

German II

Unit 1: Essen / Food and Groceries

Stage 1: Desired Results

Standards & Indicators:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

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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.
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Central Idea/Enduring Understanding:

- German food is quite similar to American food with a few cultural differences.
- Shopping in Germany is different than in the U.S.
- Cuisine in Germany is a mix of American comfort foods and traditional meals from around the globe.

Essential/Guiding Question:

- What do Germans typically eat?
- How would one order food in a restaurant?
- What are some polite customs that are used in Germany and in the U.S.?

Content:

Chapter 4A:

- Food
- Stores

Chapter 4B:

- Descriptions of food
- Meals and drinks
- Restaurant words and phrases

Skills(Objectives):

1. Respond to target language questions and commands.
2. Identify & manipulate foods, groceries, and restaurant items.
3. Identify & manipulate nouns (singular and plural) and their articles.
4. Talk about foods and meals.
5. Describe flavors and combinations.
6. Talk about food and grocery shopping.
7. Conjugate separable prefix verbs.
8. Create simple sentences in the present tense.
9. Identify and label utensils and dishware.

Interdisciplinary Connections:

Family and Consumer Sciences: Budgeting for groceries and meal preparation. Comparing pros and cons of eating out versus cooking at home. **Math:** How to calculate ingredients for a meal and budget for groceries.

Stage 2: Assessment Evidence

Performance Task(s):

1. Identify pictures of foods and random items based on an oral description.
2. Decide whether basic statements made in German using the newly acquired vocabulary are true or false; logical or illogical.
4. Draw pictures of individual vocabulary terms or statements based on an oral description.
5. Identify ingredients that make up a specific meal.
6. Write a script about shopping for food or going to a restaurant and ordering food.
7. Look at a menu or shopping ad and choose items for a meal.

Other Evidence:

1. The teacher can assess students by asking questions about their favorite foods.
2. Students create a menu for a restaurant or cafe.
3. Unit 1 Test on grammar and vocabulary.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1. Flash cards
2. Fly Swatter game
3. Picture Prompts
4. Students draw pictures on their

Resources:

- Mosaik Textbook Level 1
- Startsite (Textbook Website)
- Canva
- Teacher Created slideshows

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<p>individual white boards based on teacher prompts.</p> <p>5. Students respond orally “Ja” or “Nein” to statements made by the teacher.</p> <p>6. Students label a table setting.</p> <p>7. Students use their tablets or other electronic devices to participate in Gimkit & Quizlet activities.</p> <p>8. Students use the online textbook to complete various listening, reading, writings and speaking activities.</p> <p>9. Worksheets and Exercises to practice grammar.</p> <p>10. Chat mats</p> <p>11. Scavenger Hunt.</p>	<ul style="list-style-type: none"> - Guided notes - Google Classroom activities - YouTube videos - Gimkit website - Flip Activities - Quizlet website - Edpuzzle website - Conjuguemos website - GLSEN Educator Resources - For Educators: Supporting LGBTQIA Youth Resource List - Respect Ability: Fighting Stigmas, Advancing Opportunities - Teaching Tolerance
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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"> • Adjusted questioning techniques and higher order questions. • E-learning: <ul style="list-style-type: none"> ○ Duolingo ○ Gimkit ○ QuizleT ○ Textbook Website • Independent Study • Varying sets of reading comprehension questions to answer. • Telling stories or describing situations in target using only visuals and not text. • Increased target language immersion • Reflection and response at the end of the lesson (can either be written or drawn). 	<ul style="list-style-type: none"> • Adjusted questioning techniques and higher order questions • E-learning: <ul style="list-style-type: none"> ○ Gimkit ○ Quizlet ○ Textbook Website • Adaptive assignments that get easier/harder depending on how a student is performing • Varying sets of reading comprehension questions to answer • Reading text out loud in the target language to practice pronunciation • Using a whiteboard to assess individual comprehension, and provide immediate feedback. • Reflection and response at the end of the lesson (can either be written or drawn). 	<ul style="list-style-type: none"> • Use of online flashcards (For example Quizlet) • Provided access to Loom Lesson Videos. For students to view and listen to as often as they like. • Mini lessons • Individualized remediation and enrichment materials • E-learning <ul style="list-style-type: none"> ○ Kahoot ○ Quizlet • Continually assess and adjust content to meet student's needs • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model 	<ul style="list-style-type: none"> • ELL supports should include, but are not limited to, the following: <ul style="list-style-type: none"> ○ Extended time ○ Provide visual aids ○ Repeated directions ○ Differentiate based on proficiency ○ Provide word banks ○ Allow for translators, dictionaries • 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"> ○ Breaking assignments into smaller tasks. ○ Giving directions through several channels (auditory, visual, kinesthetic, model) ○ Small group instruction for reading writing

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		<ul style="list-style-type: none"> • Use adapted text/worksheets • Give immediate feedback • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition 	
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Unit 2: Feiern / Celebrations

Stage 1: Desired Results

Standards & Indicators:

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- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

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7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

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7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.1	Review the tax rates on different sources of income and on different types of products and services purchased.	Tax rates vary based on your financial situation.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.	There are different ways you can influence government policy to improve your financial situation.
9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state and local taxes (e.g., property, income, excise and sales and how the money collected is used by local, county, state, and federal governments.	Understanding income involves an analysis of payroll taxes, deductions, and earned benefits.
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:

- Germany celebrates many common holidays with the U.S, as well as others that are known worldwide.
- While many around the world celebrate similar holidays, the traditions and foods associated with them are somewhat different.
- There are many stereotypes for different cultures.

Essential/Guiding Question:

- What are some of the holidays that are celebrated in Germany and how are they the same or different?
- How do Germans dress for certain occasions?
- What are some traditional clothes that Germans wear?
- What are the stereotypes of Americans and Germans and are they based in reality?

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<p>Content:</p> <p>Chapter 1A:</p> <ul style="list-style-type: none"> • Celebrations • Special Occasions <p>Chapter 1B:</p> <ul style="list-style-type: none"> • Articles of Clothing • Descriptions of clothing • Shopping words and phrases 	<p>Skills(Objectives):</p> <ol style="list-style-type: none"> 1. Ask memorized questions related to holidays, shopping, parties, etc. 2. Answering simple questions about what you are doing for the holidays, what you are going to buy, wear, and eat. 3. Use appropriate greetings and leave takings from the target culture. 4. Identifying reasons for various holidays and traditions. 5. Understanding how the different areas of Germany celebrate holidays. 6. Asking for and giving information about what you are wearing. 7. Conjugating the verbs kennen and wissen. 8. Using the correct prepositions using both gender and case. 9. Using the correct pronouns based on the accusative and dative case.
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Interdisciplinary Connections:

Social Studies: Compare societal cultures when introducing the products, practices, and perspectives associated with Germany.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ol style="list-style-type: none"> 1. Decide whether statements made in German using the new vocabulary are true/false or logical/illogical 2. Fill out an invitation and ask/answer questions about it. 3. Draw pictures of clothing on a personal whiteboard based on teacher descriptions. 4. Provide the correct ending for verbs in a sentence based on the subject. 5. Identify clothing based on verbal descriptions. 6. Read and listen to the chapter's extended readings for comprehension and identify additional vocabulary based on context. 7. Identify the differences in pronouns based on information in a question or sentence. 8. Ask and answer fellow students personal questions about what they need to buy for a party or holiday celebration. 9. Sing songs associated with German celebrations such as Oktoberfest. 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1. Create an invitation to a party and an advertisement for a sale on clothes. 2. Answer questions orally using a chat mat. 3. Unit 2 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit).
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <ol style="list-style-type: none"> 1. Cartoon speech bubbles 2. Flyswatter game 3. Whiteboard spelling 4. Partner Info Gap 	<p>Resources:</p> <ul style="list-style-type: none"> • Mosaik Textbook Level 2 • Startsite (Textbook Website) • Canva • Teacher Created slideshows
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5. Textbook website activities 6. Clothing Bingo 7. Partner Interview 8. Partner Vocabulary Match 9. Partner Draw 10. Group Listening Game 11. Class Survey Activity 12. Gimkit Unit Review 13. Flipgrid Student Video Presentation 14. Quizlet flashcards and reviews	<ul style="list-style-type: none"> • Guided notes • Google Classroom activities • YouTube videos • Gimkit website • Flip Activities • Quizlet website • Edpuzzle website • Conjuguemos website
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		<p>lessons: demonstrate, verbal, written, audio/visual learning aids</p> <ul style="list-style-type: none"> • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition 	
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Unit 3: Trautes Heim / The Home and Chores

Stage 1: Desired Results

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
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Central Idea/Enduring Understanding: <ul style="list-style-type: none"> Homes in Germany are bought, sold, constructed, and lived in differently than in the U.S. Many homes house multiple generations. Teens and children help with chores and other responsibilities in the house similarly in both cultures. The German system of recycling is quite different from methods used in America. 		Essential/Guiding Question: <ul style="list-style-type: none"> How do families in Germany live together? What is a multi-generational house? How do chores and responsibilities of German teens and children differ from those in the U. S. ? What is the recycling system like in Germany?
Content: Chapter 2A: <ul style="list-style-type: none"> Rooms and Furniture Places to live Chapter 2B: <ul style="list-style-type: none"> Household Items Housework/Chores Words and Phrases related to cleaning 		Skills(Objectives): <ol style="list-style-type: none"> Identifying terms for furniture, homes, and chores. Using the simple past. Using separable prefix verbs in the present and past. Be able to write a simple narrative in German about one's own home. Create sentences using wo- and da- compounds. Use the correct forms of modal auxiliary verbs. Be able to talk about, and describe rooms in the house and where furniture was. Reinforce understanding of subject/verb agreement.

Interdisciplinary Connections:

Family and Consumer Sciences: Taking care of a home including cleaning, cooking and organizing.

Stage 2: Assessment Evidence

Performance Task(s): <ol style="list-style-type: none"> Draw a layout of a house with furniture. Complete a narrative free write describing one's own home. Use the correct tense of the verb based on the subject of the sentence. Describe a student's list of chores they had to do over the weekend using the online platform Flipgrid. Using a Chat Mat, students will ask questions about where things are in the house using prepositions. Go on a virtual shopping trip to IKEA and discuss what to buy and where it will go in the house. 	Other Evidence: <ol style="list-style-type: none"> Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level. Round Table discussion. Unit 3 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit).
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

1. Quizlet & Gimkit online review
2. Whiteboard spelling
3. Partner Info Gap
4. Family 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 story strips
15. Gimkit Unit Review
16. Flipgrid Student Presentations
17. Chat Mats
18. Scrambled Sentences
19. Running Dictation

Resources:

- Mosaik Textbook Level 2
- Startsite (Textbook Website)
- Canva
- Teacher Created slideshows
- Guided notes
- Google Classroom activities
- YouTube videos
- Gimkit website
- Flip Activities
- Quizlet website
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<p>language immersion</p> <ul style="list-style-type: none"> • Reflection and response at the end of the lesson (can either be written or drawn). 	<p>be written or drawn).</p>	<ul style="list-style-type: none"> • Use adapted text/worksheets • Give immediate feedback • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition 	<p>through several channels (auditory, visual, kinesthetic, model)</p> <ul style="list-style-type: none"> ○ Small group instruction for reading writing
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German II

Pacing Guide

German II	Resources	Standards
Marking Period 1		
Introduction (5 days)	Mosaik Level 1 Textbook Review of Level 1 Teacher made notes	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6
Unit 1 (25 days) Chapter 4A:(17 days) <ul style="list-style-type: none"> Food Stores Chapter 4B:(18 days) <ul style="list-style-type: none"> Descriptions of food Meals and drinks Restaurant words and phrases 	Mosaik Level 1 Textbook Chapter 4A/B	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6
Unit 2 (15 days) Chapter 1A: <ul style="list-style-type: none"> Celebrations Special Occasions 	Mosaik Level 2 Textbook Chapter 1A	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5
Marking Period 2		
Unit 2 (15 days) Chapter 1B:	Mosaik Level 2 Textbook Chapter 1B	7.1.NM.IPRET.1 7.1.NM.IPRET.2

German II

<ul style="list-style-type: none"> Articles of Clothing Descriptions of clothing Shopping words and phrases 		7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4, 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5
Unit 3 (30 days) Chapter 2A:(15 days) <ul style="list-style-type: none"> Rooms and Furniture Places to live Chapter 2B:(15 days) <ul style="list-style-type: none"> Household Items Housework/Chores Words and Phrases related to cleaning 	Mosaik Level 2 Textbook Chapter 2 A/B	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4, 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4