

# Unit 2: School Days- Sophie Scholl

Content Area: **World Language**  
Course(s): **Generic Course**  
Time Period: **4th Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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In this unit students will learn about Germany during WWII and about a group of students who pacifly resisted the regime. Students will learn targeted vocabulary through a vocab rating scale and story they compose. Students will learn about the people's lives who were involved, the events surrounding their capture, the decisions made, the laws, ethics and social equity. LGBTQIA, disabilities and marginilized groups will be discussed. Students will complete a unique project of choice as either part of the resistance or part of the law and write as a journalist.

## Transfer

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

1. Listen to, read and speak about things in the past
2. Talk and write about things that have happened
3. Describe what has happened overt time recent and far past
4. use multiple tenses, past, present
5. to be able to create responses to questions on multiple topics about past events

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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 the perfect tense works with two verbs unlike in English
2. how to use multiple verbs in sentences to use the past
3. how to identify movement/change of state or activity
4. how to use present and past tense in discussion as a student would in English

### **Essential Questions**

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Students will keep considering...

1. How can I communicate with others about events from the past?
2. How can I recognize movement/change of state and activity when listening or reading?
3. What things can I write and talk about using the past tense?
4. What may the differences be for past tense as opposed to present perfect?

## **Application of Knowledge and Skill**

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

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Students will know:

1. how to describe things and events in the past tense
2. how to recognize the use of haben and sein
3. how to express in writing, and spoken form using perfect tense

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

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Students will be skilled at...

1. expressing themselves in the spoken past
2. knowing how to discuss concepts in their daily routine in past and present
3. express the difference between verbs needed for movement/change of state and activity
4. compare cultures and how we use present perfect
5. creating a detail rich project about a person from the past

## **Academic Vocabulary**

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## **Target 2 Comprehension**

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1. understand how to speak in multiple tenses
- 2 interpersonal vs personal communication
3. Explain differences or similarities between tenses
4. describe the relationship between movement/change of state and activity verbs

## **target 3 level 3 analysis**

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1. compare and contrast use of haben vs sein
2. compare and contrast 4 different verbs forms and function
3. infer relationship between structures of perfect and other multiple verb type constructions
4. make assessments when reading or listening to others if correct forms are being used

## **Target 4 knowledge utilization**

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1. synthesize the ability to use both present and past in communication
2. research an important person from the past and write a biography summary in present perfect form?
3. be able to give questions and answers in present perfect
4. be able to adapt conversations to assess which tense needs to be used to communicate appropriately

## **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. biography of famous German
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/175419170/german-verbs-perfect-tense-flash-cards/>
6. on-line resources for biography 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 conversational questions
- apply tenses as needed in conversation or written response to show understanding of text and how it relates to me
- Use detailed information to give detailed information about a famous German speaking person historically as a biographical sketch

### SCORE 3.0

I can analyze and explain:

- The difference between when to use haben and sein with present perfect
- how to create a sentence with perfect
- I can identify when to use haben/sein
- different uses for perfect as spoken form and how it relates to the German culture

### SCORE 2.0

I can identify and explain the following:

- haben and sein in the sentence
- follow a flow chart to create sentences
- identify different tenses in a text and how they relate
- identify the 4 different types of perfect verb forms



## SCORE 1.0

- 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

- 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.