

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



German III Honors

September 2019

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

BOE Approved March 2020

## German 3 Honors

Grades 9-12

The German 3 Honors course is aligned with the National Standards in Foreign Language Education (NCSSFL), American Council on the Teaching of Foreign Languages (ACTFL), World-Readiness Standards for Learning Languages (The 5 Cs), Common Core State Standards (CCSS), and the AP Language and Culture Themes. Emphasis is placed on the three modes of communication: Interpretive (listening/viewing and reading), Interpersonal (listening/speaking and reading/writing) and Presentational (speaking and writing), and on the development of Intercultural Communicative Competence, which is based on the relationship between product, practice, and perspective. Classes are conducted mostly in German (90% of time). Vocabulary development, language functions, related grammatical structures, and the exploration of culture are maintained through reading, writing, speaking, and listening tasks and activities throughout the course.

This course follows successful completion of German II Honors and teacher recommendation. As Intermediate Low/Mid Proficiency Level students, they begin to create with language, access a variety of short non-complex authentic texts, and focus on narrating in both present and past frames. The vertical alignment of this course with the AP Themes, allows learners to increase their proficiency level as established by the NCSSFL-ACTFL Proficiency Benchmarks. Additionally, it deepens students' language and cultural knowledge through authentic materials and real world applications, helping students to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

Students who are considering the Advanced Placement Program will take AP German Language and Culture following this course. While the basic goals and content of the course are similar to those of German 3 College Prep, the materials used and expectations are more demanding in all modes of communication areas. Students will analyze more texts, practice critical thinking, and learn specific skills required to be able to perform tasks that are part of AP program.

## Pacing Guide

Approximate Time Frame	Unit
4-5 weeks	Unit 1: Beauty and Aesthetics/Personal and Public Identity: Fashion and Design
4-5 weeks	Unit 2: Contemporary Life: Marketing and advertising
4-5 weeks	Unit 3: Family and Communities: Childhood and Adolescence
4-5 weeks	Unit 4: Science and Technology: Technologies of the Future
4-5 weeks	Unit 5: Contemporary Life: Housing and Shelter
4-5 weeks	Unit 6: Beauty and Aesthetics: Visual Art
4-5 weeks	Unit 7: Global Challenges: Environmental Issues

UbD Template 2.0 Unit 1: Beauty and Aesthetics/Personal and Public Identity: Fashion and Design

Stage 1 Desired Results

ESTABLISHED GOALS		Transfer
<p><b>CCSS.ELA-CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p><b>CCSS.ELA-CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCSS.ELA-CCRA.SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>1.1 Interpersonal Communication: Learners</b> interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>present information and ideas through written communication to inform and explain how young people express self-identity.</p>	<p><i>Meaning</i></p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How does the saying "Kleider machen Leute" (<i>literally = clothes make people</i>) influence the target culture's attitudes towards dress and fashion?</p> <p>What are the similarities and differences on the fashion trends between the US and Germany?</p> <p>How do people perceive me based on my appearance? How do I perceive others based on their appearance?</p>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>fashion is used globally to express self-identity.</p> <p>style of dress and shopping practices vary by country and culture.</p> <p>clothing reflects personal and cultural ideas about style.</p>	<p><i>Acquisition</i></p> <p><i>Students will know...</i></p> <p>use commands to share opinions and make suggestions.</p>	

<p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and</p>	<p>vocabulary related to fashion and self-expression.</p> <p>giving and receiving compliments.</p> <p>review of the use of the infinitive with modal verbs</p> <p>infinitive clauses.</p> <p>“da” and “wo” compounds.</p>	<p>comparing and contrasting current fashion trends in the target culture and they US.</p> <p>providing information on fashion and stating viewpoint using a series of sentences with some supporting details.</p> <p>making generalizations about the fashion of the target culture and describing the difference between traditional costume and fashion trend.</p>
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<p>expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>4.1 Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p><b>5.2 Lifelong Learning:</b> Learners</p>		
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set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students choose the German fashion brand they think most represents them and research the brand's genre (mod, preppy, classic, etc.), history (background of the fashion house/important details), availability (when/where one could see what the brand has to offer), and critiques (what others are communicating about this particular brand, and what the student's own personal reviews of the brand are) - making a connection to the essential questions students demonstrate to others what this brand represents to them.</p> <p><b>Role:</b> Journalist</p> <p><b>Audience:</b> German School Students/Peers/Teacher</p> <p><b>Situation:</b> Self reflection on the use of fashion and clothing to express self-identity.</p> <p><b>Product or Performance:</b> Students will write a magazine article.</p> <p><b>Standards for Success:</b> ACTFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)</p>

OTHER EVIDENCE:

*Students will show they have achieved Stage 1 goals by...*

- Quizzes
- Unit Test
- In class presentations and discussions
- Written assignments
- Pre-AP tasks

**Stage 3 – Learning Plan**

*Pre-Assessment*

<p>Code <b>M, T</b></p>	<p>Students will write a journal entry responding to the prompts: Do you like to shop? Where do you typically shop and why? How important do you think fashion is? What resources do you use for fashion advice?</p>	
<p><b>A</b></p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Participation in small group discussions</li> <li>● Peer to peer discussions/conversations</li> <li>● Teacher on one-to-one discussions</li> <li>● Completion of worksheets and internet research</li> <li>● Completion of graphic organizers</li> <li>● Responses to questions to video and audio sources</li> <li>● Monitoring of note-taking</li> </ul>
<p><b>A</b></p>	<p>Teacher will prepare notes and lectures on the topics fashion and design. <b>W, O, Eq</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare notes and mini-lessons on vocabulary and useful “chunks” related to fashion trends, style, clothing and accessories to introduce throughout the unit. <b>Eq</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b></p>	
<p><b>A</b></p>	<p>Teacher prepares Pre-AP mini-lessons to introduce the components of the Interpretive Communication: Print Texts section of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. <b>Eq</b></p>	
<p><b>A</b></p>	<p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP</i></p>	

<p>A, M, T</p>	<p>tasks are at the <i>Intermediate Low/Mid Performance and Proficiency level</i>). <b>W, Eq</b></p> <p>Pre-AP Task: Interpretive Communication: Print Texts Students will read a text in the target language and answer questions about it.</p> <p>Step 1: Read the introduction and skim the questions. Step 2: Read the text and answer the questions about the text. <b>W, Eq, Ev, R, T, O</b></p> <p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p> <p>Students take the pre-assessment. <b>Eq</b></p> <p>The teacher shows a video clip from the movie <i>Der Hauptmann von Köpenick (The Captain from Köpenick-New Uniform)</i> <b>W, H</b></p> <p>Using thought provoking questions as a guide, students share reactions and opinions to the meaning of the clip and how people judge others by their clothing. <b>H, Eq, Ev</b></p> <p>Teacher draws attention to the unit's theme and guides students to identify unknown vocabulary and verb forms within context -before, during, and after the readings. <b>Eq, R, Ev</b></p> <p>Students will read an article about current teen-fashion trends in Germany. <b>Eq, Ev</b></p> <p>In pairs or small groups, students will write a list of clothing, that in their opinion, young people consider "fashionable" in our state or the US. <b>Eq, Ev</b></p> <p>Using the internet, students (pairs/small groups) will find a</p>	
<p>A</p>		
<p>M, T</p>		
<p>M</p>		
<p>A, M</p>		
<p>A</p>		
<p>T, M</p>		
<p>A, M</p>		
<p>A, M, T</p>		

<p><b>M</b></p>	<p>store(s) catalog(s) in Germany and will complete a Venn diagram noting the similarities/differences of the styles from the catalog to those of the students' list. <b>H, Eq</b></p>	
<p><b>A</b></p>	<p>Then, students will share their ideas with the class or to the other small groups. <b>H, Eq, Ev</b></p>	
<p><b>M, T</b></p>	<p>Teacher prepares mini-lesson on writing a critique and self reflection- including useful "chunks/phrases" to support personal opinion (e.g. I think... because... I like... for example...). <b>Eq</b></p>	
<p><b>M, T</b></p>	<p>Students will work in pairs or small groups to discuss their judgments about people's appearance, where their perspectives may come from, and how they affect people's attitudes and behavior. <b>H, Eq, Ev</b></p>	
<p><b>M</b></p>	<p>Students engage in small group discussion comparing the use of language and cultural influence in Germany and the US with regard to fashion, describing people's appearance and trends. <b>R, W</b></p>	
<p><b>A, M</b></p>	<p>Students close read an article about the influence of US fashion on world trends and engage in peer-sharing activities to identify the main idea and summarize key information in the target language. <b>W, Eq</b></p>	
<p><b>A, M</b></p>	<p>The teacher will show video clips/commercials on fashion shows. <b>H, Eq,</b></p>	
<p><b>A, M</b></p>	<p>Students will complete a worksheet to take notes on the video clips and will answer questions related to identifying the main idea and some important information, and stating their opinion about the video clips. <b>Eq, Ev</b></p>	

<p><b>M, T</b></p>	<p>Students will engage in think-pair-share activity to write short critiques of clothing styles found on websites. <b>H, W, Eq, E, T</b></p>
<p><b>T</b></p>	<p>Students self/peer assess written critiques with a rubric. <b>R, Ev</b></p>
<p><b>T</b></p>	<p>Students will complete the performance task <b>T, Eq, Ev, R, O</b></p>
	<p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Video clip from the movie Der Hauptmann von Köpenick (<a href="http://www.koenick-new-uniform.com">The Captain from Köpenick-New Uniform</a>)</li> <li>● How important is fashion for German teenagers? – Interviews and information from the Berlin/ <a href="http://www.pasch-net.de/pas/clis/leh/un/kut/de3340524.htm">http://www.pasch-net.de/pas/clis/leh/un/kut/de3340524.htm</a></li> <li>● Deutschlandlabor: Mode <a href="https://www.dw.com/de/folge-2-mode/-18722667">https://www.dw.com/de/folge-2-mode/-18722667</a></li> <li>● Other authentic audio, video and print materials</li> </ul>

UbD Template 2.0 Unit 2: Contemporary Life: Marketing and advertising

Stage 1 Desired Results

ESTABLISHED GOALS		Transfer
<p><b>CCSS.ELA-CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCSS.ELA-CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p><b>CCSS.ELA-CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCSS.ELA-CCRA.SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>understand, interpret and analyze authentic print materials and audio-visual sources to reflect on the target language and culture and to compare to their own.</p>	<p><i>Students will be skilled at...</i></p> <p>making a complaint. identifying stereotypes in advertisement.</p>
		<b>Meaning</b>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Advertisements are a reflection of each culture. Gender stereotypes influence advertisements and marketing strategies.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How does advertising and marketing reflect the culture? Why do advertisers differentiate marketing strategies for different audiences?</p>	
		<b>Acquisition</b>
<p><i>Students will know...</i></p> <p>vocabulary related to marketing and advertising. express annoyance and complain.</p>		

<p>purpose, and audience.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.2 Acquiring Information and</b></p>	<p>review of adjective endings after “ein” and “der” words</p> <p>adjective endings following determiners of quantity.</p> <p>“was” and “wo” as conjunctions</p> <p>words preceded by “irgend-” and “nirgend-”</p>	<p>identifying the main idea and some supporting details in various media about advertisements.</p> <p>comparing products.</p> <p>giving specific details.</p>
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**Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**4.1 Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**4.2 Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Proficiency Rubric (Intermediate Low/Mid)</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students analyze German advertisements provided to them by the teacher</p> <p><b>Role:</b> Advertisement Regulator</p> <p><b>Audience:</b> Regulators wanting to know more about the effect of advertisements</p> <p><b>Situation:</b> You have been asked to determine main ideas, supporting details and techniques used by advertisers of products to attract young people.</p> <p><b>Product or Performance:</b> ACTFL Integrated Performance Assessment (IPA): Interpretive Task: Determine the main idea, supporting details, key word recognition, organizational features, the meaning of unknown words from context, inferences and cultural perspectives, as well as, giving a personal reaction to the advertisements.</p> <p><b>Standards for Success:</b> ACTFL - IPA Interpretive Rubric, (Intermediate Low/Mid)</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by ...</i></p> <ul style="list-style-type: none"><li>● Grammar and vocabulary quizzes</li><li>● Unit test</li><li>● Pre-AP tasks</li></ul>
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**Stage 3 – Learning Plan**

*Pre-Assessment*

<p>Code <b>A, M</b></p>	<p>Students think about their recent purchases and decide if advertisements influenced their decision.</p>
<p><b>A</b> <b>A</b> <b>A</b> <b>A, M, T</b></p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher prepares notes and lessons on vocabulary related to advertisements and commercials. <b>W, O, Eq</b></p> <p>Teacher prepares Pre-AP mini-lessons to introduce the components of the Interpretive Communication: Audio Texts and Print and Audio sections of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. <b>Eq</b></p> <p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level).</i> <b>W, Eq</b></p> <p>Pre-AP Task: Interpretive Communication: Audio Texts Students will hear an audio recording and answer questions about what they hear. Step 1: Students will have 30 seconds to read the introduction and skim the questions. Step 2: After 30 seconds students listen to the recording and take notes. The notes they take will not be graded.</p>
<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Presentation of unpopular products and customer complaints</li> <li>● Completion of the graphic organizers</li> <li>● Teacher observation of notetaking and discussions</li> <li>● Teacher listening to students' conversation</li> <li>● Student email</li> </ul>	

	<p>Step 3: When the recording ends, students take 1 minute to start answering the questions before listening to the recording again.</p> <p>Step 4: Students listen to the recording a second time and finish answering any questions they have not yet answered. <b>W, Eq, Ev, R, T, O</b></p>	
<p><b>A, M, T</b></p>	<p>Pre-AP Task: Interpretive Communication: Print and Audio Texts</p> <p>Students will read a text and hear an audio recording. Students will answer questions about what they read and hear.</p> <p>Step 1: Students will have 4 minutes to read the introduction to Source # 1 and the text that follows.</p> <p>Step 2: After 4 minutes, students will have 30 seconds to read the introduction to Source # 2 and preview the questions that follow.</p> <p>Step 3: After 30 seconds, students will listen to the recording and take notes. The notes they take will not be graded.</p> <p>Step 4: When the recording ends, students take 1 minute to start answering the questions about the audio and/or text sources before listening to the recording again.</p> <p>Step 5: Students listen to the recording a second time and finish answering any questions they have not yet answered. <b>W, Eq, Ev, R, T, O</b></p> <p><i>*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</i></p>	
<p><b>A</b></p>	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p>	
<p><b>A, M</b></p>	<p>Students will engage in small group discussions on recent purchases they have made and determine if they were influenced by advertisements.</p>	

<p><b>A, M</b></p>	<p>Students listen to some German advertisements and match them to the correct item. <b>Eq</b></p>	
<p><b>A</b></p>	<p>Teacher prepares notes and lessons on the comparative and comparative adjective endings. <b>Eq</b></p>	
<p><b>A, M</b></p>	<p>Students watch some German advertisements. <b>H</b></p>	
<p><b>M</b></p>	<p>Students work with a partner to determine what is being advertised and why the advertisements say the items should be bought. <b>Eq, W</b></p>	
<p><b>M, T</b></p>	<p>Students decide which of the products they would buy and why. <b>R, Ev</b></p>	
<p><b>A, M</b></p>	<p>Students engage in close reading activities on an article describing techniques used by advertisers to promote their products. <b>Eq</b></p>	
<p><b>M</b></p>	<p>Students determine the main idea and supporting details of the article. <b>Eq</b></p>	
<p><b>A, M</b></p>	<p>Students complete a graphic organizer listing popular gender stereotypes and reflect how these are exploited and/or reinforced by advertisers. <b>Eq, W</b></p>	
<p><b>A</b></p>	<p>Teacher prepares lessons and notes on "irgend-" words and determiners of quantity. <b>Eq</b></p>	
<p><b>A, M</b></p>	<p>Students listen to the popular German song "irgendwie, irgendwo, irgendwas" <b>H</b></p>	
<p><b>A, M</b></p>	<p>Students watch popular German and American holiday advertisements. <b>H</b></p>	

<p><b>M</b></p>	<p>Students engage in small group discussion comparing the use of language and cultural traditions in German and US holiday advertisements. <b>R, W</b></p>	
<p><b>M</b></p>	<p>Students complete a graphic organizer listing key features of holiday advertisement in German-speaking countries and the US. <b>Ev</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare lessons and notes on expressions of annoyance and complaint. <b>Eq</b></p>	
<p><b>M, T</b></p>	<p>Students will engage in small group discussions on product advertisements provided by the teacher for products that were flops and list reasons why consumers were unhappy. <b>W, R</b></p>	
<p><b>M, T</b></p>	<p>Students will present their unpopular products to the groups listing the complaints and annoyance of the customers. <b>Ev</b></p>	
<p><b>M, T</b></p>	<p>Students will engage in conversations with their partner where they list products they had bought that they did not live up to the advertisements' promises. <b>R</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare mini-lesson and notes on the conventions of email writing. <b>Eq</b></p>	
<p><b>M, T</b></p>	<p>Students write an email to the manufacturer of a product that they had bought recently and whose advertisement they had seen in which they explain how the product lived up to or did not live up to the expectations they had. <b>R</b></p>	
<p><b>T</b></p>	<p>Students peer review the email. <b>Ev</b></p>	
<p><b>T</b></p>	<p>Students complete the performance task. <b>W, H</b></p>	
<p><b>T</b></p>	<p>Students self-assess their performance task using</p>	

NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. **W, R, Ev, T**

**Resources:**

- Deutsche welle - Commercials  
<https://www.dw.com/de/sexismus-in-der-werbung/l-42694604>
- Top TV Commercials in Germany  
<https://www.youtube.com/channel/UC-gikVI-GBF-C1fcEhdEvvw/videos>
- Other authentic audio, video and print materials

UbD Template 2.0 Unit 3: Family and Communities- Childhood and Adolescence

**Stage 1 Desired Results**

ESTABLISHED GOALS		Transfer
<p><b>CCSS.ELA-CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>reflect on their life and use the target language to enrich and advance their own wellbeing and that of others.</p> <p>interact, negotiate meaning and share their reactions, feelings and opinions.</p>	
		Meaning
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>children and adolescence have rights as outlined by the UN Convention on the Rights of the Child.</p> <p>adolescents in Germany and the US face similar challenges.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What makes a good childhood?</p> <p>What challenges do children and adolescence face growing up?</p>
		Acquisition
	<p><i>Students will know...</i></p> <p>how to talk about past events.</p> <p>vocabulary related to relationships, family,</p>	<p><i>Students will be skilled at...</i></p> <p>sharing past events.</p> <p>discussing elements of what constitutes a "good</p>

<p>relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>4.1 Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>5.1 School and Global Communities:</b> Learners use the</p>	<p>childhood and feelings.</p> <p>vocabulary related to celebrations, experiences and activities.</p> <p>expressions of advice and introducing another point of view.</p> <p>use the perfect tense</p> <p>relative clauses</p> <p>the genitive case</p>	<p>childhood” and “childhood well-being.”</p> <p>comparing and contrasting customs and traditions in the target culture and their own.</p> <p>considering the cultural significance of target language childhood games and customs.</p> <p>offering advice and making recommendations to improve the well-being of children in their communities.</p> <p>investigating challenges students face in Germany and the US.</p>
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<p>language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p><b>5.2 Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Performance and Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students write an email offering advice on how to cope with challenges faced by teenagers.</p> <p><b>Role:</b> Counselor</p> <p><b>Audience:</b> Students at a high school</p> <p><b>Situation:</b> The students at the high school have asked you, the counselor, for advice about a campaign they want to organize about a challenge faced by many teenagers.</p> <p><b>Product or Performance:</b> An email in which you, the counselor, offer guidance and suggestions on what to include in the campaign.</p> <p><b>Standards for Success:</b> ACTFL - Interpersonal Communication Performance Rubric (Intermediate Low/Mid)</p>
		<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Grammar and vocabulary quizzes</li> <li>● Unit test</li> <li>● Pre-AP tasks</li> </ul>

**Stage 3 – Learning Plan**

*Pre-Assessment*

<p>Code <b>M, T</b></p>	<p>Students will write down what they used to do in their childhood and narrate a memorable event in their childhood.</p>
<p><b>A</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>A, M, T</b></p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will prepare notes and lessons to introduce vocabulary on family, relationships, celebrations and activities. <b>Eq, O</b></p> <p>Teacher will prepare Pre-AP mini-lessons to introduce the components of Interpersonal Communication: Email Reply and Conversation sections of the AP exam. These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. <b>Eq</b></p> <p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). (<i>Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level).</i> <b>W, Eq</b></p> <p>Pre-AP Task: Interpersonal Writing: Email Reply Students will have 30 minutes to read an email in the target language and compose a response. Step 1: Students read the introduction and the email message that follows.</p>
<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Completion of the graphic organizers</li> <li>● Teacher observation of notetaking and discussions</li> <li>● Teacher listening to students' conversations</li> <li>● Self-evaluation and peer-editing</li> </ul>	

<p>A, M, T</p>	<p>Step 2: Students write a response to what they have just read. Answer all of the questions from the email prompt and ask some questions of their own.                  Step 3: Students proof-read their writing and make sure they included a greeting and a closing. <b>W, Eq, Ev, R, T, O</b></p> <p>Pre-AP Task: Interpersonal Speaking: Conversation                  Students will have a guided conversation in the target language.</p> <p>Step 1: Students will have 90 seconds to read the introduction and the conversation outline.                  Step 2: After 90 seconds, students listen to the recorded prompts. Each time there is a pause students should record their response in less than 15 seconds. <b>W, Eq, Ev, R, T, O</b>  <i>*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</i></p>	
<p>A</p>	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p>	
<p>M, T</p>	<p>Students will write down what they used to do in their childhood and narrate a memorable event in their childhood. <b>H</b></p>	
<p>A</p>	<p>Teacher will prepare a mini-lesson to review the perfect tense  <b>Eq, R</b></p>	
<p>M, T</p>	<p>Students peer review/self-correct use of perfect tense on their written narratives of their childhood. <b>E</b></p>	
<p>M, T</p>	<p>Students will engage in small group conversations to share and compare each other's experiences of childhood and identify common elements that constitute a "good" childhood.  <b>W</b></p>	
<p>A, M</p>	<p>Students will view a short video clip about German</p>	

<p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>M</b></p> <p><b>A, M</b></p> <p><b>A, M</b></p> <p><b>A</b></p> <p><b>M, T</b></p> <p><b>M, T</b></p> <p><b>M, T</b></p> <p><b>M, T</b></p>	<p>adolescents talking about their childhood experiences. <b>H</b></p> <p>Students will identify elements that made the German adolescents childhoods "good". <b>W</b></p> <p>Students will identify popular childhood games and traditions in the target culture and explore the customs related to it. <b>W</b></p> <p>Students will read an excerpt from UN convention of the rights of the child. <b>R, Eq</b></p> <p>Students will write notes to reflect on the reading of the UN Convention of the Rights of the child. <b>Eq, R</b></p> <p>Students will read about the challenges faced by teenagers in Germany. <b>H, W, Eq</b></p> <p>Students will complete a graphic organizer (Venn Diagram, T-Chart) to compare/contrast the issues teenagers face in the German-speaking countries and the US. <b>W, R</b></p> <p>Teacher will teach a mini lesson on phrases needed to give advice. <b>W, Eq</b></p> <p>Students will engage in a conversation based on conversation cards with a partner in which they will give each other advice on issues faced by teenagers in Germany and the US. <b>T</b></p> <p>Students will evaluate each other's performance by completing a peer evaluation chart. <b>R, Ev</b></p> <p>Students will work in small groups to research and consider how adolescents cope with challenges. <b>Eq, W</b></p> <p>Students will share their suggestions to the whole class in the</p>	
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<p><b>A</b></p>	<p>form of a gallery wall. <b>Eq, T</b></p> <p>Teacher will prepare notes and lessons on email writing conventions, including an overview of the components of the AP interpersonal writing rubric. <b>W, Eq</b></p>	
<p><b>M, T</b></p>	<p>Students will write an email to a friend giving them advice about a topic raised by the conversation cards. <b>T, R</b></p>	
<p><b>T</b></p>	<p>Students will peer-edit and revise their emails. <b>Ev, T</b></p>	
<p><b>T</b></p>	<p>Students will complete the performance tasks. <b>T</b></p>	
<p><b>T</b></p>	<p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Convention of the Rights of Children (UNICEF)</li> <li>• Strassen interviews about and with adolescents <a href="https://www.youtube.com/watch?v=wQPgC8SjULL">https://www.youtube.com/watch?v=wQPgC8SjULL</a></li> <li>• Authentic audio, video and print materials</li> </ul>	

UbD Template 2.0 Unit 4: Science and Technology - Technologies of the Future

**Stage 1 Desired Results**

ESTABLISHED GOALS		<i>Transfer</i>
<p><b>CCSS.ELA-CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCSS.ELA-CCRA.SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>present information, concepts, and ideas to inform, explain and persuade on future technologies. reflect and explain the relationship between the products and perspectives of people in German-speaking countries.</p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>the car industry is important to the German economy and it has an effect on policy making.</p> <p>attitudes towards cars and driving are changing around the world due to environmental concerns.</p>	<p><b>Meaning</b></p> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How are attitudes towards cars and driving in German-speaking countries the same and/or different from those in the US?</p> <p>How do environmental issues affect technological research?</p>
	<p><i>Students will know...</i></p> <p>vocabulary related to cars and driving</p>	<p><b>Acquisition</b></p> <p><i>Students will be skilled at...</i></p> <p>explaining and discussing problems related to</p>

<p>analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>law and regulations regarding driver's licences.</p> <p>modal verb review</p> <p>asking for help</p> <p>preterite tense of modal verbs</p> <p>the future tense with "werden"</p> <p>expressing the future tense using adverbs and prepositional phrases</p>	<p>their car.</p> <p>evaluating the perspectives of German-speaking countries towards driving and cars.</p> <p>comparing the target culture attitudes towards the car industry and comparing them to those in the US/community.</p>
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**4.1 Language Comparisons:**

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**4.2 Cultural Comparisons:**

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**5.2 Lifelong Learning:**

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<p><b>T, M, A</b></p>	<p>ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students will design an advertisement for a car in 2050.</p> <p><b>Role:</b> Engineer</p> <p><b>Audience:</b> General public</p> <p><b>Situation:</b> Students present the car of the future at a car show.</p> <p><b>Product or Performance:</b> Poster/advertisement describing the car and highlighting features that make the car special and different to persuade the public to buy the car.</p> <p><b>Standards for Success:</b> ACTFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)</p> <p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Grammar and vocabulary quizzes</li> <li>● Unit test</li> <li>● Pre-AP tasks</li> </ul>

**Stage 3 – Learning Plan**

*Pre-Assessment*

<p>Code <b>A, M</b></p>	<p>With a partner, students will label different means of transportation and write which they use, when, and how often.</p>
<p><b>A</b> <b>A</b> <b>A</b></p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will prepare notes and lessons on vocabulary related to transportation, cars, and driving topics. <b>Eq</b></p> <p>Teacher will prepare Pre-AP mini-lessons to introduce the components of Presentational Communication: Essay. These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. <b>Eq</b></p> <p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). (Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level). <b>W, Eq</b></p> <p>Presentational Writing: Essay Students will have 30 minutes to write an essay in the target language based on a print text and an audio recording. Step 1: Students will have 4 minutes to read the essay topic and question, and the print text; Source # 1. Step 2: After 4 minutes, students will have 10 seconds to read the introduction for Source # 2.</p>
	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Advertisements for Trabi</li> <li>● Completion of the graphic organizers</li> <li>● Teacher observation of notetaking and discussions</li> <li>● Teacher listening to students' conversation</li> </ul>

	<p>Step 3: After 10 seconds, students will listen to the recording and take notes. The recording will be repeated. Students' notes are for your use only and will not be graded.</p> <p>Step 4: Students listen to the recording a second time and finish taking notes.</p> <p>Step 5: Students review their notes and write their essay. Students will have 30 minutes. <b>W, Eq, Ev, R, T, O</b></p> <p><i>*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</i></p>	
<p><b>A, M</b></p>	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p>	
<p><b>A, M</b></p>	<p>Students will label various means of transportation and write down what they use, when and how much. <b>W</b></p>	
<p><b>A, M</b></p>	<p>Students will listen as teenagers in German-speaking countries describe how they get around. <b>H</b></p>	
<p><b>A, M</b></p>	<p>Students will engage in think-pair-share activity to compare the means of transportation used by them and those of German-speaking teenagers. <b>R</b></p>	
<p><b>A, M</b></p>	<p>Students will watch German-speaking teenagers as they talk about getting their driver's license. <b>H</b></p>	
<p><b>A, M</b></p>	<p>Students will complete a graphic organizer to compare the rules and regulations around driving and getting a driver's license in German-speaking countries and the US. <b>R</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare notes and lessons on modal verbs and modal verbs in the preterite tense. <b>Eq</b></p>	
<p><b>A, M</b></p>	<p>Students will read about the rules of the road in German-speaking countries. <b>Eq, R</b></p>	

<p><b>A</b></p>	<p>Teacher will prepare lessons and notes on asking for help and vocabulary around accidents. <b>Eq</b></p>	
<p><b>A, M, T</b></p>	<p>Students will engage in a conversation based on conversation cards with a partner in which they will ask for help because of an accident or a problem with their car. <b>T</b></p>	
<p><b>M, T</b></p>	<p>Students will evaluate each other's performance by completing a peer evaluation chart. <b>R, Ev</b></p>	
<p><b>A, M</b></p>	<p>Students will engage in close reading activities to learn about the Trabi and its cultural significance pre and post 1989. <b>H</b></p>	
<p><b>M, T</b></p>	<p>Students will design an advertisement for the Trabi in partnership which will appeal to people in the 21st century. <b>H, T</b></p>	
<p><b>M, T</b></p>	<p>Students will peer review each others' advertisements. <b>R, Ev</b></p>	
<p><b>A, M</b></p>	<p>Students will watch a video about car culture in Germany. <b>H</b></p>	
<p><b>M</b></p>	<p>Students will complete a Venn diagram comparing the attitudes of people in German-speaking communities and the US towards cars. <b>R</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare lessons and notes on vocabulary related to technology, the environment and the future tense. <b>Eq</b></p>	
<p><b>A, M</b></p>	<p>Students will close read about self-driving technologies and environmental research in the car industry. <b>W</b></p>	
<p><b>T</b></p>	<p>Students will complete the performance task. <b>W, R</b></p>	
<p><b>T</b></p>	<p>Students self-assess their performance task using</p>	

NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. **W, R, Ev, T**

**Resources:**

- Deutschlandlabor: Auto  
<https://www.dw.com/de/deutschlandlabor-folge-9-auto/a-v-18719553>
- Lesen - Autowandel und Klimawandel:  
<https://www.hueber.de/media/36/schr-imB1-A2-2-auto-klima.pdf>
- Self-driving cars - attitudes towards them in Germany and technological developments:  
<https://www.dw.com/de/autonome-autos-wann-sind-wir-nur-noch-mitfahrer/a-49593073>
- Other authentic audio, video and print materials

UbD Template 2.0 Unit 5: Contemporary Life: Housing and Shelter

Stage 1 Desired Results

ESTABLISHED GOALS		Transfer
<p><b>CCSS.ELA-CCRA.SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</p>		<p><i>Students will be able to independently use their learning to...</i></p> <p>interact with others to negotiate meaning, share information and opinions to explain the relationship between cultural practices and perspectives of the target culture.</p>
		<i>Meaning</i>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>life in the country and the city is different.</p> <p>housing in German-speaking countries has similarities and differences to housing in the US.</p> <p>there are many reasons why people choose where they live.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What are the advantages and disadvantages of life in the city and life in the country?</p> <p>How does housing in the US compare to housing in German-speaking countries?</p> <p>Why do people move?</p>	
		<i>Acquisition</i>
<p><i>Students will know...</i></p> <p>vocabulary related to countryside, city life and transportation.</p>	<p><i>Students will be skilled at...</i></p> <p>comparing lifestyle choices of various people from the target culture and the US.</p>	

<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>expressions of preference, opinions and wishes.</p> <p>review of giving reasons with subordinate clauses with "weil", "da" and "denn" sentences.</p> <p>concessive clauses with "obwohl" and "trotzdem"</p> <p>review of possessive adjectives</p> <p>dative prepositions and two-way prepositions</p> <p>comparative and superlative adjective endings</p>	<p>contrasting city and country life in Germany and the US.</p> <p>considering the advantages and disadvantages of country and city living.</p> <p>justifying their point of view.</p>
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<p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>5.2 Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
<p><b>T, M, A</b></p>	<p>ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students justify their opinion on where they would like to live.</p> <p><b>Role:</b> Realtors (in the city and the country)</p> <p><b>Audience:</b> Investors</p> <p><b>Situation:</b> An investor is considering two properties, one in the city and one in the country. You, the real estate agent, have to persuade the investor to choose your home.</p> <p><b>Product or Performance:</b> Debate.</p> <p><b>Standards for Success:</b> ACTFL - Interpersonal Communication Performance Rubric (Intermediate Low/Mid)</p>

		<p><b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>● Grammar and vocabulary quizzes</li><li>● Unit test</li><li>● Pre-AP tasks</li></ul>
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**Stage 3 – Learning Plan**

*Pre-Assessment*

Code		
A	<p>Students will label the furniture and rooms of a house.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students' description of their house or apartment</li> <li>● Students' designs of their dream house or apartment</li> <li>● Students' research of a city, suburban or rural area of a German-speaking country.</li> <li>● Completion of the graphic organizers</li> <li>● Teacher observation of notetaking and discussions</li> <li>● Teacher listening to students' conversation</li> </ul>
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will prepare notes and lessons on vocabulary needed to describe a house or apartment. <b>Eq, W</b></p>	
A	<p>Teacher will prepare Pre-AP mini-lessons to introduce the components of Presentational Communication: Cultural Comparison. These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. <b>Eq</b></p>	
A	<p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level).</i> <b>W, Eq</b></p>	
A, M, T	<p>Pre-AP Task: Presentational Speaking: Cultural Comparison Students will record an oral presentation in the target language based on a particular topic. Step 1: Students read the presentation topic. Step 2: Prepare your presentation. Students will have 5 minutes to prepare. Step 3: Students record their presentation. The presentation should not exceed 2 minutes. <b>W, Eq, Ev, R, T, O</b></p>	

<p><b>A</b></p>	<p><i>*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</i></p>	
<p><b>A</b></p>	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p>	
<p><b>A, M</b></p>	<p>Students will review vocabulary by labeling furniture and rooms. <b>R</b></p>	
<p><b>A, M</b></p>	<p>Students will watch short videos of German adolescents showing their houses and apartments. <b>H</b></p>	
<p><b>A, M</b></p>	<p>Students will reflect on the differences and similarities between the living conditions of teenagers in German-speaking countries and the US. <b>W, R</b></p>	
<p><b>A, M</b></p>	<p>Students will write a description of their own house or apartment. <b>T, R</b></p>	
<p><b>A, M</b></p>	<p>Students will read advertisements of houses and apartments for sale in different parts of Germany, Austria and Switzerland. <b>H</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare a notes and lessons on causal and concessive clauses in German. <b>Eq, W</b></p>	
<p><b>M, T</b></p>	<p>Students will choose a house or apartment they would live and give reasons for their decision. <b>Eq, E</b></p>	
<p><b>A, M</b></p>	<p>Students will listen to German-speaking teenagers describe their house or apartment of their dreams. <b>H, R</b></p>	
<p><b>M, T</b></p>	<p>Students will design their own dream house or apartment and describe it. <b>W, T</b></p>	

<p><b>T</b></p>	<p>Students will peer edit the descriptions. <b>Ev</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare lessons and notes on places around town and dative prepositions. <b>Eq</b></p>	
<p><b>M</b></p>	<p>Students will describe their own home town and describe sites, services and places of interest available. <b>R, W</b></p>	
<p><b>A, M</b></p>	<p>Students will listen to German teenagers describe the places where they live. <b>H,</b></p>	
<p><b>M, T</b></p>	<p>Students will create a chart listing the advantages and disadvantages of life in the city, small town and country. <b>R, W, Eq</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare notes and lessons on the comparative and superlative and adjective endings with "ein" words. <b>Eq</b></p>	
<p><b>A</b></p>	<p>Teacher will prepare a mini-lesson on the elements of a debate and will provide useful phrases to state and justify own opinions and to disagree with others. <b>Eq</b></p>	
<p><b>M, T</b></p>	<p>Students will participate in a survey to find out what is right for them. <b>R</b></p>	
<p><b>M, T</b></p>	<p>Students will reflect on the survey and give reasons why they agree/disagree with the results. <b>Ev</b></p>	
<p><b>M, T</b></p>	<p>Students will write about where they would like to live and give reasons for their choice. <b>W</b></p>	
<p><b>M, T</b></p>	<p>Students will then research a town, city or rural area of Germany and list the advantages and disadvantages of living in this community. <b>W</b></p>	

T	<p>Students will complete the performance task. <b>W, R</b></p> <p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Deutschlandlabor: Wohnen (living) <a href="https://www.dw.com/de/folge-6-wohnen/-18723182">https://www.dw.com/de/folge-6-wohnen/-18723182</a></li> <li>• Wohnen auf dem Land: <a href="https://daddycoolsblog.de/vom-leben-auf-dem-land/">https://daddycoolsblog.de/vom-leben-auf-dem-land/</a></li> <li>• Lesen - city life vs country life: <a href="https://www.hueber.de/media/36/AktuellerUnterrichtsrvice_A2_Stadt-Land.pdf">https://www.hueber.de/media/36/AktuellerUnterrichtsrvice_A2_Stadt-Land.pdf</a></li> <li>• Video: city life vs country life <a href="https://www.youtube.com/watch?v=tmGEfOu8NM">https://www.youtube.com/watch?v=tmGEfOu8NM</a></li> <li>• Other authentic audio, video and print materials</li> </ul>	
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UbD Template 2.0 Unit 6: Beauty and Aesthetics: Visual Art

Stage 1 Desired Results

ESTABLISHED GOALS		Transfer
<p><b>CCSS.ELA-CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCSS.ELA-CCRA.SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>orally present information and concepts to inform and persuade others using appropriate media.</p> <p>investigate and explain the relationship between the artistic products and cultural perspectives of target language culture.</p>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Germany has made major contributions to the world's artistic history.</p> <p>culture, society and historical events influence art.</p> <p>art and creativity reflect cultural perspectives of communities.</p>	<p><b>Meaning</b></p> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How has art in Germany changed over the centuries?</p> <p>How does the arts both challenge and reflect cultural perspectives?</p> <p>How does an artist's identity and background influence their work?</p>
	<p><i>Students will know...</i></p> <p>vocabulary related to the visual arts and biography.</p>	<p><b>Acquisition</b></p> <p><i>Students will be skilled at...</i></p> <p>researching and describing the life of an artist.</p> <p>describing works of art.</p>

<p>analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems</p>	<p>adjectives</p> <p>expressions of admiration and envy</p> <p>expressions of sadness and happiness</p> <p>the preterite tense</p> <p>genitive prepositions</p>	<p>identifying key features of a piece of art and its historical significance.</p> <p>reflecting on their personal reaction to the artist and his or her work.</p> <p>explaining the relationship between the works of art and the artist's cultural background and perspective.</p>
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creatively.

**4.1 Language Comparisons:**  
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**4.2 Cultural Comparisons:**  
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**5.2 Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Communication Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students present the life, work and influence of a German artist.</p> <p><b>Role:</b> Auction House employee</p> <p><b>Audience:</b> Art enthusiast</p> <p><b>Situation:</b> You, the auction-house employee, persuade the art enthusiast to buy a work of art by the artist they represent.</p> <p><b>Product or Performance:</b> Oral presentation.</p> <p><b>Standards for Success:</b> ACTFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)</p>

	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by ...</i></p> <ul style="list-style-type: none"><li>● Vocabulary and grammar quizzes</li><li>● Unit Test</li><li>● Written reactions</li><li>● Pre-AP tasks</li></ul>
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**Stage 3 – Learning Plan**

*Pre-Assessment*

<p>Code</p>	<p>In small groups students will list cultural activities they do in their freetime.</p>
<p>A, M</p>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will prepare lessons and notes on vocabulary relating to cultural events. <b>W, Eq</b></p> <p>Teacher will prepare Pre-AP mini-lessons to review the components of Interpretive, Interpersonal and Presentational Communication Tasks (based on students' needs). These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. <b>Eq</b></p> <p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). (Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level). <b>W, Eq</b></p> <p>Pre-AP Tasks: Interpretive, Interpersonal and Presentational Communication Tasks. The teacher will give all or some of the tasks throughout the unit based on students' needs. <b>W, Eq, Ev, R, T, O</b></p> <p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p>
<p>A</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher observations of peer and group discussions</li> <li>● Graphic organizers</li> <li>● Students lists of community events and comparisons to target culture</li> <li>● Students sketches for listening activities</li> </ul>

A, M	In small groups students will list and discuss what cultural activities they do in their freetime. <b>W, H</b>	
A, M	Students will watch students in German-speaking countries talk about what cultural activities they do in their freetime. <b>Eq</b>	
A, M	Students will compare the cultural interests of teenagers in German-speaking countries to their own. <b>W, Eq, Ev</b>	
A, M	In a group discussion students will list events and cultural activities available in their community. <b>O, Eq, T</b>	
M, T	Students will research the cultural calendar of a community in Germany and list events of interest to them. <b>O, Eq, T</b>	
M, T	Students will write about the events they would like to attend and why. <b>H, Ev, T</b>	
M	Students will share their findings in small groups and compare the cultural activities of German-speaking communities to those available in their own community. <b>H, Eq, Ev</b>	
A	Teacher will prepare lessons and notes on the conjunctive mood. <b>Eq</b>	
M, T	Students will write a paragraph about what cultural activities are important to them, what they could not live without and what activities they would participate in if they had more free time. <b>Eq, H, T</b>	
T	Students peer-review each others writings. <b>R</b>	
A	Teacher will prepare lessons and notes on the genitive prepositions "anstatt", "außerhalb", "innerhalb", "während," and "wegen". <b>Eq</b>	

A	Teacher will prepare lessons and notes on expressions of admiration and envy. <b>Eq</b>	
M	Students will reflect on people they know who are very talented and describe their unique abilities using expressions of admiration and envy. <b>W, H, Ev</b>	
A, M	The students will engage in close reading activity to read the biography of a German artist and identify key vocabulary. <b>Eq</b>	
A	Teacher will prepare lessons and notes on vocabulary related to biography. <b>Eq</b>	
M, T	Students will research a German celebrity of their choice and write a short biography and list the celebrities talents and contribution to cultures. <b>W, Eq, H, T</b>	
T	Students will peer-review their writings. <b>Ev</b>	
A	The teacher will prepare a gallery of famous German painters, sculptures and architects. <b>W, H, Eq</b>	
A, M	With a partner, students will list the works of art in chronological order and record their personal reactions to them. <b>Eq, Ev</b>	
A	The teacher prepares notes and lessons on art history in German-speaking countries. <b>Eq</b>	
M, T	Students share their reactions to the paintings in small groups and place the artworks in historical and cultural perspectives. <b>Ev</b>	
A	Teacher will prepare lessons and notes on vocabulary related	

	<p>to paintings, sculpture and architecture. <b>Eq</b></p> <p>Teacher will prepare mini-lesson on the speaking process (hook, expansion of topic, closing), using target language formulaic expressions (first of all, therefore, in conclusion), and will share with students the expectations for speaking (rubric) to help students improve their presentational skills (show model of good presentation). <b>Eq</b></p> <p>The teacher will describe a work of art while the students try to sketch it and identify the correct one from the gallery walk. <b>Eq, H</b></p> <p>Students will choose an artist from a German-speaking country and write a description of a piece of art. <b>Ev, T</b></p> <p>Students will share their descriptions with the group who will sketch the work of art and identify it from the gallery walk. <b>R, Ev</b></p> <p>Students will research their artists life and work and prepare a presentation on him or her. <b>W, T</b></p> <p>Students will do the performance task. <b>W, T, H</b></p> <p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b></p>	
<p><b>A</b></p>		
<p><b>A, M</b></p>		
<p><b>M, T</b></p>		
<p><b>M, T</b></p>		
<p><b>M, T</b></p>		
<p><b>T</b></p>		
<p><b>T</b></p>		

	<p><b>Resources:</b></p> <ul style="list-style-type: none"><li>● Art in Germany: <a href="https://www.dw.com/de/kunst-im-daf-unterricht-eine-unterrichtsreihe/a-19277234">https://www.dw.com/de/kunst-im-daf-unterricht-eine-unterrichtsreihe/a-19277234</a></li><li>● Germany's cultural heritage and modern art: <a href="https://www.dw.com/de/deutsche-kultur-mythen-und-fakten/a-40314359">https://www.dw.com/de/deutsche-kultur-mythen-und-fakten/a-40314359</a></li><li>● Videos and articles on cultural events <a href="http://www.dw.de/themen/kultur/s-1534">http://www.dw.de/themen/kultur/s-1534</a></li><li>● Other authentic audio, video and print materials</li></ul>	
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UbD Template 2.0 Unit 7: Global Challenges: Environmental Issues

Stage 1 Desired Results

ESTABLISHED GOALS		Transfer
<p><b>CCSS.ELA-CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>ELA: W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCSS.ELA-CCRA.SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>negotiate meaning and interact in spoken and written conversations to present information and propose solutions to collaborate with members of their community and the globalized world.</p>	
		Meaning
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>personal lifestyle choices affect the environment.</p> <p>cultural preferences have an impact on the environment.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How could we use resources wisely?</p> <p>What responsibilities do individuals and society have to protect the environment?</p>	
		Acquisition
<p><i>Students will know...</i></p> <p>vocabulary related to the environment and pollution</p> <p>making polite requests</p>	<p><i>Students will be skilled at...</i></p> <p>explaining how some factors of personal lifestyle impact the environment.</p> <p>hypothesizing and proposing possible solutions to help the environment.</p>	

<p>conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>expressions of concern</p> <p>conjunctive mood</p> <p>conditional sentences</p>	<p>recognizing that their own choices affect the environment.</p> <p>giving examples of how a community's policies influence environmental impact.</p>
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<p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>		
<p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>		
<p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>		
<p><b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>		
<p><b>5.2 Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<p><b>T, M, A</b></p>	<p>ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Low/Mid)</p>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students measure their personal impact on the environment and offer suggestions on how to improve it.</p> <p><b>Role:</b> Students</p> <p><b>Audience:</b> School Community and German School</p> <p><b>Situation:</b> Students will complete a questionnaire about their ecological footprint and compare their results to those of their fellow students and students in Germany (GAPP). Then students will make suggestions for lifestyle modifications that would help reduce their ecological footprint.</p> <p><b>Product or Performance:</b> A written letter or PowerPoint/Slide presentation proposing ways to reduce an individual's ecological footprint.</p> <p><b>Standards for Success:</b> ACTFL - Interpersonal and Presentational Communication Performance Rubrics (Intermediate Low/Mid)</p>

**OTHER EVIDENCE:**

*Students will show they have achieved Stage 1 goals by...*

- Vocabulary and grammar quizzes.
- Unit Test
- Peer interviews
- Letter writing
- Pre-AP tasks

**Stage 3 – Learning Plan**

*Pre-Assessment*

<p><b>Code</b> A, M</p>	<p>Students will be able to determine how much they know about the effects that their daily decisions have on the environment: First, students will take inventory of activities that can affect the environment (drawing on previous knowledge of household vocabulary as well as cognates (e.g., sort the trash, use plastic or reusable containers, take short/long showers, etc.). Then, they will sort the activities as either “harmful to environment” or “good for the environment.”</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Listening comprehension activities based on video</li> <li>● Completion of graphic organizers</li> <li>● Information gap activity</li> <li>● Sentence completion activity on advice to protect the environment</li> <li>● Peer Survey development</li> <li>● Paragraph writing</li> </ul>
A	<p>Teacher will prepare notes and lectures on the topics of the environment and pollution <b>W, O, Eq</b></p>	
A	<p>Teacher will prepare notes and mini-lessons on vocabulary and useful “chunks” related to the environment and pollution to introduce throughout the unit. <b>Eq</b></p>	
A	<p>Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b></p>	
A	<p>Teacher will prepare Pre-AP mini-lessons to review the components of Interpretive, Interpersonal and Presentational Communication Tasks (based on students’ needs). These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. <b>Eq</b></p>	
A	<p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). (<i>Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP</i></p>	

<p><b>A, M, T</b></p>	<p>tasks are at the <i>Intermediate Low/Mid Performance and Proficiency level</i>). <b>W, Eq</b></p> <p>Pre-AP Tasks: Interpretive, Interpersonal and Presentational Communication Tasks. The teacher will give all or some of the tasks throughout the unit based on students' needs. <b>W, Eq, Ev, R, T, O</b></p>
<p><b>A</b></p>	<p>Teacher introduces the goals of the unit, the essential questions and discuss the performance tasks. <b>W, Eq</b></p>
<p><b>A, M</b></p>	<p>Students take the pre-assessment. <b>Eq</b></p>
<p><b>A, M</b></p>	<p>Teacher will show a (YouTube) video about how much water it takes to put a pair of jeans on the store shelf, from design to finish. <b>W, H, Eq</b></p>
<p><b>A, M</b></p>	<p>Students will engage in listening comprehension activities before, during, and after watching the video. <b>Eq, R</b></p>
<p><b>M, T</b></p>	<p>Students will identify the causes and effects of global environmental issues (e.g., factories = water pollution = fish die) found in brief articles from a news website for students. <b>W, Eq, Ev</b></p>
<p><b>A, M</b></p>	<p>Teacher will introduce an information gap activity in which students ask each other why an activity or product is bad for the environment (practice using structures such as because; because of; ... causes ...) <b>Eq, H</b></p>
<p><b>M, T</b></p>	<p>Students will do a sentence completion activity for advice about what we can do to protect the environment (e.g., Problem = cars are producing too much exhaust. Tip = "think/believe we should ...; In my opinion we have to ...; We could ...") <b>Eq, R</b></p>

<p><b>A, M</b></p>	<p>Students watch/listen to authentic videos, first for gist and then fill in chart with relevant details. <b>Eq</b></p>	
<p><b>M, T</b></p>	<p>Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. <b>Eq,</b></p>	
<p><b>A</b></p>	<p>The teacher will post videos and podcasts on Google classroom so students may listen multiple times at school or at home. <b>Eq</b></p>	
<p><b>M, T</b></p>	<p>Students illustrate the relationship between cause and effect of environmental issues that they heard/read about. <b>W, R, O</b></p>	
<p><b>M, T</b></p>	<p>Students use this information to discuss with a partner or small groups what they think are the top three environmental problems in their state/city/town. They they will come up with some suggestions on how they can be more responsible in their daily activities to protect the environment. <b>H, Eq, Ev</b></p>	
<p><b>M, T</b></p>	<p>With their partner or small groups, students use the information they've collected and exchanged to write a paragraph about environmental issues. They should explain the problems (causes and effects), give examples, and give suggestions for how young people can make a difference in the world. <b>W, Eq, Ev, H</b></p>	
<p><b>M</b></p>	<p>Students take the survey to evaluate their own environmental footprint. <b>H, Eq, R, Ev.</b></p>	
<p><b>M, T</b></p>	<p>Students use a checklist to ask each other how often they engage in certain environmentally safe/harmful activities. <b>H, R, Ev</b></p>	

<p><b>M, T</b></p>	<p>With a partner or in small groups, students create a survey to interview their German peers (GAPP students) to evaluate their environmental footprint -students base their questions from the survey they took and from the checklist- <b>H, R, Ev</b></p>	
<p><b>T</b></p>	<p>Students engage in conversations to ask for and give advice on how to live more responsibly (e.g., Student A: I want to avoid using too much electricity. Student B: You should/could ... ). <b>H, R, Ev, T</b></p>	
<p><b>M, T</b></p>	<p>Students describe a nature visual/picture/video (e.g., a healthy or damaged forest) and describe it in writing or speaking. <b>Eq, R</b></p>	
<p><b>M, T</b></p>	<p>Students write a sentence about the cause-and-effect relationships they see represented by a graph or an illustration/infographic. <b>Eq, Ev</b></p>	
<p><b>A, M</b></p>	<p>Teacher introduces the elements of paragraph/letter writing and shows a model letter about an environmental issue to help students understand the concept.</p>	
<p><b>M</b></p>	<p>Students use the model letter about an environmental issue to write about another environmental issue.</p>	
<p><b>M, T</b></p>	<p>Students write in chunks (add-on a sentence every day). <b>Eq, R</b></p>	
<p><b>T</b></p>	<p>Students write a paragraph, and then incorporate transitions or conjunctions from a list when they are able. <b>Eq, R</b></p>	
<p><b>T</b></p>	<p>Students edit each other's letters, using a holistic scoring guide. <b>R, Ev</b></p>	
<p><b>T</b></p>	<p>Students complete performance task. <b>H</b></p>	

<p><b>T</b></p>	<p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>● Goethe Institut website environmental issues resources and empowering people for the future. <a href="http://www.goethe.de/ins/ru/lp/prj/uims/mat/de/index.htm">http://www.goethe.de/ins/ru/lp/prj/uims/mat/de/index.htm</a></li><li>● Podcasts on global environmental issues and other topics. <a href="http://www.podcast.de/podcast/70030/">http://www.podcast.de/podcast/70030/</a></li><li>● Videos, interviews and texts on the environment <a href="https://www.pasch-net.de/de/pas/cis/sch/jus/wis.html">https://www.pasch-net.de/de/pas/cis/sch/jus/wis.html</a></li><li>● Authentic audio, video and print materials</li></ul>	
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