

# Unit 5: Celebrations- adjective endings April

Content Area: **World Language**  
Course(s): **Generic Course**  
Time Period: **4th Marking Period**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview

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In this unit students will learn how to use adjectives and correct endings depending on gender and declension. Students will learn to identify the case of the noun being modified. Students will be able to identify the gender of the noun. Students will then learn how to correctly place an ending on the adjective. Students will use the adjectives to develop more detailed rich writing, conversation, and reading skills. Students will be able to identify endings in readings and listening assignments.

## Transfer

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By the end of this unit Students will be able to independently use their learning to...

1. Listen to, read and speak using adjectives correctly
2. Talk and write about things in more detail
3. Describe what has happened in detail
4. use multiple tenses, past, present, future
5. to be able to create responses to questions on multiple topics
6. to identify cases and gender in order to write and speak more accurately

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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## **Understandings**

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Students will understand:

1. how to recognize adjectives and their gender and case
2. how to use the endings for adjectives
3. how to identify which endings to use
4. how to use adjectives to have more rich conversation for questions and answers

## **Essential Questions**

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Students will keep considering...

1. How can I communicate richly using multiple cases and adjectives to describe various topics and themes?
2. How can I recognize adjective endings when listening or reading?
3. What things can I write and talk about to include more detail?
4. What may the differences between different cases and genders to help me recognize the endings?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know:

1. how to identify cases and gender
2. how to recognize adjectives with endings
3. how to understand meaning with different endings and how it relates to structure
3. how to express in writing, and spoken form using adjectives correctly

### **Students will be skilled at...**

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Students will be skilled at...

1. expressing themselves using more richly detailed conversation
2. knowing how to discuss concepts using adjectives to give greater detail
3. express the difference between case and gender to correctly modify nouns
4. compare cultures and how adjectives operate in target language and English
5. creating a detail rich project

## **Academic Vocabulary**

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## **Target 2 Comprehension**

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1. understand how to speak using correct adjective endings
- 2 interpersonal vs personal communication
3. Explain differences or similarities between cases, gender and endings
4. describe the relationship between how adjectives have similar placement in English and target language

## **target 3 level 3 analysis**

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1. compare and contrast use of cases and genders to determine endings
2. organize and sort adjectives according to case and gender
3. infer relationships between endings to determine case and gender
4. trace the development of sentences and the grammar used

## **Target 4 knowledge utilization**

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1. test the ability to use adjectives correctly
2. research a topic and write complex sentences showing the correct use of adjectives and endings?
3. know what the different features of adjectives are
4. be able to adapt conversations to determine case and gender and modify adjectives correctly

## **Target 1**

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## Target 2

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## Target 3

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## Learning Goal 3

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

## Target 1

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## Target 2

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## Target 3

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## Summative Assessment

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1. Mid-unit quizzes vocabulary
2. Verbal created in a mini-group discussion to present
3. project creation
3. Cumulative summary
4. mid-unit quiz on tense use and construction

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

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**CRP.K-12.CRP9.1**

**CRP.K-12.CRP4.1**

**CRP.K-12.CRP2.1**

**CRP.K-12.CRP12.1**

Select all applicable standards from the applicable standards

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Accommodations/Modifications**

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- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

## Unit Resources

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1. vocabulary lists
2. teacher activities, along with reader activities
3. screencastify activity
4. Leveled vocabulary and grammar from German in Review text
5. quizlet for vocabulary <https://quizlet.com/170033081/german-adjective-endings-indefinite-flash-cards/>  
<https://quizlet.com/gb/230261057/german-adjective-endings-flash-cards/>
6. on-line resources for project

### SCORE 4.0

I can:

- discuss character traits and complex personality concepts using skills obtained in Score 2.0 and 3.0.
- Respond and add detail to conversation and written dialogue with use of adjectives
- apply endings using cue of case and gender
- Use detailed information and give detailed information

### SCORE 3.0

I can analyze and explain:

- The difference between cases and gender
- how to create complex sentences with multiple cases and declensions
- I can identify gender, case and endings
- different uses for adjective endings, how to recognize them and how to apply them

### SCORE 2.0

I can identify and explain the following:

- case and gender when it is definite
- follow a flow chart to create sentences and correctly write endings
- identify different endings and how they relate to nouns and cases

## **SCORE 1.0**

- identify how the flow chart helps with identifying case and gender

- With help, I have a partial understanding of some simple details and processes I can identify minor complex ideas and processes found in Score 2.0 and Score 3.0 with support

## **SCORE 0.0**

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- Even with help, no understanding or skill demonstrated

## **Interdisciplinary Connections**

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.