

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



German III College Prep

September 2019

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Authors of Course Guide

Nina Money

Jessica Ward

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.

German 3 College Prep

Grades 9-12

The German 3 College Prep 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-CCRA), 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 and 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 and teacher recommendation. As Novice High/Intermediate Low Proficiency Level students, they communicate through string of sentences and may begin to create with language, understand some simple non-complex authentic texts, and narrate almost exclusively in the present time. 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.

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>CCSS.ELA-CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>1.1 Interpersonal Communication: Learners</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>UNDERSTANDINGS <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>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><i>Students will know...</i></p> <p>use commands to share opinions and make suggestions.</p>	<p><i>Acquisition</i></p> <p><i>Students will be skilled at...</i></p> <p>discussing how clothing reflects personal and cultural ideas about style.</p>	

<p>interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: 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>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the</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>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>products and perspectives of the cultures studied.</p> <p>3.1 Making Connections: 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>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>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.</p> <p>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.</p> <p>5.1 School and Global Communities: Learners use the language both within and beyond</p>	
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the classroom to interact and collaborate in their community and the globalized world.		
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 Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S): Students will show that they really understand evidence of...</p> <p>Goal: 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>Role: Journalist</p> <p>Audience: German School Students/Peers/Teacher</p> <p>Situation: Self reflection on the use of fashion and clothing to express self-identity.</p> <p>Product or Performance: Students will write a magazine article.</p> <p>Standards for Success: ACTFL - Presentational Communication Performance Rubric (Novice High / Intermediate Low)</p>

<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Unit Test • In class presentations and discussions • Written assignments 			
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Stage 3 – Learning Plan

Pre-Assessment		
Code		
M, T	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?	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Teacher will prepare notes and lectures on the topics fashion and design. W, O, Eq	Progress Monitoring <ul style="list-style-type: none"> • Class discussions • Participation in small group discussions • Peer to peer discussions/conversations • Teacher on one-to-one discussions
A	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. Eq	
A	Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. Eq	<ul style="list-style-type: none"> • Completion of worksheets and internet research
A	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W	<ul style="list-style-type: none"> • Completion of graphic organizers
M, T	Students take the pre-assessment. Eq	<ul style="list-style-type: none"> • Responses to questions to video and audio sources
A, M	Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	<ul style="list-style-type: none"> • Monitoring of note-taking
A	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	

M	<p>The teacher shows a video clip from the movie <u>Der Hauptmann von Köpenick</u> (The Captain from Köpenick-New Uniform) W, H</p>	
A, M	<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. H, Eq, Ev</p>	
A	<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. Eq, R, Ev</p>	
T, M	<p>Students will read a level appropriate article about current teen-fashion trends in Germany. Eq, Ev</p>	
A, M	<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. Eq, Ev</p>	
A, M, T	<p>Using the internet, students (pairs/small groups) will find a 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. H, Eq</p>	
M	<p>Then, students will share their ideas with the class or to the other small groups. H, Eq, Ev</p>	
A	<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...). Eq</p>	
M, T	<p>Students will work in pairs or small groups to discuss their judgments about people's appearance, where their</p>	

<p>M, T</p>	<p>perspectives may come from, and how they affect people's attitudes and behavior. H, Eq, Ev</p>	
<p>M</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. R, W</p>	
<p>A, M</p>	<p>Students close read a level appropriate article about the influence of US fashion on world trends and engage in peer-sharing activities to identify the topic and summarize related information in the target language. W, Eq</p>	
<p>A, M</p>	<p>The teacher will show video clips/commercials on fashion shows. H, Eq,</p> <p>Students will complete a worksheet to take notes on the video clips and will answer questions related to identifying the topic, some key details, and stating their opinion about the video clips. Eq, Ev</p>	
<p>M, T</p>	<p>Students will engage in think-pair-share activity to write short critiques of clothing styles found on websites. H, W, Eq, E, T</p>	
<p>M, T</p>	<p>Students self/peer assess written critiques with a rubric. R, Ev</p>	
<p>T</p>	<p>Students will complete the performance task T, Eq, Ev, R, O</p>	
<p>T</p>	<p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T</p>	

	<p>Resources:</p> <ul style="list-style-type: none">● Video clip from the movie Der Hauptmann von Köpenick (The Captain from Köpenick-New Uniform)● How important is fashion for German teenagers? – Interviews and information from the Berlin/ http://www.pasch-net.de/pas/cis/leh/univ/kut/de3340524.htm● Deutschlandlabor: Mode https://www.dw.com/de/folge-2-mode/-18722667● Other authentic audio, video and print materials	
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UbD Template 2.0 Unit 2: Contemporary Life: Marketing and advertising

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
<p>CCSS.ELA-CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>CCSS.ELA-CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCSS.ELA-CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-CCRA.SL.4 Present information, findings,</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>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>advertisements are a reflection of each culture.</p> <p>gender stereotypes influence advertisements and marketing strategies.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How does advertising and marketing reflect culture?</p> <p>Why do advertisers differentiate marketing strategies for different audiences?</p>

	Acquisition	
<p>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>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: 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>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the</p>	<p><i>Students will know...</i></p> <p>vocabulary related to marketing and advertising.</p> <p>express annoyance and complain</p> <p>review of adjective endings after "ein" and "der" words</p> <p>"was" and "wo" as conjunctions</p> <p>words preceded by "irgend-" and "nirgend-"</p>	<p><i>Students will be skilled at...</i></p> <p>making a complaint.</p> <p>identifying stereotypes in advertisement.</p> <p>identifying the principal message and some details in various media about advertisements.</p> <p>comparing products.</p> <p>giving specific details.</p>

<p>relationship between the practices and perspectives of the cultures studied.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>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.</p> <p>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.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Proficiency Rubric (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students analyze German advertisements provided to them by the teacher</p> <p>Role: Advertisement Regulator</p> <p>Audience: Regulators wanting to know more about the effect of advertisements</p> <p>Situation: You have been asked to determine main ideas, supporting details and techniques used by advertisers of products to attract young people.</p> <p>Product or Performance: ACTFL Integrated Performance Assessment (IPA): Interpretive Task: Identify the main idea, some key 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>Standards for Success: ACTFL-IPA Interpretive Performance Rubric, (Novice High / Intermediate Low)</p>

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

Pre-Assessment

Code		
A, M	Students think about their recent purchases and decide if advertisements influenced their decision.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	Teacher prepares notes and lessons on vocabulary related to advertisements and commercials. W, O, Eq	<ul style="list-style-type: none"> • Presentation of unpopular products and customer complaints
A, M	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W	<ul style="list-style-type: none"> • Completion of the graphic organizers
A, M	Students will engage in small group discussions on recent purchases they have made and determine if they were influenced by advertisements.	<ul style="list-style-type: none"> • Teacher observation of notetaking and discussions
	Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	<ul style="list-style-type: none"> • Teacher listening to students' conversation
A	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	<ul style="list-style-type: none"> • Student email
A, M	Students listen to some German advertisements and match them to the correct item. Eq	
A	Teacher prepares notes and lessons on the comparative and comparative adjective endings. Eq	

A, M	Students watch some German advertisements. H	
M	Students work with a partner to determine what is being advertised and why the advertisements say the items should be bought. Eq, W	
M, T	Students decide which of the products they would buy and why. R, Ev	
A, M	Students engage in close reading activities on an appropriate level article describing techniques used by advertisers to promote their products. Eq	
M	Students identify the topic and related information of the article. Eq	
A, M	Students complete a graphic organizer listing popular gender stereotypes and reflect how these are exploited and/or reinforced by advertisers. Eq, W	
A	Teacher prepares lessons and notes on "irgend-" words and determiners of quantity. Eq	
A, M	Students listen to the popular German song "irgendwie, irgendwo, irgendwas" H	
A, M	Students watch popular German and American holiday advertisements. H	
M	Students engage in small group discussion comparing the use of language and cultural traditions in German and US holiday advertisements. R, W	
M	Students complete a graphic organizer listing key features of	

	holiday advertisement in German-speaking countries and the US. Ev	
A	Teacher will prepare lessons and notes on expressions of annoyance and complaint. Eq	
M, T	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. W, R	
M, T	Students will present their unpopular products to the groups listing the complaints and annoyance of the customers. Ev	
M, T	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. R	
A	Teacher will prepare mini-lesson and notes on the conventions of email writing. Eq	
M, T	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 the expectations they had. R	
T	Students peer review the email. Ev	
T	Students complete the performance task. W, H	
T	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T	

	<p>Resources:</p> <ul style="list-style-type: none">• 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-qjKvI-GBF-C1fcEhdEwww/videos• Other authentic audio, video and print materials	
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UbD Template 2.0 Unit 3: Family and Communities- Childhood and Adolescence

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<p>CCSS.ELA-CCRA.R.1 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>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a</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>	
<p>UNDERSTANDINGS <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>Meaning</p> <p>ESSENTIAL QUESTIONS <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>	
<p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a</p>	<p>Acquisition</p> <p><i>Students will know...</i></p> <p>how to talk about past events in the past.</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>variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections: 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>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>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.</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>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 improving 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>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.</p> <p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 Lifelong Learning: 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	ACTFL - Presentational Communication Performance and Proficiency Rubric (Novice High / Intermediate Low)	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students write an email offering advice on how to cope with challenges faced by teenagers.</p> <p>Role: Counselor</p> <p>Audience: Students at a high school</p> <p>Situation: 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>Product or Performance: An email in which you, the counselor, offer guidance and suggestions on what to include in the campaign.</p> <p>Standards for Success: ACTFL - Interpersonal Communication Performance Rubric (Novice High / Intermediate Low)</p>
	ACTFL - Interpersonal Proficiency Rubrics (Novice High / Intermediate Low)	
	ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)	

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

Pre-Assessment

Code		
M, T	Students will write down what they used to do in their childhood and narrate a memorable event in their childhood.	
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 to introduce vocabulary on family, relationships, celebrations and activities. Eq, O</p> <p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W</p> <p>Students will write down what they used to do in their childhood and narrate a memorable event in their childhood. H</p> <p>Teacher will prepare a mini-lesson to review the perfect tense Eq, R</p> <p>Students peer review/self-correct use of perfect tense on their written narratives of their childhood. E</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. W</p> <p>Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Completion of the graphic organizers • Teacher observation of notetaking and discussions • Teacher listening to students' conversations • Self-evaluation and peer-editing
M, T		
M, T		
A, M		

A, M	video/audio sources. Eq The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	
A, M	Students will view a short video clip about German adolescents talking about their childhood experiences. H	
A, M	Students will identify elements that made the German adolescents childhoods "good". W	
A, M	Students will identify popular childhood games and traditions in the target culture and explore the customs related to it. W	
A, M	Students will close read an appropriate level excerpt from UN convention of the rights of the child. R, Eq	
M	Students will write short notes to reflect on the reading of the UN Convention of the Rights of the child. Eq, R	
A, M	Students will read an appropriate level article about the challenges faced by teenagers in Germany. H, W, Eq	
A, M	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. W, R	
A	Teacher will teach a mini lesson on phrases needed to give advice. W, Eq	
M, T	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. T	

M, T	Students will evaluate each other's performance by completing a peer evaluation chart. R, Ev	
M, T	Students will work in small groups to research and consider how adolescents cope with challenges and will write a list. Eq, W	
M, T	Students will share their lists of suggestions to the whole class in the form of a gallery wall. Eq, T	
A	Teacher will prepare notes and lessons on email writing conventions. W, Eq	
M, T	Students will write an email to a friend giving them advice about a topic raised by the conversation cards. T, R	
T	Students will peer-edit and revise their emails. Ev, T	
T	Students will complete the performance tasks. T	
T	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T	
Resources: <ul style="list-style-type: none"> • Convention of the Rights of Children (UNICEF) • Strassen interviews about and with adolescents https://www.youtube.com/watch?v=wQPqC8SuULI • Other authentic audio, video and print materials 		

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

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
CCSS.ELA-CCRA.R.1 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.	<i>Students will be able to independently use their learning to...</i> 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.	
CCSS.ELA-CCRA.SL.4 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. 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Meaning UNDERSTANDINGS <i>Students will understand that...</i> the car industry is important to the German economy and it has an effect on policy making. attitudes towards cars and driving are changing around the world due to environmental concerns.	
1.2 Interpretive Communication: Learners understand, interpret, and	Acquisition <i>Students will know...</i> vocabulary related to cars and driving	
	<i>Students will be skilled at...</i> explaining and discussing problems related to	

<p>analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: 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>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.2 Acquiring Information and Diverse Perspectives: 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>preterite tense of modal verbs</p> <p>asking for help</p> <p>the future tense</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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<p>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.</p> <p>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.</p> <p>5.2 Lifelong Learning: 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 Proficiency Rubric (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will design an advertisement for a car in 2050.</p> <p>Role: Engineer</p> <p>Audience: General public</p> <p>Situation: Students present the car of the future at a car show.</p> <p>Product or Performance: 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>Standards for Success: ACTFL - Presentational Communication Performance Rubric (Novice High / Intermediate Low)</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Grammar and vocabulary quizzes ● Unit test

Stage 3 – Learning Plan

Pre-Assessment		
Code		
A, M	With a partner, students will label different means of transportation and write which they use, when, and how often.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Teacher will prepare notes and lessons on vocabulary related to transportation, cars, and driving topics. Eq	Progress Monitoring <ul style="list-style-type: none"> • Advertisements for Trabi • Completion of the graphic organizers
A	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W	<ul style="list-style-type: none"> • Teacher observation of notetaking and discussions
A, M	Students will label various means of transportation and write down what they use, when and how much. W	<ul style="list-style-type: none"> • Teacher listening to students' conversation
A, M	Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
A	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	
A, M	Students will listen as teenagers in German-speaking countries describe how they get around. H	
A, M	Students will engage in think-pair-share activity to compare the means of transportation used by them and those of	

<p>A, M</p>	<p>German-speaking teenagers. R</p> <p>Students will watch German-speaking teenagers as they talk about getting their driver's license. H</p>	
<p>A, M</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. R</p>	
<p>A</p>	<p>Teacher will prepare notes and lessons on modal verbs and modal verbs in the preterite tense. Eq</p>	
<p>A, M</p>	<p>Students will read an appropriate level text about the rules of the road in German-speaking countries. Eq, R</p>	
<p>A</p>	<p>Teacher will prepare lessons and notes on asking for help and vocabulary around accidents. Eq</p>	
<p>A, M, T</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. T</p>	
<p>M, T</p>	<p>Students will evaluate each other's performance by completing a peer evaluation chart. R, Ev</p>	
<p>A, M</p>	<p>Students will engage in close reading activities to learn about the Trabi and its cultural significance pre and post 1989. H</p>	
<p>M, T</p>	<p>Students will design an advertisement for the Trabi in partnership which will appeal to people in the 21st century. H, T</p>	
<p>M, T</p>	<p>Students will peer review each others' advertisements. R, Ev</p>	
<p>A, M</p>	<p>Teacher will use a variety of pre-listening/viewing strategies</p>	

<p>A, M</p>	<p>(e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq</p>	
<p>M</p>	<p>Students will watch a video about car culture in Germany. H</p> <p>Students will complete a Venn diagram comparing the attitudes of people in German-speaking communities and the US towards cars. R</p>	
<p>A</p>	<p>Teacher will prepare lessons and notes on vocabulary related to technology, the environment and the future tense. Eq</p>	
<p>A, M</p>	<p>Students will close read an appropriate level article about self-driving technologies and environmental research in the car industry. W</p>	
<p>T</p>	<p>Students will complete the performance task. W, R</p>	
<p>T</p>	<p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T</p>	

	<p>Resources:</p> <ul style="list-style-type: none"> • Deutschlandlabor: Auto https://www.dw.com/de/deutschlandlabor-folge-9-auto/a-v-18719553 • Lesen - Autowandel und Klimawandel: https://www.hueber.de/media/36/schri-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 	
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UbD Template 2.0 Unit 5: Contemporary Life: Housing and Shelter

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<p>CCSS.ELA-CCRA.SL.4 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><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>	
<p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</p>	<p>Meaning</p> <p>UNDERSTANDINGS <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>ESSENTIAL QUESTIONS <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>
<p>Students will know...</p> <p>vocabulary related to countryside, city life and transportation.</p>	<p>Acquisition</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>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections: 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>3.2 Acquiring Information and Diverse Perspectives: 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>giving reasons using subordinate clauses with "weil" and "denn".</p> <p>review of possessive adjectives</p> <p>prepositions</p> <p>comparative and superlative</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>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.</p> <p>5.2 Lifelong Learning: 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	ACTFL - Interpersonal Communication Proficiency Rubric (Novice High / Intermediate Low)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)	Goal: Students justify their opinion on where they would like to live.
	ACTFL - Presentational Communication Performance and Proficiency Rubrics (Novice High / Intermediate Low)	Role: Realtors (in the city and the country) Audience: Investors
		Situation: 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. Product or Performance: Debate. Standards for Success: ACTFL - Interpersonal Communication Performance Rubric (Novice High / Intermediate Low)

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

Pre-Assessment

Code			
A	Students will label the furniture and rooms of a house.		
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring	
A	Teacher will prepare notes and lessons on vocabulary needed to describe a house or apartment. Eq, W	<ul style="list-style-type: none"> Students' description of their house or apartment 	
A	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W	<ul style="list-style-type: none"> Students' designs of their dream house or apartment 	
A	Students will review vocabulary by labeling furniture and rooms. R	<ul style="list-style-type: none"> Students' research of a city, suburban or rural area of a German-speaking country. 	
A, M	Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	<ul style="list-style-type: none"> Completion of the graphic organizers 	
A	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	<ul style="list-style-type: none"> Teacher observation of notetaking and discussions 	
A, M	Students will watch short videos of German adolescents showing their houses and apartments. H	<ul style="list-style-type: none"> Teacher listening to students' conversation 	
A, M	Students will reflect on the differences and similarities between the living conditions of teenagers in German-speaking countries and the US. W, R		

A, M	Students will write a description of their own house or apartment. T, R	
A, M	Students will read advertisements of houses and apartments for sale in different parts of Germany, Austria and Switzerland. H	
A	Teacher will prepare a notes and lessons on causal and concessive clauses in German. Eq, W	
M, T	Students will choose a house or apartment they would live and give reasons for their decision. Eq, E	
A, M	Students will listen to German-speaking teenagers describe their house or apartment of their dreams. H, R	
M, T	Students will design their own dream house or apartment and describe it. W, T	
T	Students will peer edit the descriptions. Ev	
A	Teacher will prepare lessons and notes on placed around town and dative prepositions. Eq	
M	Students will describe their own home town and describe sites, services and places of interest available. R, W	
A, M	Students will listen to German teenagers describe the places where they live. H,	
M, T	Students will create a chart listing the advantages and disadvantages of life in the city, small town and country. R, W, Eq	

A	Teacher will prepare notes and lessons on the comparative and superlative and adjective endings with "ein" words. Eq	
A	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. Eq	
M, T	Students will participate in a survey to find out what is right for them. R	
M, T	Students will reflect on the survey and list reasons why they agree/disagree with the results. Ev	
M, T	Students will write about where they would like to live and give reasons for their choice. W	
M, T	Students will then research a town, city or rural area of Germany and list on a T-Chart the advantages and disadvantages of living in this community. W	
T	Students will complete the performance task. W, R	
T	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T	

	<p>Resources:</p> <ul style="list-style-type: none"> • Deutschlandlabor: Wohnen (living) https://www.dw.com/de/folge-6-wohnen/-18723182 • Wohnen auf dem Land: https://daddycoolsblog.de/vom-leben-auf-dem-land/ • Lesen - city life vs country life: https://www.hueber.de/media/36/AktuellerUnterrichtsrvice_A2_Stadt-Land.pdf • Video: city life vs country life https://www.youtube.com/watch?v=rfmGEfOu8NM • Other authentic audio, video and print materials 	
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UbD Template 2.0 Unit 6: Beauty and Aesthetics: Visual Art

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>
<p>CCSS.ELA-CCRA.R.1 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>CCSS.ELA-CCRA.SL.4 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>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: 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>
	<i>Meaning</i>
<p>UNDERSTANDINGS <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>ESSENTIAL QUESTIONS <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>
	<i>Acquisition</i>
<p><i>Students will know...</i></p> <p>vocabulary related to the visual arts and biography.</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>1.3 Presentational Communication: 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>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections: 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>preterite tense</p> <p>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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<p>creatively.</p> <p>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.</p> <p>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.</p> <p>5.2 Lifelong Learning: 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	ACTFL - Presentational Communication Proficiency Rubric (Novice High / Intermediate Low)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)	Goal: Students present the life, work and influence of a German artist.
	ACTFL - Interpersonal Communication Performance and Proficiency Rubrics (Novice High / Intermediate Low)	Role: Auction House employee
		Audience: Art enthusiast
		Situation: You, the auction-house employee, persuade the art enthusiast to buy a work of art by the artist they represent.
		Product or Performance: Oral presentation.
		Standards for Success: ACTFL - Presentational Communication Performance Rubric (Novice High / Intermediate Low)

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

Pre-Assessment

Code	Pre-Assessment	
A, M	In small groups students will list cultural activities they do in their freetime.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Teacher will prepare lessons and notes on vocabulary relating to cultural events. W, Eq	Progress Monitoring <ul style="list-style-type: none"> Teacher observations of peer and group discussions Graphic organizers Students lists of community events and comparisons to target culture Students sketches for listening activities
A, M	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W, Eq	
A	In small groups students will list and discuss what cultural activities they do in their freetime. W, H	
A, M	Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
A	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	
A, M	Students will watch students in German-speaking countries talk about what cultural activities they do in their freetime. Eq	
A, M	Students will compare the cultural interests of teenagers in German-speaking countries to their own. W, Eq, Ev	

A, M	In a group discussion students will list events and cultural activities available in their community. O, Eq, T	
M, T	Students will research the cultural calendar of a community in Germany and list events of interest to them. O, Eq, T	
M, T	Students will write about the events they would like to attend and why. H, Ev, T	
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. H, Eq, Ev	
A	Teacher will prepare lessons and notes on the conjunctive mood. Eq	
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. Eq, H, T	
T	Students peer-review each others writings. R	
A	Teacher will prepare lessons and notes on the genitive prepositions "anstatt", "außerhalb", "innerhalb", "während," and "wegen". Eq	
A	Teacher will prepare lessons and notes on expressions of admiration and envy. Eq	
M	Students will reflect on people they know who are very talented and describe their unique abilities using expressions of admiration and envy. W, H, Ev	
A, M	The students will engage in close reading activity to read an	

<p>A</p>	<p>appropriate level text about the biography of a German artist and identify key vocabulary. Eq</p>	
<p>M, T</p>	<p>Teacher will prepare lessons and notes on vocabulary related to biography. Eq</p>	
<p>T</p>	<p>Students will research a German celebrity of their choice and write a short biography and list the celebrities talents and contribution to cultures. W, Eq, H, T</p>	
<p>A</p>	<p>Students will peer-review their writings. Ev</p>	
<p>A, M</p>	<p>The teacher will prepare a gallery of famous German painters, sculptures and architects. W, H, Eq</p>	
<p>A</p>	<p>With a partner, students will list the works of art in chronological order and record their personal reactions to them. Eq, Ev</p>	
<p>M, T</p>	<p>The teacher prepares notes and lessons on art history in German-speaking countries. Eq</p>	
<p>A</p>	<p>Students share their reactions to the paintings in small groups and place the artworks in historical and cultural perspectives. Ev</p>	
<p>A</p>	<p>Teacher will prepare lessons and notes on vocabulary related to paintings, sculpture and architecture. Eq</p>	
<p>A</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). Eq</p>	

<p>A, M</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. Eq, H</p>	
<p>M, T</p>	<p>Students will choose an artist from a German-speaking country and write a description of a piece of art. Ev, T</p>	
<p>M, T</p>	<p>Students will share their descriptions with the group who will sketch the work of art and identify it from the gallery walk. R, Ev</p>	
<p>M, T</p>	<p>Students will research their artists life and work and prepare a presentation on him or her. W, T</p>	
<p>T</p>	<p>Students will do the performance task. W, T, H</p>	
<p>T</p>	<p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T</p>	
	<p>Resources:</p> <ul style="list-style-type: none"> • Art in Germany: https://www.dw.com/de/kunst-im-daf-unterricht-eine-unterrichtsreihe/a-19277234 • Germany's cultural heritage and modern art: https://www.dw.com/de/deutsche-kultur-mythen-und-fakten/a-40314359 • Videos and articles on cultural events http://www.dw.de/themen/kultur/s-1534 • Other authentic audio, video and print materials 	

UbD Template 2.0 Unit 7: Global Challenges: Environmental Issues

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<p>CCSS.ELA-CCRA.R.1 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>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-CCRA.SL.4 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>1.1 Interpersonal Communication: 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	
	Acquisition	
<p>UNDERSTANDINGS <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>ESSENTIAL QUESTIONS <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>	<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><i>Students will know...</i></p> <p>vocabulary related to the environment and pollution</p> <p>making polite requests</p>		

<p>conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: 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>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: 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>3.1 Making Connections: 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>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>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.</p> <p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 Lifelong Learning: 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 Proficiency Rubric (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Communication Proficiency Rubric (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students measure their personal impact on the environment and offer suggestions on how to improve it.</p> <p>Role: Students</p> <p>Audience: School Community and German School</p> <p>Situation: 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>Product or Performance: Students' choice of a written letter or PowerPoint/Slide presentation proposing ways to reduce an individual's ecological footprint.</p> <p>Standards for Success: ACTFL - Interpersonal and Presentational Communication Performance Rubrics (Novice High / Intermediate Low)</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> ● Vocabulary and grammar quizzes. ● Unit Test ● Peer interviews ● Letter writing
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Stage 3 – Learning Plan

Pre-Assessment

Code	Pre-Assessment	Progress Monitoring
A, M	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.”	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	
A	Teacher will prepare notes and lectures on the topics of the environment and pollution W, O, Eq	<ul style="list-style-type: none"> • Listening comprehension activities based on video • Completion of graphic organizers
A	Teacher will prepare notes and mini-lessons on vocabulary and useful “chunks” related to environment and pollution to introduce throughout the unit. Eq	<ul style="list-style-type: none"> • Information gap activity • Sentence completion activity on advice to protect the environment
A	Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. Eq	<ul style="list-style-type: none"> • Peer Survey development • Paragraph writing
A, M	Teacher introduces the goals of the unit, the essential questions and discuss the performance tasks. W, Eq	
A, M	Students take the pre-assessment. Eq	
A, M	Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
A	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students	

A, M	may view/listen multiple times at school or at home. Eq 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. W, H, Eq	
A, M	Students will engage in listening comprehension activities before, during, and after watching the video. Eq, R	
M, T	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. W, Eq, Ev	
A, M	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 ...) Eq, H	
M, T	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 ...") Eq, R	
A, M	Students watch/listen to authentic videos, first for gist and then fill in chart with relevant details. Eq	
M, T	Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. Eq,	
M, T	Students illustrate the relationship between cause and effect of environmental issues that they heard/read about. W, R, O	

M, T	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 will come up with some suggestions on how they can be more responsible in their daily activities to protect the environment. H, Eq, Ev	
M, T	With a partner or in 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. W, Eq, Ev, H	
M	Students take the survey to evaluate their own environmental footprint. H, Eq, R, Ev.	
M, T	Students use a checklist to ask each other how often they engage in certain environmentally safe/harmful activities. H, R, Ev	
M, T	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- H, R, Ev	
T	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 ...). H, R, Ev, T	
M, T	Students describe a nature visual/picture/video (e.g., a healthy or damaged forest) and describe it in writing or speaking. Eq, R	
M, T	Students write a sentence about the cause-and-effect	

<p>A</p>	<p>relationships they see represented by a graph or an illustration/infographic. Eq, Ev</p>	
<p>A, M</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>M</p>	<p>Students use the model letter about an environmental issue to write about another environmental issue.</p>	
<p>M, T</p>	<p>Students write in chunks (add-on a sentence every day). Eq, R</p>	
<p>T</p>	<p>Students write a paragraph, and then incorporate transitions or conjunctions from a list when they are able. Eq, R</p>	
<p>T</p>	<p>Students edit each other's letters, using a holistic scoring guide. R, Ev</p>	
<p>T</p>	<p>Students complete the performance task. H</p>	
	<p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T</p>	

	<p>Resources:</p> <ul style="list-style-type: none"> ● Goethe Institut website environmental issues resources and empowering people for the future. http://www.goethe.de/ins/ru/lp/prj/ums/mat/deindex.htm ● Podcasts on global environmental issues and other topics. http://www.podcast.de/podcast/70030/ ● Videos, interviews and texts on the environment https://www.pasch-net.de/de/pas/cis/sch/jus/wis.html ● Other authentic audio, video and print materials 	
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