

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

German I Unit 5 School

How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

www.GeorgiaStandards.Org

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

Essential Question:

How might the experience of going to school in another country be different from going to school in the US?

Georgia Performance Standards Framework for German I

What students will be able to do

Elements

- MLI.IP1A Express likes, dislikes, emotions, agreement and disagreement.
MLI.IP1H Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.
MLI.INTA Identify main ideas and some details when reading and listening.
MLI.INT1B Comprehend simple, culturally authentic announcements, messages, and advertisements.
MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
MLI.CU1B Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
MLI.CCC1B Apply previously learned skills from other subjects, when appropriate, to demonstrate knowledge in the target language (e.g. using basic math skills)

What students will know

gern (Expressions for liking and disliking)

Telling time

Numbers

Ordinal numbers 1st through 10th

Vocabulary for school subjects, school rooms and places, and school supplies

*Verbs: **beginnen** (to begin), **enden** (to end), **Mittag essen** (to eat lunch), **lernen** (to study), **unterrichten** (to teach), **lernen** (to learn), **zeichnen** (to draw), **malen** (to paint), **tragen** (to carry), **anhaben** (to wear), **lesen** (to read), **schreiben** (to write), **gehen** (to go), **ankommen** (to arrive), **sein** (to be), **brauchen** (to need)*

Adverbs of frequency (often, sometimes, everyday, never, always)

Descriptive adjectives

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Summative Performance-Based Assessment 1

Elements

- MLI.IP1A Express likes, dislikes, emotions, agreement and disagreement.
 MLI.IP1H Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

Parent Swap Day!

You are a foreign exchange student for the year in Austria. The school you are attending has a Parent Swap Day, and your host mother is going to take your place in school for the day. You really appreciate this, and you want to give her all the information she needs to get to the right classes. Fill in the chart below to help you remember what to tell her about your schedule, including the class, the time, the room, and the teacher. Be sure to tell her to study a lot (*lern viel*) at the end.

| Fach | Stunde | Zimmernummer | Lehrer(in) |
|------|--------|--------------|------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

SCHOOL RUBRIC 1

- 3 Exceeds Expectations**
 All information asked for is given.
 Pronunciation is virtually error free and does not impede comprehension.
 Grammar is virtually error free and does not impede comprehension.
- 2 Meets Expectations**
 The majority of the information asked for is given.
 Pronunciation errors do not impede comprehension.
 Grammatical errors do not impede comprehension.
- 1 Almost Meets Expectations**
 Less than one half of the information asked for is given.
 Pronunciation errors impede comprehension.
 Grammatical errors impede comprehension.
- U Unsatisfactory**
 No—or virtually no—information asked for is given.
 Pronunciation is incomprehensible.
 Grammatical errors make comprehension impossible

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Summative Performance-Based Assessment 2

Elements:

- MLI.IP1H Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.
- MLI.CCC1B Apply previously learned skills from other subjects, when appropriate, to demonstrate knowledge in the target language (i.e., using basic math skills).

You've been sick for two days, and your teachers have sent your assignments home. Your foreign exchange sister from Switzerland is going to pick up your books, workbooks and other materials. She doesn't remember things very long and doesn't really want to lug all those things home, so you need to write specific instructions for her, and tell her why you need these materials. Be sure to tell her

- ❖ Your locker number and combination
- ❖ The books and materials you need
- ❖ Why you need them
- ❖ What you don't need

Also be sure to thank her for doing this.

Rubric

- 3 Exceeds expectations**
All information asked for is given.
Vocabulary is correct and does not impede comprehension.
Grammar is correct and does not impede comprehension.
- 2 Meets expectations**
The majority of the information asked for is given.
Errors in vocabulary do not impede comprehension.
Errors in grammar do not impede comprehension.
- 1 Almost meets expectations**
Less than half of the information asked for is given.
Errors in vocabulary impede comprehension.
Errors in grammar impede comprehension.
- U Unsatisfactory**
No information or almost no information is given.
Vocabulary is incomprehensible.
Grammar is incomprehensible.

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Summative Performance-Based Assessment Task 3

Elements:

MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.

MLI.CU1B Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.

You are a foreign exchange student. Progress Reports have just come out, and you have received two A's, two B's, a C, and an F! Now you must explain to your host parent why you have these grades. Be sure to tell . . .

- ❖ In which classes you have these grades.
- ❖ Why you have these grades.
- ❖ What you will do to improve the low one(s).

Use the chart below to make notes. End by telling your parent that you really like living in the United States.

| Fach | Note | Grund |
|-------|------|-------|
| _____ | A | |
| _____ | A | |
| _____ | B | |
| _____ | B | |
| _____ | C | |
| _____ | F | |
| _____ | | |

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Rubric

- 3 Exceeds expectations**
All information asked for is given.
Vocabulary and pronunciation do not impede comprehension.
Grammatical structures do not impede comprehension.
- 2 Meets expectations**
The majority of the information asked for is given.
Vocabulary and pronunciation errors do not impede comprehension.
Grammatical errors do not impede comprehension.
- 1 Almost meets expectations**
Less than half of the information asked for is given.
Vocabulary and pronunciation errors impede comprehension.
Grammatical errors impede comprehension.
- U Unsatisfactory**
No information or almost no information is given.
Vocabulary and pronunciation errors make comprehension impossible.
Grammatical errors make comprehension impossible.

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Summative Performance-Based Assessment Task 4

Elements:

| | |
|----------|--|
| MLI.IP1A | Express likes, dislikes, emotions, agreement and disagreement. |
| MLI.IP1C | Make simple requests. |
| MLI.IP1H | Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context. |

You have been given the assignment of being a buddy to a new student from Germany . You have been chosen because the two of you have your first class together, lunch period together, the same sports or club activity together, and ride the same bus to and from school. Tell him/her

- ❖ What to do before school starts;
- ❖ What's good/not good at lunch;
- ❖ Where the sports/club activity is and what is needed;
- ❖ The bus number and when it leaves school.

End by telling him/her good luck for the day.

Rubric

3 Exceeds expectations

All information asked for is given.
Vocabulary and pronunciation do not impede comprehension.
Grammar usage does not impede comprehension.

2 Meets expectations

The majority of the information asked for is given.
Vocabulary and pronunciation errors do not impede comprehension.
Grammatical errors do not impede comprehension.

1 Almost meets expectations

Less than half the information asked for is given.
Vocabulary and pronunciation errors impede comprehension.
Grammatical errors impede comprehension.

U Unsatisfactory

No information or almost no information is given.
Vocabulary and pronunciation errors make comprehension impossible.
Grammatical errors make comprehension impossible.

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Summative Performance-Based Assessment Task 5

Elements:

- MLI.INT1A Identify main ideas and some details when reading and listening.
- MLI.INT1B Comprehend simple, culturally authentic announcements, messages, and advertisements.
- MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.

To check for comprehension, the student will read the following selection and answer questions.

Katrins Tag

Katrin ist in der neunten Klasse in Rosenheim, Deutschland. Ihr Tag in der Schule ist sehr lange. Die Schule ist nicht sehr weit von ihrem Haus und sie geht zu Fuss mit ihren Freundinnen, Johanna und Kerstin. Sie tragen viele Buecher, denn sie haben viele Faecher.

Die erste Stunde beginnt um acht Uhr. Sie hat Mathematik am Montag, Mittwoch und Freitag, aber Dienstag und Donnerstag hat sie Geschichte. Katrin hat zwoelf verschiedene Faecher. Die andere Faecher sind Englisch, Franzoesisch, Physik, Chemie, Biologie, Kunst, Geographie und Informatik. Sie hat natuerlich nicht jedes Fach jeden Tag. Sie hat Faecher morgen nur bis zwoelf. Sie geht zum Mittagessen nach Hause. Nachdem geht sie zurueck in die Schule fuer vier Stunden.

Katrins Schule ist sehr streng. Alle Schueler tragen ein Uniform. Sie duerfen keine Mutzen oder Schmuck tragen. Sie haben viele Hausaufgaben jede Nacht. Katrin studiert gern und macht immer Noten von 2 oder besser. Sie ist in einem Kunstklub und sie trainiert Volleyball und Tennis. Katrin geht um zehn Uhr ins Bett jede Nacht. Sie ist meistens sehr froh.

1. How old is Katrin? _____
2. Where is the school in relation to her home? _____
3. How does she get to school? _____
4. What time is her first class? _____
5. Which days does she have math class? _____
6. What class does she have when she doesn't have math? _____
7. How many classes does Katrin have in all? _____
8. What are Katrin's two foreign languages? _____
9. Where does she eat lunch? _____
10. What does Katrin wear to school? _____
11. What kind of grades does Katrin get? _____
12. What sports does Katrin play? _____
13. At what time does Katrin go to bed? _____

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RUBRIC

- 3 Exceeds expectations**
12 questions are answered correctly.
- 2 Meets expectations**
10 or 11 questions are answered correctly.
- 1 Almost meets expectations**
8 or 9 questions are answered correctly.
- U Does not meet expectations**
7 or fewer questions are answered correctly.

Summative Performance-Based Assessment Task 6

Elements:

- MLI.INT1A Identify main ideas and some details when reading and listening.
- MLI.INT1B Comprehend simple, culturally authentic announcements, messages, and advertisements.
- MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.

Instructions to the student: Your teacher will read aloud a selection about Susanne's day. Listen and write the answers to the following questions. You may write in English and do not have to write complete sentences.

Instructions to teacher: Read the following selection as a whole two times to the students. Pause for two seconds between each sentence. The students will have their worksheet to take notes and answer as you are reading

Susanne ist eine Schülerin in der Schweiz. Sie hat viele Fächer. Das erste Fach in ihren Tag ist Mathematik. Dieses ist ihr Lieblingsklasse, denn die Lehrerin ist sehr gut. Das zweite Fach in ihren Tag ist Englisch. Sie spricht gern Englisch. Susanne hat Biologie um 10:00 Uhr. Dannach hat sie Sport. Das beginnt um 11:00 Uhr und endet um 12:00. Dann geht sie zu Mittagessen in die Mensa.. Sie isst gern mit iheren Freundinnen.

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Student Worksheet/Answer Sheet

| |
|-------------------|
| Susanne _____ |
| 1te Stunde _____ |
| 2te Stunde _____ |
| 3te Stunde _____ |
| 4te Stunde _____ |
| Mittagessen _____ |

1. From what country is Susanne? _____
2. Why is math her favorite class? _____
3. What is she learning to do in her English class? _____
4. What does she like to do at lunch? _____

Rubric

- 3 Exceeds Expectations**
All four questions are answered correctly.
- 2 Meets Expectations**
Three questions are answered correctly.
- 1 Approaches Expectations**
Two questions are answered correctly.
- U Does not meet expectations**
Fewer than two questions are answered correctly.

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Summative Performance-Based Assessment Task 7

Elements:

- MLI.IP1A Express likes, dislikes, emotions, agreement and disagreement.
MLI.CU1B Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.

You are a new foreign exchange student in Peru. An upperclassman has been assigned to show you around. He/she wants to get to know you a little bit. Answer his/her questions about who you are and what you are studying. Don't forget to ask him/her at least two questions about his/her classes (for instance, what classes he/she studies and which ones he/she likes).

The teacher will ask the student these questions:

- | | |
|-------------------------------------|--|
| Welche Fächer hast du? | What classes are you taking? |
| Welche sind Lieblingsfächer- warum? | Which one(s) is/are your favorite and why? |
| Wie heisst der Lehrer von ___? | Who is the teacher of a certain class? |
| Wann beginnt ___? | What time does a certain class begin? |
| Wann endet ___? | What time does a certain class end? |

Rubric

- 3 Exceeds expectations**
All questions are understood and answered.
Vocabulary is appropriate and does not impede comprehension.
Grammar is correct and does not impede comprehension.
- 2 Meets expectations**
The questions are understood and answered with little repetition.
Errors in vocabulary do not impede comprehension.
Errors in grammar do not impede comprehension.
- 1 Almost meets expectations**
The questions require repetition and prompting to be answered.
Errors in vocabulary impede comprehension.
Errors in grammar impede comprehension.
- U Unsatisfactory**
The questions are not understood.
Vocabulary is incomprehensible.
Grammar is incomprehensible.

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Interdisciplinary Instructional Tasks

Interpersonal Communication Tasks

1. Was machst du und wie oft? (Math) The teacher will put a grid on the board with adverbs of frequency across the top (every day, often, from time to time, never) The student will make a copy of the grid and then make a list along the left hand side of the grid of five activities he/she does at school. He/she will then ask five students whether they do these activities and how often. The students will then reassemble as a class. The teacher will put the activities on the board and then students will tell how many people from their group do the different activities and how frequently. (GRI-5 Act 1)

2. Wie findest du die Schule? (Language Arts) Tell the students that they are newspaper reporters assigned to interview students to find out their ideas about the school. Have them ask their partner five questions and record the answers. They will then report to the class.

3. In mein Rucksack ist/sind . . . (Language Arts) In groups of three students will play "En mi mochila hay . . ." One student begins the sentence, naming something that is in his/her bookbag. The next student must repeat the sentence and add another item. The game continues this way until no one can think of another item.

4. Was ist das? (Language Arts) A student will come to the front of the room and sit facing the class. The teacher will write a school related vocabulary word on the board so that the student cannot see it. The students in the class must then give definitions of the word in the target language so that the student can guess it.

Interpretive Communication Tasks:

5. In welches Fach bist du? (All academic areas) The teacher will read descriptions of the activities that happen in certain classes, and the students will identify those classes. (GRI-5 Act 5)

6. Welcher/e Lehrer/Leherin macht das? (Art) The teacher will read descriptions of teachers and give an activity that happens in that teacher's class, and the students will draw the teacher holding a book with the name of that subject. (GRI-5 Act 6)

7. Wer ist das? (Language Arts) The student will read several sentences describing the items in a student's locker. After reading the description, the student will write a paragraph of five to six sentences about the student whose locker it is. (GRI-5 Act 7)

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8. Wie viele Seiten? (Math) The teacher will read a paragraph about how many pages a student must read/study for homework. The student will write the number of pages in each class and then sum the total. (GRI-5 Act 8)

9. Wie läuft der Tag? (Math) The teacher will read the times that a student's classes begin and end. The students will write the times, and using that information will put the classes in order and indicate how much time there is between the classes. (GRI-5 Act 9)

10. Bei uns-bei euch (Social Studies/Language Arts) The student will read about a school in a country of the target language. The student will then write a paragraph of six to eight sentences about the differences and similarities of the school there and his/her own school. (GRI-5 Act 10)

Presentational Communication Tasks:

11. Das Uniform (Art) The student will draw a "new" uniform for his/her school and then explain it to the class, explaining why it is a good idea to have this uniform.

12. Der perfekte Lehrer/die perfekte Lehrerin(a) (All academic areas) The student will describe (written or oral) his/her perfect teacher, that teacher's academic area and why that teacher is so perfect (five to eight sentences).

13. Die ideale Schule /die furchtbare Schule (Art) The student will draw his/her idea of a perfect school or a terrible school, labeling the areas of the school and will then explain why this is such a good/terrible school (written or oral, five to eight sentences).

14. Mein Plan/dein Plan (Social Studies) The student will explain his school schedule and then explain a schedule for a student in a school in a target language country.

Recommended Formative Assessment Tasks

Throughout the teaching and learning process, teachers use various methods to determine if their students are “getting it.” In fact, using a variety of assessment activities that address students’ multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

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Communication in the Interpersonal Mode

- ❑ Work in pairs to create and/or practice simple conversations.
- ❑ Perform a short skit or dialogue for a class, the school or the community.
- ❑ Develop simple conversations based on provided visual cues.
- ❑ Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- ❑ Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.

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- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Communication in the Interpretive Mode

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.

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- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

Communication in the Presentational Mode

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.

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- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).

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- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.

- ❑ Compare advertisements or commercials for a given product.