

# Unit 01: Chs 1-3a - Europe, History, Family and Neighbors (Wks 1-6)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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WL.7.1.IL.A	Interpretive Mode
WL.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes
WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.3	Compare and contrast the use of verbal and non - verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language
WL.7.1.IL.A.L	Linguistic
WL.7.1.IL.A.L.1	The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to:
WL.7.1.IL.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IL.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.IL.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.IL.B	Interpersonal Mode
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.B.L	Linguistic

WL.7.1.IL.B.L.1	The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to:
WL.7.1.IL.B.L.1.a	Ask and answer questions related to everyday life.
WL.7.1.IL.B.L.1.b	Handle simple transactions related to everyday life:
WL.7.1.IL.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.IL.B.L.1.b.2	Ask for and give permission.
WL.7.1.IL.B.L.1.b.3	Express needs.
WL.7.1.IL.B.L.1.b.4	Give reasons.
WL.7.1.IL.B.L.1.b.5	Request, suggest, and make arrangements.
WL.7.1.IL.B.L.1.b.6	Extend, accept, and decline an invitation.
WL.7.1.IL.B.L.1.b.7	Express an opinion and preference.
WL.7.1.IL.C	Presentational Mode
WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.7.1.IL.C.4	Compare and contrast age - and level - appropriate culturally authentic materials orally and in writing.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
WL.7.1.IL.C.L	Linguistic
WL.7.1.IL.C.L.1	The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to:
WL.7.1.IL.C.L.1.a	Handle simple transactions related to everyday life
WL.7.1.IL.C.L.1.a.1	Express needs.
WL.7.1.IL.C.L.1.a.2	Give reasons.
WL.7.1.IL.C.L.1.a.3	Express an opinion and preference.
WL.7.1.IL.C.L.1.a.4	Request and suggest

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.

## Technology / Integration of Computer Science and Design Thinking

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

## Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

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LA.RL.11-12	Reading Literature
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	Craft and Structure
LA.K-12.NJSLSA.R4	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.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid

picture of the experiences, events, setting, and/or characters.

LA.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LA.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

see Crosswalks

## **21st Century Life and Careers**

### **Stage I: Desired Results**

### **Transfer/Overview/Rationale**

#### **Transfer / Overview / Rationale**

##### Unit Rationale

The purpose of this unit...

Read more sophisticated texts related to Europe and its history, as well as knowing all of the vocabulary for their extended families. Grammar-wise, students will also be able to distinguish between *als*, *wenn*, & *wann*, with correct word order and tenses, and be able to write complex sentences using relative pronouns and relative clauses based on gender and case.

### **Meaning**

### **Essential Questions**

Essential Questions

What are some famous places in Germany or famous people & events that help shape the German identity?

What is all of the German vocabulary related to all of your relatives in a family tree?

How does one distinguish between the three different "when" words in German, *als*, *wenn* & *wann*?

What is a relative pronoun? How is it determined in German by case & gender? How does it affect word order?

## **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

Numerous places and people are important historically to the Germans and other Europeans as a part of their identity.

Being able to speak about ones family is important when meeting others abroad.

There are three different types of "when" (*als*, *wenn*, *wann*) in German which are used in different circumstances.

Relative pronouns and the clauses that they create are integral to more complex speaking and writing in German.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

Some of the famous sites and events connected with Germany and its history.

how to speak in depth about their families in German.

which of the words for "when" to use in which instance and how to use the proper word order with them.

what a relative pronoun is and how it creates a relative clause.

how a relative pronoun is determined via gender and case and then how the word order is affected.

## **Skills**

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Skills

Student will be skilled at ...

telling others about famous sites, people, or events related to Germany.

having a conversation in German about their family relationships.

using the correct word for "when" depending on the context of the sentence, and matching that with the right tense.

creating complex sentences with relative pronouns and relative clauses based upon the gender and case.

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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Resources and Mentor Texts

Teacher-generated grammar chart

Deutsch Aktuell 3 Textbook

Auf dem Wege! Textbook (Grammar Review)

Internet sites dealing with chapter topics

DVD series

Schuss Magazine

## **Formative Assessment Strategies**

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Formative Assessment Strategies

**Oral exercises**

**Translation of sentences**

**Quizzes**

**Test**

**HW**

**Skit**

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Teacher-led exercises in the textbook

Review of creative homework sentences

Teacher-led cognate guessing and translating of vocab

Creating conversation through oral Q & A related to chapter topics

White board challenge activities

Reiterating past grammar with usage in relative clauses (note taking)

DVD viewing with translation and discussion

Reading/translating short stories

Translation & Discussion of Schuss Magazine

## **Modifications and/or Accommodations**

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## **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a

child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.