solid foundation for study of German at the college level.*
*This course may be taken for dual credit through UW Oshkosh CAPP.*
*WEIGHTED GRADE*

| **ENDURING UNDERSTANDINGS**<br>*Students will understand that...* | **ESSENTIAL QUESTIONS**<br>*Students will keep considering...* |
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| 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 globaly 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? |
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**PRIORITY STANDARDS**
*Students will know and be able to...*

**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.

**Standard 2 Interpersonal Communication:**
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.

**Standard 3 Presentational Communication:**
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.

**SUPPORTING STANDARDS**
*Students will know and be able to...*

**Standard 4 Intercultural Communication**
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.

**Standard 5 Global Competence and Community Engagement**
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.

| *Unit 1: Freetime/ Freizeit* | | |
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| **STAGE 1: DESIRED UNIT RESULTS**<br>*What will students understand as a result of the unit?* | | **STAGE 2: ASSESSMENT EVIDENCE**<br>*By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?* |
| **UNIT ESSENTIAL QUESTION (s):** | **THEME:** | **PROFICIENCY TARGET:** |
| Why is freetime important? What constitutes work/life balance? What advantages are there to Germany's universal four-week paid vacation? | Freetime | *Intermediate Mid - Intermediate High*<br>*Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.*<br>*Interpersonal Speaking*<br>*Interpersonal Writing*<br>*Interpretive*<br>*Presentational Speaking*<br>*Presentational Writing* |
| **PRIORITY STANDARDS & LEARNING TARGETS** | | **Summative- Integrated Performance Assessment Tasks by Mode**<br>*Students may be given options to show their learning in varied ways.* |
| **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. | As part of your study on freetime, you want to learn what there is to do in Mainz and Potsdam. As you read about sightseeing destinations on the cities' websites, you complete a comprehension guide that includes prices, hours, and activities for four destinations.<br><br>As part of our unit on freetime, you want to prepare Markus for his bicycle adventure to Togo. As you read about travel advisories for Togo and West Africa on the German embassy's website, you will complete a comprehension guide that summarizes health, safety, and packing tips for Markus. |
| | 1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts. | As part of our unit on freetime, you will read excerpts from the novel Ein Coffee to go in Togo. You will demonstrate your understanding of events from these excerpts by writing summaries, completing timelines, and drawing comics of selected chapters. |
| | 1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts. | As part of our unit on freetime, you will watch excerpts from the movie Im Juli. You will demonstrate your understanding of events from these clips by completing comprehension guides. |
| **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. | As part of our unit on freetime, you have a conversation with a doctor or patient about travel preparations for an upcoming trip to Togo. You discuss tropical fevers, medication, water, and potential digestion issues. |
| | 2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions. | As part of our unit on freetime, you have a conversation with a doctor or patient about travel preparations for an upcoming trip to Togo. You discuss tropical fevers, medication, water, and potential digestion issues. |
| | 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. | As part of our unit on freetime, you want to prepare Markus for his bicycle adventure to Togo. After you read about travel advisories for Togo and West Africa on the German embassy's website, you will respond to Markus' travel vlog post with tips for his trip. Your response will include 5 sets of comments from different characters: one of Markus' family members, a childhood friend, a co-worker, a friend or family member who works in health care, and a random internet follower. |
| **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.* | As part of our unit on freetime, you want to express how you fit freetime activities into your busy schedule. You write a 10-sentence paragraph explaining your responsibilities and schedule and when you fit in freetime. You include information about what you typically do during your freetime during the school year and contrast this with what you would like do you if you had a vacation. |
| | 3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.* | As part of our unit on freetime, you create a vlog post announcing Markus' plan to bike to Togo. Your vlog post includes a description of your planned route, an explanation of why you're undertaking such a long journey on bicycle, and a description of how you have arranged to take the time off of work for a year.<br><br>As part of our unit on freetime, you give a presentation about Daniel's travel options to Istanbul. You suggest a route and modes of transportation after his car breaks down in Bavaria. Your presentation includes advising Daniel about what he should avoid and tips on what to do instead. |
| | 3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.* | As part of your study on freetime, you want to learn what there is to do in Mainz and Potsdam. After you read about sightseeing destinations on the cities' websites, you present an itinerary for your day in either Mainz or Potsdam. Your oral presentation includes 3 destinations with pictures and what you plan to do at each destination. You also tell us how much each activity costs and when you will do the activity. |
| **SUPPORTING STANDARDS AND LEARNING TARGETS** | | |

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| **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.d I can use culturally appropriate behaviors as I interact with members of their local and global communities. | As part of our unit on freetime, you will contrast social norms for paid time off in Germany with the United States by summarizing the data in an infographic. |
| **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.** | | As part of our unit on freetime, you will explain cultural differences in ordering coffee in Germany and Austria as well as transportation differences between European and West African countries with vlog posts. |

**Stage 3: PLAN LEARNING EXPERIENCES**

*A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*

| *Students will be able to..*<br>**KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES** | *Students will know...*<br>**KEY CULTURAL AND LINGUISTIC KNOWLEDGE**<br>*(i.e.-Vocabulary , Grammatical Structures), Syntax)* | *Teachers will engage learners in the 3 modes and provide feedback with...*<br>**INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES** |
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| Describing my daily life: obligations, free time | geniessen, Beschäftigung, die Entwicklung, der Fall, klappen, unternehmen, stören, auf keinen Fall, Möglichkeit, Zeit verbringen, vergleichen, zugeben, zustimmen, ewig, bisher, gespannt | Comprehension questions for the chart: What Germans do in their freetime, reading advertisements for businesses such as a gym, time table for a ferry/train |
| Summarzing key details about a tourist attraction | Ermässigung, Erwachsene, Eintritt, Oeffnungszeiten | Presentation: *A day in Potsdam* |
| Summarizing key details from a novel | Verb placement | Presentation: *How I spend my freetime* |
| Convincing others to try new things | Subordinating conjunctions | Excerpts from the novel: Ein Coffee to go in Togo |
| | Case review | Interviews, writing postcards from Juli and Daniel's trip across Europe/ Markus' trip to Togo |
| | common derivational suffixes | Oral exam: convincing a friend to go on an excursion |
| | | Essays: *My favorite vacation, ein guter Tag* |
| | | Excerpts from the movie: *Im Juli* |
| | | Vocabulary exercises with nominal/verbal/adjectival forms |
| | | Unit exam |

| *Unit 2: Kommunikation* | | |
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| **STAGE 1: DESIRED UNIT RESULTS**<br>*What will students understand as a result of the unit?* | | **STAGE 2: ASSESSMENT EVIDENCE**<br>*By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?* |
| **UNIT ESSENTIAL QUESTION (s):** | **THEME:** | **PROFICIENCY TARGET:** |
| How does what I communicate influence others? How is communication different now than in the past? How do different people communicate about difficult topics? | Communication | *Intermediate Mid - Intermediate High*<br>*Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.*<br>*Interpersonal Speaking*<br>*Interpersonal Writing*<br>*Interpretive*<br>*Presentational Speaking*<br>*Presentational Writing* |
| **PRIORITY STANDARDS & LEARNING TARGETS** | | **Summative- Integrated Performance Assessment Tasks by Mode**<br>*Students may be given options to show their learning in varied ways.* |
| **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. | As part of your study on communication, you wonder how communication has changed in your lifetime. As you read about life without a cellphone, you complete a comprehension guide that demonstrates your understanding of how things were different in the early 2000s in Germany.<br><br>As part of our unit on communication, you want to learn about how German Resistance groups fought against the Nazi regime. You will pick a topic from the Gedenkstätte Deutscher Widerstand website and summarize the information in an infographic. |
| | 1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts. | As part of our unit on communication, you will read the novel Die weiße Rose and watch excerpts from the movie by the same name. You will demonstrate your understanding of events from these excerpts by writing summaries, completing timelines, and narrating pictures from the novel/film.<br><br>As part of our unit on communication, you will watch excerpts from the movie Die weiße Rose. You will demonstrate your understanding of events from these clips by completing comprehension guides. |
| | 1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts. | As part of our unit on communication, you will watch an episode of The German History Scavenger Hunt. You will demonstrate your understanding of events from the interviews in this clip by completing a comprehension guide. |
| **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. | As part of our unit on communication, you conduct an interview with your classmates about their communication habits. You discuss your cell phone, how old you were when you received your first cell phone, modes of communication you don't like to use but have to (such as email), and how you adjust your communication method with different audiences (such as teachers, parents, and friends). |
| | 2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions. | As part of our unit on communication, you have a conversation with a friend about a difficult decision. Partner A explains the problem and asks for advice. Partner B asks for details and offers advice. Both partners offer options, and discuss potential outcomes from each option. |
| | 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. | As part of our unit on communication, you learn that your brother Hans has been involved in political activities that could cost his life. You write an entry in your diary about what you learned, how you discovered this information, and your concerns for your brother and family because of his actions. |
| **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.* | As part of your study on communication, you want to create a time capsule about how high schoolers communicate with each other in 20XX. You write an essay to explain your preferred modes of communication. You include a contrast between how you communicate with how your parents communicated as teenagers. |
| | 3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.* | As part of your study on communication, you write a 10-sentence paragraph about how old children should be before they receive their first cell phone. In your argument, explain the benefits and drawbacks of having a phone and how age plays a role in these aspects. |
| | 3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.* | As part of your study on communication, you want to learn about how German Resistance groups fought against the Nazi regime. You will pick a topic from the Gedenkstätte Deutscher Widerstand website and prepare a presentation for your classmates. Your presentation may be oral or written in the form of slides, a short book, or an interview. |
| **SUPPORTING STANDARDS AND LEARNING TARGETS** | | |

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| **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.d I can use culturally appropriate behaviors as I interact with members of their local and global communities. | As part of our unit on communication, you will write a paragraph about how the history of surveillance under two totalitarian regimes influences German cultural practices on websites and social media. You will show how this contrasts with American practices on the same media platforms. |
| **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.** | | As part of our unit on communication, you will create a Stolpersteine and an infographic about Mildred Fish-Harnack explaining 5 key details about her historical significance to Wisconsin and Germany. |

**Stage 3: PLAN LEARNING EXPERIENCES**

*A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?*

| *Students will be able to..*<br>**KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES** | *Students will know...*<br>**KEY CULTURAL AND LINGUISTIC KNOWLEDGE**<br>*(i.e.-Vocabulary , Grammatical Structures), Syntax)* | *Teachers will engage learners in the 3 modes and provide feedback with...*<br>**INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES** |
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| Describing how I communicate | Internetzugang, W-LAN, Netz, öffentlich, erreichbar, auskommen, simsen, Akku, Aufladegerät, Handy, Flugblatt | Article: Kann man ohne Handy leben? |
| Talk about important details from the past | Daily Life in the 3rd Reich, Nazi Resistence movements | Novel: *Die weiße Rose* |
| Summarizing key details from a novel | | *Essays: My favorite toy, Sophies Tagebuch, Davor habe ich Angst* |
| Discuss the pros and cons of risk taking | Vocabulary from *Die weiße Rose:* Geißel, Meinung, Durchsuchung, Kummer, Verlassenheit, Heimweg, Last, Lager, Zwang, Dienst, quälen, entlassen, leiden, bügeln, Partei, Widerstand, verurteilen, verhaften, Verbrechen, käpfen, Krieg, Regierung, Eindruck, Anklage, Prozess, Trauer, Unrecht | Excerpts from the movies: Die weiße Rose, *Sophie Scholl: Die Letzten Tage, Die Welle* |
| Modify speech for an academic/professional register | Subjunctive, conditionals, indirect speech, infinitive phrases, da- & wo-compounds | Presentations: How I communicate, My childhood vs. now, A time I was afraid, Resistence Movements in Nazi Germany |
| | | Vocabulary exercises with nominal/verbal/adjectival forms |
| | | Unit quizzes and exam |
| | | Gimkits, Blookets |

| *Unit 3: Multikulterelle Gesellschaft* | | |
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| **STAGE 1: DESIRED UNIT RESULTS**<br>*What will students understand as a result of the unit?* | | **STAGE 2: ASSESSMENT EVIDENCE**<br>*By what criteria will performances of understanding be assessed?*<br>*Through what authentic performance tasks will students demonstrate the desired unit results?* |
| **UNIT ESSENTIAL QUESTION (s):** | **THEME:** | **PROFICIENCY TARGET:** |
| What does it mean to be German? Why do people choose to leave one place and settle in another? | Immigration: Moving to Germany and Germans abroad | *Intermediate Mid - Intermediate High*<br>*Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.*<br>*Interpersonal Speaking*<br>*Interpersonal Writing*<br>*Interpretive*<br>*Presentational Speaking*<br>*Presentational Writing* |
| **PRIORITY STANDARDS & LEARNING TARGETS** | | **Summative- Integrated Performance Assessment Tasks by Mode**<br>*Students may be given options to show their learning in varied ways.* |
| **Standard 1 Interpretive Communication:**<br>**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. | As part of your study on immigration, you wonder about diversity in Germany. As you read the article Integration statt Assimilation, you complete a comprehension guide that demonstrates your understanding of what diversity looks like in Mannheim. |
| | 1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts. | As part of our unit on immigration, you will read the novel Im Land der Schokolade und Bananen. You will demonstrate your understanding of events from these excerpts by writing summaries, completing timelines, and creating comics of the events in the novel. |
| | 1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts. | As part of our unit on immigration, you will watch episodes of Sendung mit der Maus: Tibas Geschichte. You will demonstrate your understanding of events from Tiba's life by completing a comprehension guide and timeline. |
| **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 will write letters to characters in our film *Almanya: Welcome to Germany* and ask questions about their new life in Germany. After trading letters with classmates, they will write a response back to their friend/family member in Turkey explaining what is different between Turkey and Germany. |
| | 2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics* in linguistically and culturally responsive interactions. | Students will complete an information-gap activity about prominent German immigrants, including where they were born, when they immigrated, and their identity as a German speaker. |
| | 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 will interview each other about the 5 items they would save from home vs. the 5 items they would take on vacation. In their interviews, they will support their choices by stating the utility and value of each item. |
| **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 will interview an immigrant to the U.S. and summarize the immigrant's story for the class with a choice board: annotated timeline, book, or oral presentation |
| | 3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.* | Students will write an essay about how German is an international language. They will persuade readers to think beyond Europe for understanding the German diaspora and express why they think German is useful around the world. |
| | 3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.* | Oral presentation: Students will teach the class about German communities in Kazakhstan, Siberia, Brazil, Argentina, North and South Dakota, and Namibia. This will include explaining why there are German speaking communities in this area, when these groups immigrated, where they came from, and why they immigrated. |
| **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.d I can use culturally appropriate behaviors as I interact with members of their local and global communities. | Following topics from our novel and film, students will research toilets in another country and explain how they work in a short oral presentation. |
| **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.** | | Students will learn to use Sütterlin script to help analyze letters and documents from Germans who immigrated to Wisconsin in the 1800s. They will show competence in this skill by transcribing excerpts from letters and immigration paperwork into a Latin-based script. |

| **Stage 3: PLAN LEARNING EXPERIENCES**<br>*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 unforld in a natural flow?* | | |
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| *Students will be able to..*<br>**KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES** | *Students will know...*<br>**KEY CULTURAL AND LINGUISTIC KNOWLEDGE**<br>*(i.e.-Vocabulary , Grammatical Structures), Syntax)* | *Teachers will engage learners in the 3 modes and provide feedback with...*<br>**INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES** |
| Reading old German script to understand immigrants' stories | Sütterlin script: learning letter recognition | Sütterlin script exercises (Max Kade, online resources) |
| Summarizing key details from a novel | Vocabulary from the novel: Im Land der Schokolade und Bananen | Novel: *Im Land der Schokolade und Bananen* |
| Writing for academic purposes | relative clauses, passive voice, da & wo-compounds | *Essays: Das packe ich, Biograph von einem berühmten Immigrant* |
| Discuss cultural assumptions, integration, and assimilation | | Movie: *Almanya, Willkommen in Deutschland* |
| Planning and summarizing an interview | | Presentations: Die Toiletten der Welt, die Deutschen im Ausland, Gespräch mit einem Immigrant |
| | | Vocabulary exercises with nominal/verbal/adjectival forms |
| | | Unit quizzes and exam |
| | | Gimkits, Blookets |