

# German I

## Unit 1: Hallo! Wie geht's? / Hello! How are you?

### Stage 1: Desired Results

#### Standards & Indicators:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.CT.3	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	

#### Central Idea/Enduring Understanding:

- People of different cultures greet each other differently than Americans.
- Grammar structures in the German language have both differences and similarities to English.
- The German school system is diverse.
- The German language is spoken in countries other than Germany.

#### Essential/Guiding Question:

- What does German sound like and what are the countries in Europe where German is the major language?
- How can learning a different language teach us tolerance and appreciation for others?
- Why does German have a formal component when addressing people in the second person?
- What are the significant cultural differences in the

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	way that Germans greet each other compared to our own culture?
<p><b>Content:</b></p> <p><b>Chapter 1A:</b></p> <ul style="list-style-type: none"> <li>Greetings and polite expressions</li> <li>Formal versus Informal speech</li> <li>German Alphabet</li> <li>Introductions</li> </ul> <p><b>Chapter 1B:</b></p> <ul style="list-style-type: none"> <li>Basic school items</li> <li>Telling Time</li> <li>German School System</li> <li>Numbers</li> <li>Geography</li> </ul>	<p><b>Skills(Objectives):</b></p> <ol style="list-style-type: none"> <li>Respond to target language questions and commands.</li> <li>Identify &amp; manipulate items required for school.</li> <li>Identify &amp; manipulate nouns (singular and plural) and their articles.</li> <li>Identify the major geographical and cultural characteristics of German speaking countries using digital tools.</li> <li>Gain an introduction to the sounds that the letters of the German alphabet make.</li> <li>Count from 1-100</li> <li>Conjugate simple verbs.</li> <li>Create simple sentences in the present tense.</li> <li>Identify true and false cognates.</li> </ol>
<p><b>Interdisciplinary Connections:</b></p> <p><b>Social Studies:</b> Students will study the geography of German speaking countries. <b>English:</b> Learning about the grammar of another language can help students understand their own language's grammar better. <b>Math:</b> Students will practice basic math operations in German.</p>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b>Performance Task(s):</b></p> <ol style="list-style-type: none"> <li>Identify pictures of basic actions, school items, and other random items based on an oral description.</li> <li>Decide whether basic statements made in German using the newly acquired vocabulary are true or false; logical or illogical.</li> <li>Draw pictures of individual vocabulary terms or statements based on an oral description.</li> <li>Identify the German speaking countries of Europe as well as the five biggest cities in Germany on a blank map.</li> <li>Repeat terms or phrases out loud to gain an introduction to pronunciation.</li> </ol>	<p><b>Other Evidence:</b></p> <ol style="list-style-type: none"> <li>The teacher can assess student understanding by having the students physically respond to teacher prompts given in German.</li> <li>The teacher will give a listening quiz after introducing the vocabulary terms and concepts for the section.</li> <li>Unit Test (Listening Component)</li> </ol>
<p><b>Stage 3: Learning Plan</b></p>	
<p><b>Learning Opportunities/Strategies:</b></p> <ol style="list-style-type: none"> <li>Students physically perform actions and manipulate items as prompted in German by the teacher.</li> <li>Flyswatter game.</li> <li>Picture Prompts</li> <li>Students illustrate a story that is being read to them in German.</li> <li>Students draw pictures/numbers on their individual white boards based on teacher prompts.</li> <li>Students respond orally "Ja" or "Nein" to statements made by the teacher.</li> <li>Students label a basic map of German speaking countries.</li> </ol>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Mosaik Textbook Level 1</li> <li>Startsite (Textbook Website)</li> <li>Canva</li> <li>Teacher Created slideshows</li> <li>Guided notes</li> <li>Google Classroom activities</li> <li>YouTube videos</li> <li>Gimkit website</li> <li>Flip Activities</li> <li>Quizlet website</li> <li>Edpuzzle website</li> <li>Conjuguemos website</li> </ul>

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- 8. Students use their tablets or other electronic devices to participate in Gimkit & Quizlet activities.
- 9. Students volunteer to act out brief stories that are narrated by the teacher in German.

## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions.</li> <li>• E-learning:               <ul style="list-style-type: none"> <li>○ Duolingo</li> <li>○ Gimkit</li> <li>○ QuizleT</li> <li>○ Textbook Website</li> </ul> </li> <li>• Independent Study</li> <li>• Varying sets of reading comprehension questions to answer.</li> <li>• Telling stories or describing situations in target using only visuals and not text.</li> <li>• Increased target language immersion</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn).</li> </ul>	<ul style="list-style-type: none"> <li>• techniques and higher order questions</li> <li>• E-learning:               <ul style="list-style-type: none"> <li>○ Gimkit</li> <li>○ Quizlet</li> <li>○ Textbook Website</li> </ul> </li> <li>• Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Reading text out loud in the target language to practice pronunciation</li> <li>• Using a whiteboard to assess individual comprehension, and provide immediate feedback.</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn).</li> </ul>	<ul style="list-style-type: none"> <li>• Use of flashcards (For example Quizlet)</li> <li>• Mini lessons</li> <li>• Individualized remediation and enrichment materials.</li> <li>• E-learning.</li> <li>• Continually assess and adjust content to meet student's needs.</li> <li>• Extended time on activities / assessments</li> <li>• Grade for content, not spelling.</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model.</li> <li>• Use adapted text / worksheets.</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements to be small, large, or individual.</li> <li>• Utilize the peer buddy system in cooperative learning.</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students' functioning level.</li> <li>• Provide correctly</li> </ul>	<ul style="list-style-type: none"> <li>• ELL supports should include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>○ Extended time</li> <li>○ Provide visual aids</li> <li>○ Repeated directions</li> <li>○ Differentiate based on proficiency</li> <li>○ Provide word banks</li> <li>○ Allow for translators, dictionaries</li> </ul> </li> <li>• Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:               <ul style="list-style-type: none"> <li>○ Breaking assignments into smaller tasks.</li> <li>○ Giving directions through several channels (auditory, visual, kinesthetic, model)</li> <li>○ Small group instruction for reading writing</li> </ul> </li> </ul>

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		<p>completed examples.</p> <ul style="list-style-type: none"> <li>• Provide frequent reviews of current concepts and information taught.</li> <li>• Break assignments into smaller tasks.</li> <li>• Use drill and repetition.</li> </ul>	
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## **Unit 2: Schule und Studium / School and Leisure Activities**

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

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- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
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- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

#### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

#### **Central Idea/Enduring Understanding:**

- Other countries use military time instead of AM/PM.
- Soccer is a popular sport among Europeans.
- Switzerland is a popular winter tourist attraction.

#### **Essential/Guiding Question:**

- How is the German school system different from ours?
- How can colleges and universities in Europe offer free education?
- How and why does word order change when making sentences?

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<p><b>Content:</b></p> <p><b>Chapter 2A:</b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Days of the week</li> <li>• Adjectives</li> <li>• Places</li> </ul> <p><b>Chapter 2B:</b></p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Places</li> <li>• Verbs</li> <li>• Likes/dislikes/favorites</li> </ul>	<p><b>Skills(Objectives):</b></p> <ol style="list-style-type: none"> <li>1. Ask memorized questions related to school schedules, teachers, favorite classes, etc.</li> <li>2. Answering simple questions about yourself regarding name, age, where from, what you do in your feetime.</li> <li>3. Use appropriate greetings and leave takings from the target culture.</li> <li>4. Identifying days of the week</li> <li>5. Understanding when to use formal vs. informal when speaking to someone.</li> <li>6. Asking for and giving information about your school day.</li> <li>7. Conjugating irregular verbs</li> <li>8. Using correct adjective endings.</li> <li>9. Using the correct form of <i>nicht</i> or <i>kein</i> to negate a sentence.</li> </ol>
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## Interdisciplinary Connections:

**Social Studies:** Compare societal cultures when introducing the formal vs informal component built into German.

## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ol style="list-style-type: none"> <li>1. 1. Decide whether statements made in German using the new vocabulary are true/false or logical/illogical</li> <li>2. 2. Fill out a schedule of classes and ask/answer questions about it.</li> <li>3. 3. Draw pictures of school supplies on a personal whiteboard based on teacher descriptions.</li> <li>4. 4. Provide the correct ending for verbs in a sentence based on the subject.</li> <li>5. 5. Identify the time of classes based on student schedules.</li> <li>6. 6. Read and listen to the chapter extended readings for comprehension and identify additional vocabulary based on context.</li> <li>7. 7. Correctly identify a time spoken out loud by the teacher.</li> <li>8. 8. Ask and answer fellow students personal questions about what they need for a particular class, their favorite classes/teachers.</li> </ol>	<p><b>Other Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Create a chat mat as a tool for students to converse.</li> <li>2. Unit 2 Exam (assesses listening, speaking, reading &amp; writing proficiency for concepts introduced in this unit).</li> </ol>
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## Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Students will walk around the room and greet each other in German.</li> <li>2. Cartoon speech bubbles</li> <li>3. Flyswatter game</li> <li>4. Whiteboard spelling</li> <li>5. Partner Info Gap.</li> <li>6. Textbook website activities</li> </ol>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Mosaik Textbook Level 1</li> <li>• Startsite (Textbook Website)</li> <li>• Canva</li> <li>• Teacher Created slideshows</li> <li>• Guided notes</li> <li>• Google Classroom activities</li> <li>• YouTube videos</li> </ul>
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7. Numbers Bingo 8. Partner Interview 9. Numbers Relay Race 10. Partner Vocabulary Match 11. Partner Draw 12. Group Listening Game 13. Class Survey Activity 14. Time Bingo 15. Gimkit Unit Review 16. Flipgrid Student Video Presentation 17. Quizlet flashcards and reviews	<ul style="list-style-type: none"> <li>• Gimkit website</li> <li>• Flip Activities</li> <li>• Quizlet website</li> <li>• Edpuzzle website</li> <li>• Conjuguemos website</li> </ul>
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## Differentiation

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<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions.</li> <li>• E-learning: <ul style="list-style-type: none"> <li>◦ Duolingo</li> <li>◦ Gimkit</li> <li>◦ QuizleT</li> <li>◦ Textbook Website</li> </ul> </li> <li>• Independent Study</li> <li>• Varying sets of reading comprehension questions to answer.</li> <li>• Telling stories or describing situations in target using only visuals and not text.</li> <li>• Increased target language immersion</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn).</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions</li> <li>• E-learning: <ul style="list-style-type: none"> <li>◦ Gimkit</li> <li>◦ Quizlet</li> <li>◦ Textbook Website</li> </ul> </li> <li>• Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Reading text out loud in the target language to practice pronunciation</li> <li>• Using a whiteboard to assess individual comprehension, and provide immediate feedback.</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn).</li> </ul>	<ul style="list-style-type: none"> <li>• Use of flashcards (For example Quizlet)</li> <li>• Mini lessons</li> <li>• Individualized remediation and enrichment materials.</li> <li>• E-learning.</li> <li>• Continually assess and adjust content to meet student's needs.</li> <li>• Extended time on activities / assessments</li> <li>• Grade for content, not spelling.</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model.</li> <li>• Use adapted text / worksheets.</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements to be small, large, or individual.</li> <li>• Utilize the peer buddy system in cooperative learning.</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• ELL supports should include, but are not limited to, the following: <ul style="list-style-type: none"> <li>◦ Extended time</li> <li>◦ Provide visual aids</li> <li>◦ Repeated directions</li> <li>◦ Differentiate based on proficiency</li> <li>◦ Provide word banks</li> <li>◦ Allow for translators, dictionaries</li> </ul> </li> <li>• Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: <ul style="list-style-type: none"> <li>◦ Breaking assignments into smaller tasks.</li> <li>◦ Giving directions through several channels (auditory, visual, kinesthetic, model)</li> <li>◦ Small group instruction for reading writing</li> </ul> </li> </ul>

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		learning aids <ul style="list-style-type: none"> <li>• Use various techniques and materials to teach a lesson, based on students' functioning level.</li> <li>• Provide correctly completed examples.</li> <li>• Provide frequent reviews of current concepts and information taught.</li> <li>• Break assignments into smaller tasks.</li> <li>• Use drill and repetition.</li> </ul>	
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### **Unit 3: Familie und Freunde / Family and Friends**

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NL.IPRET.4:

Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

#### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a,	In order for members of our society to participate productively, information needs to be shared accurately and ethically.



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	7.1.AL.PRSNT.2).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>The dynamics of families in German speaking countries are similar to those in America.</li> <li>German grammar is different from English when describing people, places, and things.</li> <li>Having a job in Germany has a different process than getting a job in America.</li> </ul>		<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>What are the terms for the various family members in German?</li> <li>Which cultural traditions are important in German speaking countries throughout the calendar year?</li> <li>What are the differences and similarities between the family dynamics of those in German speaking countries and your region?</li> </ul>
<b>Content:</b> <b>Chapter 3A:</b> <ul style="list-style-type: none"> <li>Family members</li> <li>Relationships</li> <li>Pets</li> </ul> <b>Chapter 3B:</b> <ul style="list-style-type: none"> <li>Personal descriptions</li> <li>Jobs</li> </ul>		<b>Skills(Objectives):</b> <ol style="list-style-type: none"> <li>Identifying terms for family members.</li> <li>Using adjectives in the comparative form.</li> <li>Using possessive adjectives to show relationships.</li> <li>Be able to write a simple narrative in German about one's own family.</li> <li>Create sentences using accusative prepositions.</li> <li>Use the correct forms of modal auxiliary verbs.</li> <li>Be able to talk about, and describe one's family members.</li> <li>Reinforce understanding of subject/verb agreement.</li> <li>Express likes and dislikes using <i>mag</i> and <i>gern</i>.</li> <li>Compare German marriage customs with those of the US.</li> </ol>
<b>Interdisciplinary Connections:</b> <b>Financial Literacy:</b> Compare the taxation rate for jobs between the two cultures and discuss the pros and cons.		
<b>Stage 2: Assessment Evidence</b>		
<b>Performance Task(s):</b> <ol style="list-style-type: none"> <li>Describe people with adjectives of both physical traits and personality traits when looking at pictures.</li> <li>Listen to statements about family members and decide if they are true or false.</li> <li>Complete a narrative free write describing one's own family.</li> <li>Use the correct forms of the verbs haben,sein and other verbs, based on the subject of the sentence.</li> <li>Write a short, illustrated story, and then tell the story in German to fellow students using only the illustrations.</li> <li>Express likes and dislikes through an illustrated whiteboard activity.</li> <li>Listen to extended narratives and reply to multiple choice questions about the narratives using response cards.</li> <li>Reinforce subject verb agreement and possessive</li> </ol>		<b>Other Evidence:</b> <ol style="list-style-type: none"> <li>Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level.</li> <li>Project: Family Tree in Canva</li> <li>Unit 3 Exam (assesses listening, speaking, reading &amp; writing proficiency for concepts introduced in this unit).</li> </ol>



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adjective understanding by rewriting short stories from a different point of view (ex. 1st to 3rd person).  
9. Describe physical and emotional characteristics of various family members using the online platform Flipgrid.

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

1. Quizlet & Gimkit online review
2. Whiteboard spelling and conjugation
3. Partner Info Gap
4. Bingo
5. Partner Interview
6. Family Members Relay Race
7. Partner Vocabulary Match
8. Canva Family Tree Project
9. Group Listening Game
10. Class Survey Activity
11. Create a Story
12. Review Crossword
13. Point of View story rewrite
14. Extended Reading
15. Gimkit Unit Review
16. Flipgrid Student Presentations

### Resources:

- Mosaik Textbook Level 1
- Startsite (Textbook Website)
- Canva
- Teacher Created slideshows
- Guided notes
- Google Classroom activities
- YouTube videos
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\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions.</li> <li>• E-learning:               <ul style="list-style-type: none"> <li>◦ Duolingo</li> <li>◦ Gimkit</li> <li>◦ QuizleT</li> <li>◦ Textbook Website</li> </ul> </li> <li>• Independent Study</li> <li>• Varying sets of reading comprehension questions to answer.</li> <li>• Telling stories or describing situations in target using only visuals and not text.</li> <li>• Increased target language immersion</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn).</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions</li> <li>• E-learning:               <ul style="list-style-type: none"> <li>◦ Gimkit</li> <li>◦ Quizlet</li> <li>◦ Textbook Website</li> </ul> </li> <li>• Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Reading text out loud in the target language to practice pronunciation</li> <li>• Using a whiteboard to assess individual comprehension, and provide immediate</li> </ul>	<ul style="list-style-type: none"> <li>• Use of flashcards (For example Quizlet)</li> <li>• Mini lessons</li> <li>• Individualized remediation and enrichment materials.</li> <li>• E-learning.</li> <li>• Continually assess and adjust content to meet student's needs.</li> <li>• Extended time on activities / assessments</li> <li>• Grade for content, not spelling.</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model.</li> <li>• Use adapted text / worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>• ELL supports should include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>◦ Extended time</li> <li>◦ Provide visual aids</li> <li>◦ Repeated directions</li> <li>◦ Differentiate based on proficiency</li> <li>◦ Provide word banks</li> <li>◦ Allow for translators, dictionaries</li> </ul> </li> <li>• Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:               <ul style="list-style-type: none"> <li>◦ Breaking assignments into smaller tasks.</li> <li>◦ Giving directions through several channels (auditory, visual, kinesthetic, model)</li> <li>◦ Small group instruction</li> </ul> </li> </ul>

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	<p>feedback.</p> <ul style="list-style-type: none"><li>● Reflection and response at the end of the lesson ( can either be written or drawn).</li></ul>	<ul style="list-style-type: none"><li>● Give immediate feedback</li><li>● Vary grouping arrangements to be small, large, or individual.</li><li>● Utilize the peer buddy system in cooperative learning.</li><li>● Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li><li>● Use various techniques and materials to teach a lesson, based on students' functioning level.</li><li>● Provide correctly completed examples.</li><li>● Provide frequent reviews of current concepts and information taught.</li><li>● Break assignments into smaller tasks.</li><li>● Use drill and repetition.</li></ul>	<p>for reading writing</p>
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## Pacing Guide

Content	Resources	Standards
<b>Marking Period 1</b>		
Introduction (5 days)	Mosaik Level 1 Textbook Introduction Teacher made notes	7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.IPERS.6 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3
Unit 1 (25 days) <b>Chapter 1A:(18 days)</b> <ul style="list-style-type: none"> <li>Greetings and polite expressions</li> <li>Formal versus Informal speech</li> <li>German Alphabet</li> <li>Introductions</li> </ul> <b>Chapter 1B:(17 days)</b> <ul style="list-style-type: none"> <li>Basic school items</li> <li>Telling Time</li> <li>German School System</li> <li>Numbers</li> <li>Geography</li> </ul>	Mosaik Level 1 Textbook Chapter 1A/B	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.IPERS.6 7.1.NL.PRSNT.1 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4
Unit 2 (15 days) <b>Chapter 2A:</b> <ul style="list-style-type: none"> <li>School subjects</li> <li>Days of the week</li> <li>Adjectives</li> <li>Places</li> </ul>	Mosaik Level 1 Textbook Chapter 2A	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.IPERS.6 7.1.NL.PRSNT.1 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4
<b>Marking Period 2</b>		
Unit 2 (15 days) <b>Chapter 2B:</b> <ul style="list-style-type: none"> <li>Sports</li> <li>Places</li> <li>Verbs</li> <li>Likes/dislikes/favorites</li> </ul>	Mosaik Level 1 Textbook Chapter 2B	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.IPERS.6

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		7.1.NL.PRSNT.1 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4
Unit 3 (30 days) <b>Chapter 3A:(15 days)</b> <ul style="list-style-type: none"> <li>Family members</li> <li>Relationships</li> <li>Pets</li> </ul> <b>Chapter 3B:(15 days)</b> <ul style="list-style-type: none"> <li>Personal descriptions</li> <li>Jobs</li> </ul>	Mosaik Level 1 Textbook Chapter 3 A/B	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.IPERS.6 7.1.NL.PRSNT.1 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4