

German III

Unit 1: Urlaub und Ferien / Vacations and Travel

Stage 1: Desired Results

Standards & Indicators:

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

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.
9.4.12.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.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	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	

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9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> The environment and the effects of climate change is something the German government takes seriously. The transportation system in Germany and Europe is more complex and accessible than the one in the U.S. Germans have more time to vacation from their jobs than Americans do, and hold them in high priority. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> How does the weather and seasons affect when and where one might take a vacation? What are some of the popular vacation destinations for Germans? What are the best modes of transportation for taking a vacation and how do they compare in regards to price, accessibility, and time?
<u>Content:</u> Chapter 3A: <ul style="list-style-type: none"> Dates The Weather and Seasons Chapter 3B: <ul style="list-style-type: none"> At the Airport Vacations Accommodations 		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> Respond to target language questions and commands. Identify modes of transportation. Identify & manipulate nouns (singular and plural) and their articles. Talk about when and where people go on vacation. Describe what you saw while on vacation. Talk about food and grocery shopping. Conjugate simple verbs in the present, past, future. Create complex sentences in three tenses. Identify true and false cognates. Describe the weather. Tell time. Understand when a person is describing something in the target language.
<u>Interdisciplinary Connections:</u> Geography: Students will study the geography of countries around the world. Math and Financial Literacy: Students will discuss budgeting for a vacation.		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> <ol style="list-style-type: none"> Identify pictures of places and items needed while on vacation and random items based on an oral description. Decide whether basic statements made in German using the newly acquired vocabulary are true or false; logical or illogical. Draw pictures of individual vocabulary terms or statements based on an oral description. Identify necessities for going on vacation. Write a script about a vacation that they took. Read a postcard from someone's vacation and write a response. Tell another person what the weather will be like. Ask for information at an airport, train station, or tourist attraction. 		<u>Other Evidence:</u> <ol style="list-style-type: none"> Vacation brochure on a German city Weather Report Presentation Unit 1 Test

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

1. Scrambled Sentences
2. Fly Swatter game.
3. Picture Prompts
4. Running Dictation
5. Students write the German or English word on their individual white boards.
6. Students respond orally “Ja” or “Nein” to statements made by the teacher, or photos on the board.
7. Students create an itinerary for a vacation.
8. Students use their tablets or other electronic devices to participate in Gimkit & Quizlet activities.
9. Students use the online textbook to complete various listening, reading, writings and speaking activities.

Resources:

- Mosaik Textbook Level 2
- Startsite (Textbook Website)
- Canva
- Teacher Created Powerpoints
- Google Classroom activities
- YouTube Videos
- Gimkit
- Flip Activities
- Quizlet
- Edpuzzles

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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 	<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 	<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 	<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.

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<p>visuals and not text.</p> <ul style="list-style-type: none"> • Increased target language immersion • Reflection and response at the end of the lesson (can either be written or drawn). 	<p>questions to answer</p> <ul style="list-style-type: none"> • 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"> • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model • 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 	<ul style="list-style-type: none"> ○ Giving directions through several channels (auditory, visual, kinesthetic, model) ○ Small group instruction for reading writing
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Unit 2: Verkehrsmittel und Technologie / Transportation and Technology

Stage 1: Desired Results

Standards & Indicators:

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of

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<p>gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p> <p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.CDM.6	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).	There are ways to evaluate loans and their impact on one's personal financial plan.
9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.	Negative information in credit reports can affect a person's credit score and financial options.
9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.	
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.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the	The ability to assess external information is a necessary

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	prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	skill to make informed decisions aligned to one's goals.
9.1.12.RM.3	Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.	Different types of insurance have different costs and protections.
9.1.12.RM.4	Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	Different types of insurance have different costs and protections.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
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.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	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> The process of getting a driver's license is much different in Germany than in the U.S. European's use of technology, in terms of cell phones, home computers, and appliances is similar to America's, with slight differences that are important when traveling. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> Why do appliances in Europe have different plugs and power sources? How do people use public transportation on a daily basis? How is technology used similarly or differently in German speaking countries? How do some of the conveniences that Americans enjoy differ from the needs of Europeans? How is Germany emulating some of the creature comforts of the U.S.?
<u>Content:</u> Chapter 4A: <ul style="list-style-type: none"> Public transportation Driving Chapter 4B: <ul style="list-style-type: none"> Technology Social Media 		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> Ask memorized questions related to online shopping, delivery apps, and the postal system. Answering simple questions about how to get around town. Use appropriate greetings and leave takings from the target culture.

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	4. Understanding a transportation schedule and map. 5. Using the past perfect tense. 6. Using the correct comparative or superlative to talk about options.
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Interdisciplinary Connections:

Math: Students will practice basic math operations in German. **Social Studies:** Compare societal cultures when visiting a foreign country.

Stage 2: Assessment Evidence

Performance Task(s):

1. Decide whether statements made in German using the new vocabulary are true/false or logical/illogical
2. Plan a day using public transportation.
3. Researching Apps that Germans use.
4. Speak and Write in the past tense.
5. Identify German text speak and slang.
6. Read and listen to the chapter's extended readings for comprehension and identify additional vocabulary based on context.
8. Ask and answer fellow students personal questions about what apps they use.

Other Evidence:

- Unit 2 Test
- Create a fake app that helps students with a necessary task.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1. Gallery Walk
2. Cartoon speech bubbles
3. Flyswatter game
4. Whiteboard spelling
5. Partner Info Gap.
6. Textbook website activities
7. Bingo
8. Partner Interview
9. Partner Vocabulary Match
10. Partner Draw
11. Group Listening Game
12. Class Survey Activity
13. Gimkit Unit Review
14. Scrambled Sentences
15. Running dictation

Resources:

- Mosaik Textbook Level 2
- Startsite (Textbook Website)
- Canva
- Teacher Created Powerpoints
- Google Classroom activities
- YouTube Videos
- Gimkit
- Flip Activities
- Quizlet
- Edpuzzles
- Conjuguemos Website

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
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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 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 	<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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		<p>students functioning level</p> <ul style="list-style-type: none"> • 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: Gesundheit / Health and the Body

Stage 1: Desired Results

Standards & Indicators:

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

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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.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	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
9.4.12.CT.4	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: <ul style="list-style-type: none"> The healthcare system in Germany is different than the one in America. The distribution of prescriptions and medication is less complicated in Germany than in the U.S. Health insurance is not tied to a person's job in German speaking countries. 		Essential/Guiding Question: <ul style="list-style-type: none"> How do people in Germany get healthcare? Does the concept of self care exist in Germany? Are hospitals the same in Germany as in the U.S.? What are other people's daily routines?
Content: Chapter 1A: <ul style="list-style-type: none"> Body Parts Personal Hygiene Chapter 1B: <ul style="list-style-type: none"> Cold symptoms Injuries Hospital terms 		Skills(Objectives): <ol style="list-style-type: none"> Identifying body parts, ailments, injuries, and words related to the hospital. Using reflexive verbs and pronouns. Using prepositions with reflexive verbs. Be able to write a simple narrative in German about a time when they were sick or injured. Create sentences in various tenses. Use the correct forms of würde. Be able to talk about a possible hospital or doctor visit using the subjunctive. Reinforce understanding of subject/verb agreement.
Interdisciplinary Connections: Health: Students learn about the differences in healthcare, self care, and insurance in Germany.		

Stage 2: Assessment Evidence

Performance Task(s): <ol style="list-style-type: none"> Draw and label a drawing of a body. Listen to statements about each chapter story and decide if they are true or false. Complete a narrative free write describing one's own healthy habits. Use the correct tense of the verb based on the subject of the sentence. Write a short, comic, and then tell the story in German to fellow students using only the illustrations. 	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. Unit 3 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit). The teacher will assess students' ability to use proper grammar through written assignments.
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6. Listen to extended narratives and reply to multiple choice questions about the narratives using response cards. 7. Reinforce subject verb agreement in the past tense understanding by rewriting short stories from a different point of view (ex. 1st to 3rd person). 8. Describe a student's time in the hospital via Flipgrid.	
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ol style="list-style-type: none"> 1. Quizlet & Gimkit online review 2. Running Dictation 3. Sentence scramblers 4. Whiteboard spelling 5. Partner Info Gap 6. Body Parts Bingo 7. Partner Interview 8. Body Parts Relay Race 9. Partner Vocabulary Match 10. Canva comic project 11. Group Listening Game 12. Class Survey Activity 13. Create a game 14. Review Crossword 15. Point of View story rewrite 16. Extended Reading story strips 17. Gimkit Unit Review 18. Flipgrid Student Presentations 	<u>Resources:</u> <ul style="list-style-type: none"> • Mosaik Textbook Level 3 • Startsite (Textbook Website) • Canva • Teacher Created Powerpoints • Google Classroom activities • YouTube Videos • Gimkit • Flip Activities • Quizlet • Edpuzzles <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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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 	<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 	<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 	<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

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<ul style="list-style-type: none"> • 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"> • 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). 	<p>remediation and enrichment materials</p> <ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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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German III

		into smaller tasks <ul style="list-style-type: none"> • Use drill and repetition 	
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Pacing Guide

German III	Resources	Standards
Marking Period 1		
Introduction (5 days)	Mosaik Level 2 Textbook Review of Levels 1 & 2 Teacher made notes	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4
Unit 1 (25 days) Chapter 3A: (10 days) <ul style="list-style-type: none"> • Dates • The Weather and Seasons Chapter 3B: (15 days) <ul style="list-style-type: none"> • At the Airport • Vacations • Accomodations 	Mosaik Level 2 Textbook Chapter 3A/B	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4
Unit 2 (15 days) Chapter 4A: <ul style="list-style-type: none"> • Public transportation • Driving 	Mosaik Level 2 Textbook Chapter 4A	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4

German III

		7.1.IL.IPERS.5 7.1.IL.IPERS.6 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5
Marking Period 2		
Unit 2 (15 days) Chapter 4B: <ul style="list-style-type: none"> Technology Social Media 	Mosaik Level 2 Textbook Chapter 4B	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.IPERS.6 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5
Unit 3 (30 days) Chapter 1A: (20 days) <ul style="list-style-type: none"> Body Parts Personal Hygiene Daily Routine Chapter 1B: (10 days) <ul style="list-style-type: none"> Health Injuries and Illnesses 	Mosaik Level 3 Textbook Chapter 1 A/B	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.IPERS.6 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5