

Unit 06: Chs 9-10 - European Neighbors & their Relationship (Wks 31-36)

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

Standards Alignment

New Jersey Student Learning Standards

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

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

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

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.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.

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...

Demonstrate that they know all of the uses of "werden", can place adverbials in the proper order, can use the passive voice with the "empty subject" of "es," and that they can further use past perfect in its basic form and with modal verbs, which use double infinitives. Culturally, students will read and learn about Germany's neighbors and their relationships with other EU nations.

Meaning

Essential Questions

Essential Questions

What are the various uses of "werden" as a base word and as an auxiliary word?

What is the correct order for using adverbials in German?

What is an "empty subject" in German and what is its equivalent in English?

What is the proper usage of the pluperfect in English and how is it used properly in German, including when modal auxiliary verbs are a part of the sentence?

What is the EU, how does Germany fit in, and what is its role therein?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

"Werden" has numerous meanings and uses as a helping verb, each different depending on context.

Adverbials often follow different word order than in English and can also begin sentences in German. The mnemonic for remembering is "TMP" - TeMPo, Time, Manner, Place.

It is common in German passives to use the "empty subject" placeholder of "es" + "werden" forms

Past perfect (pluperfect) is used more often (correctly) in German for past tense events further back in the past, and can also be paired with modal verbs, which creates a double infinitive construction.

Germany and most neighbors must coexist within the confines of the European Union (EU).

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

how to use "werden" in all of its incarnations.

how to grammatically order adverbials within a sentence.

how to recognize or construct sentences using the "empty subject" + werden pattern in German.

when and how to properly use the pluperfect tense, its forms, and word order, including double infinitives with modal auxiliary verbs.

how Germany and its neighbors work within the structure of the EU.

Skills

Skills

Student will be skilled at ...

using "werden" in the context of its multiple usages.

writing and speaking with adverbials in the correct sentence positions.

creating passive sentences with "empty subjects" using "es."

using the pluperfect when required, including proper conjugations and word order.

explaining to others the structure and importance of the EU to Germany and its member states.

Stage 3: Learning Plan

Resource and Mentor Texts

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

Formative Assessment Strategies

Oral exercises

Translation of sentences

Quizzes

Test

HW

Skit

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Teacher-led exercises in the textbook

Teacher-created example sheet of "empty subject" passive in different tenses as well as the pluperfect tense

Going over teacher-created examples on the board

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

Peer sentences in the passive on the board with corrections (note taking)

DVD viewing with translation and discussion

Reading/translating short stories

Translation & Discussion of Schuss Magazine

Modifications and/or Accommodations

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

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.

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.