

# German IV

## Unit 1: Stadtleben/Life in the City

### Stage 1: Desired Results

#### Standards & Indicators:

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.
- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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

Standard	Performance Expectations	Core Ideas
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.IH.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.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, 7.1.AL.PRSNT.2).	In order for members of our society to participate productively, information needs to be shared accurately and ethically.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).	
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.	

<b>Central Idea / Enduring Understanding:</b> <ul style="list-style-type: none"> <li>Large cities in German speaking countries have been around for centuries.</li> <li>Most cities have a specific layout due to their age.</li> <li>The architecture of buildings in Europe is different from that of the U.S.</li> </ul>	<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>How is shopping in Europe different from shopping in the U.S.?</li> <li>How do I get around in the city?</li> <li>When shopping, do people in Germany use cash or credit cards more?</li> <li>Are there big stores like Wal-Mart or Home Depot in Germany?</li> </ul>
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<b>Content:</b> <b>Chapter 2A:</b> <ul style="list-style-type: none"> <li>Errands</li> <li>Banking</li> <li>Stores and Jobs</li> </ul> <b>Chapter 2B:</b> <ul style="list-style-type: none"> <li>Directions</li> <li>Parts of the City</li> </ul>	<b>Skills(Objectives):</b> <ol style="list-style-type: none"> <li>Ask and answer questions about chores and errands</li> <li>Ask for and give directions</li> <li>Identify places in the city</li> <li>Identify nationalities on a map.</li> <li>Talk about shopping</li> <li>Write complex sentences using subordinating conjunctions.</li> <li>Use prepositions of direction correctly.</li> <li>Use the future tense correctly when speaking and writing.</li> </ol>
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<b>Interdisciplinary Connections:</b> <b>Financial Literacy:</b> Students learn about the value of the dollar versus the Euro. <b>Geography:</b> Students learn how to read a map. <b>Social Studies:</b> Students learn about different types of architecture.
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### Stage 2: Assessment Evidence

<b>Performance Task(s):</b> <ul style="list-style-type: none"> <li>Identify icons on a map.</li> <li>Match businesses with products</li> <li>Identify and compare German and American products.</li> <li>Understand the difference between male and</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Unit 1 Test</li> <li>Create a map of a fictional town and give a partner directions on how to find hidden items.</li> <li>Create a skit telling someone about your visit to a city you have never been to before.</li> </ul>
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<ul style="list-style-type: none"> <li>female jobs.</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>Follow directions on a map</li> <li>Label a map with the name of the country in German.</li> </ul>	
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### Stage 3: Learning Plan

<u><b>Learning Opportunities/Strategies:</b></u> <ul style="list-style-type: none"> <li>Scavenger Hunt</li> <li>Scrambled Sentences</li> <li>Info Gap Fill</li> <li>Battleship Game</li> <li>Google Maps Tour</li> <li>Textbook website activities</li> <li>White boards</li> <li>Bingo</li> <li>Flyswatter Game</li> <li>Partner Interview</li> <li>Picture Prompts</li> </ul>	<u><b>Resources:</b></u> <ul style="list-style-type: none"> <li>Mosaik Textbook Level 3</li> <li>Startsite (Textbook Website)</li> <li>Canva</li> <li>Teacher Created Powerpoints</li> <li>Google Classroom activities</li> <li>YouTube Videos</li> <li>Gimkit</li> <li>Flip Activities</li> <li>Quizlet</li> <li>Edpuzzles</li> <li>Google Maps</li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li><a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li><a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li><a href="#">Learning for Justice</a></li> <li><a href="#">GLSEN Educator Resources</a></li> <li><a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li><a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li><a href="#">Diversity Calendar</a></li> </ul>
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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"> <li>Adjusted questioning techniques and higher order questions.</li> <li>E-learning:</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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of online flashcards (For example Quizlet)</li> <li>Provided access to Loom Lesson Videos. For students to view</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</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>○ Duolingo</li> <li>○ Gimkit</li> <li>○ QuizleT</li> <li>○ Textbook Website</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>○ Textbook Website</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>	<p>and listen to as often as they like.</p> <ul style="list-style-type: none"> <li>● Mini lessons</li> <li>● Individualized remediation and enrichment materials</li> <li>● E-learning <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizlet</li> </ul> </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: small, large, individual</li> <li>● Utilize 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</li> </ul>	<p>proficiency</p> <ul style="list-style-type: none"> <li>○ Provide word banks</li> <li>○ Allow for translators, dictionaries</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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		reviews of current concepts and information taught <ul style="list-style-type: none"> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> </ul>	
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### **Unit 2: Beruf und Karriere / Jobs and Career**

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

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

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.
- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

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7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

### 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.	
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.	
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>The differences between the school system in the U.S. and Germany create differences in how people apply for jobs.</li> <li>The wage gap is different in Germany than in America.</li> </ul>		<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>How do people find jobs in Germany?</li> <li>Is Germany's economy the same as ours?</li> <li>Do people in Germany have the same kind of jobs as people in the U.S?</li> </ul>
<b>Content:</b> <b>Chapter 3A:</b> <ul style="list-style-type: none"> <li>Jobs and Qualifications</li> <li>Applications and Interviews</li> </ul> <b>Chapter 3B:</b> <ul style="list-style-type: none"> <li>Profession Choices</li> <li>Education</li> </ul>		<b>Skills(Objectives):</b> <ul style="list-style-type: none"> <li>Talk about which schools prepare you for which jobs.</li> <li>Identify the difference between the job and the person doing the job.</li> <li>Use relative pronouns to make understanding easier.</li> <li>Write about a job you would like to have in the future using the future tense.</li> </ul>

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## Interdisciplinary Connections:

**Business:** students learn about jobs and how to fill out an application.

## 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 .
4. Speak and Write in the past tense.
5. Identify German jobs using .
6. Read and listen to the chapter's extended readings for comprehension and identify additional vocabulary based on context.
8. Ask and answer questions about qualifications for a job.

### Other Evidence:

- Unit 2 Test
- Oral Interview for a job

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Sentence Scramblers
- Venn Diagrams
- Running Dictation
- Picture Prompts
- Students use their tablets or other electronic devices to participate in Gimkit & Quizlet activities.
- Gimkit Unit Review
- Flyswatter Gap
- Chat Maps
- Partner Interview
- Scavenger Hunt

### Resources:

- Mosaik Textbook Level 3
- Startsite (Textbook Website)
- Canva
- Teacher Created Powerpoints
- Google Classroom activities
- YouTube Videos
- Gimkit
- Flip Activities
- Quizlet
- Edpuzzles

#### Social Studies Resources:

- [NJ Commission on Holocaust Education](#)
- [National Archives](#) (Primary Sources)
- [PBS Learning Media](#)

#### 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](#)

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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"> <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 online flashcards (For example Quizlet)</li> <li>Provided access to Loom Lesson Videos. For students to view and listen to as often as they like.</li> <li>Mini lessons</li> <li>Individualized remediation and enrichment materials</li> <li>E-learning               <ul style="list-style-type: none"> <li>Kahoot</li> <li>Quizlet</li> </ul> </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: small, large, individual</li> <li>Utilize 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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		<p>learning aids</p> <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: Natur / Nature and the Environment

#### Stage 1: Desired Results

##### Standards & Indicators:

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
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- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

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<p>7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.</p> <p>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</p> <p>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p> <p>7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.	
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	An individual's income and benefit needs and financial plan can change over time.
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

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9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	problem-solving process, particularly for global issues where diverse solutions are needed.
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.	

<b><u>Central Idea/Enduring Understanding:</u></b> <ul style="list-style-type: none"> <li>• Germans spend more time in nature than Americans.</li> <li>• The environment is a high priority in Germany.</li> </ul>	<b><u>Essential/Guiding Question:</u></b> <ul style="list-style-type: none"> <li>• What do Germans do to protect the environment?</li> <li>• Why do the Germans invest so much in the environment?</li> <li>• What are some problems and solutions that deal with climate change?</li> </ul>
<b><u>Content:</u></b> Chapter 4A: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Animals</li> <li>• Outdoor Activities</li> </ul> Chapter 4B: <ul style="list-style-type: none"> <li>• The Environment</li> <li>• Pollution</li> <li>• Problems and Solutions</li> </ul>	<b><u>Skills(Objectives):</u></b> <ul style="list-style-type: none"> <li>• Be able to identify vocabulary related to animals and nature</li> <li>• Be able to discuss in the target language ways to help the environment.</li> <li>• Be able to use the subjunctive form to talk about wishes and what could be.</li> <li>• Be able to identify vocabulary related to outdoor activities.</li> <li>• Be able to discuss in the target language the lasting effects of the environment.</li> </ul>
<b><u>Interdisciplinary Connections:</u></b> <b>Science:</b> Students learn about the effects of climate change and what solutions or changes are available.	

### Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b> <ul style="list-style-type: none"> <li>• Decide whether statements made in German using the new vocabulary are true/false or logical/illogical</li> <li>• Label and color different recycle bins</li> <li>• Sort various pieces of trash into bins</li> <li>• Create an ad campaign/PSA for the environment</li> </ul>	<b><u>Other Evidence:</u></b> <ul style="list-style-type: none"> <li>• Create a plan to solve one of the problems of the environment and present it to the class.</li> <li>• Reflection Paper in German about their experience of learning about a new culture.</li> </ul>
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### Stage 3: Learning Plan

<b><u>Learning Opportunities/Strategies:</u></b> <ul style="list-style-type: none"> <li>• Partner story retells</li> <li>• Zero trash diary</li> <li>• Animal Info Gap</li> <li>• Whiteboard spelling</li> <li>• Partner Info Gap</li> </ul>	<b><u>Resources:</u></b> <ul style="list-style-type: none"> <li>• Mosaik Textbook Level 3</li> <li>• Startsite (Textbook Website)</li> <li>• Canva</li> <li>• Teacher Created Powerpoints</li> <li>• Google Classroom activities</li> </ul>
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<ul style="list-style-type: none"> <li>• Interview on climate change</li> <li>• Picture prompt free write</li> <li>• Group Listening Game</li> <li>• Survey Activity</li> <li>• Create a Story</li> <li>• Gimkit Review</li> <li>• Quizlet Review Activities</li> <li>• Google Forms formative activities</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube Videos</li> <li>• Gimkit</li> <li>• Flip Activities</li> <li>• Quizlet</li> <li>• Edpuzzles</li> </ul> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">NJ Commission on Holocaust Education</a></li> <li>• <a href="#">Library of Congress</a> (Primary Sources)</li> <li>• <a href="#">National Archives</a> (Primary Sources)</li> <li>• <a href="#">PBS Learning Media</a></li> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Zinn Education Project</a></li> </ul> <p>AAPI Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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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"> <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> </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</li> </ul>	<ul style="list-style-type: none"> <li>• Use of online flashcards (For example Quizlet)</li> <li>• Provided access to Loom Lesson Videos. For students to view and listen to as often as they like.</li> <li>• Mini lessons</li> <li>• Individualized remediation and enrichment materials</li> <li>• E-learning</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</li> </ul>

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<ul style="list-style-type: none"> <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>	<p>in the target language to practice pronunciation</p> <ul style="list-style-type: none"> <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>○ Kahoot</li> <li>○ Quizlet</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: small, large, individual</li> <li>• Utilize 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>have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <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>
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# German IV

## Pacing Guide

German IV	Resources	Standards
Marking Period 1		
Introduction (5 days)	Mosaik Level 3 Textbook Review of Levels 1-3 Teacher made notes	7.1.IM.IPRET.1 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7
Unit 1 (25 days) <b>Chapter 2A: (15 days)</b> <ul style="list-style-type: none"> <li>Errands</li> <li>Banking</li> <li>Stores and Jobs</li> </ul> <b>Chapter 2B:(10 days)</b> <ul style="list-style-type: none"> <li>Directions</li> <li>Parts of the City</li> </ul>	Mosaik Level 3 Textbook Chapter 2A/B	7.1.IM.IPRET.1 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7

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Unit 2 (15 days) <b>Chapter 3A:</b> <ul style="list-style-type: none"> <li>Jobs and Qualifications</li> <li>Applications and Interviews</li> </ul>	Mosaik Level 3 Textbook Chapter 3A	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7
<b>Marking Period 2</b>		
Unit 2 (15 days) <b>Chapter 3B:</b> <ul style="list-style-type: none"> <li>Profession Choices</li> <li>Education</li> </ul>	Mosaik Level 3 Textbook Chapter 3B	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7
Unit 3 (30 days) <b>Chapter 4A:(14 days)</b> <ul style="list-style-type: none"> <li>Nature</li> <li>Animals</li> <li>Outdoor Activities</li> </ul> <b>Chapter 4B:(16 days)</b>	Mosaik Level 3 Textbook Chapter 4 A/B	7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7

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<ul style="list-style-type: none"><li>• TheEnvironment</li><li>• Pollution</li><li>• Problems and Solutions</li></ul>		7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7
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