

Advanced German (Note: This is a web-based template which will differ slightly from the Wisconsin DPI template.)

Thematic Curriculum Unit – **Integrated Performance Assessment** and Planning Guide

Teacher Course: German IV	Grade: High School (9-12)	Subject(s): German	Theme: Free time	Topic: Mein Alltag	Month(s): September
Targeted Proficiency Level: ___ Beginning X Developing- Grades 11 & 12 ___ Transitioning ___ Refining					
Key Question: What is my life like? What is your life like?					
Communication Mode	Interpretive	Presentational	Interpersonal		
Content Standard	Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.	Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.	Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.		
Performance Assessment	· (Test) Listen to German exchange students describe their daily routines in Germany and in Wisconsin. Record details about the similarities and differences.	· (Rubric) Prepare a project that involves text and visuals (children's book, video, poem, song, poster, other?) that illustrates (your) daily routine.	· (Rubric) In small groups, discuss your daily routines. Ask and answer questions about how you normally spend time each day.		
Wisconsin Standards: Foreign Language	State Standards: Developing—Listening: · FL-B.2.D Students will comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, and videos.	State Standards: Developing—Oral Presentations: · FL-C.1.D Students will present student-created and/or authentic short plays, stories, skits, poems, and songs.	State Standards: Developing—Conversations: Students will sustain a conversation including descriptions on selected topics about themselves and their state or country.		

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	<ul style="list-style-type: none"> · FL-B.3.D Developing—Reading: Students will understand selected written materials on topics of personal interest. · FL-B.4.D Developing—Reading: Students will comprehend the main idea and some supporting ideas of selected authentic written materials. · FL-B.5.D Developing—Strategies: Students will begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order. 	<ul style="list-style-type: none"> · FL-C.2.D Developing—Speeches: Students will write and deliver a short presentation about their school or community. · FL-C.4.D Developing—Recounting Events: Students will tell a story incorporating some description and detail. · FL-C.5.D Developing—Forms of Writing: Students will write short compositions and letters. 	<ul style="list-style-type: none"> · FL-A.2.D Developing—Questions: Students will ask and answer a variety of questions, giving reasons for their answers. · FL-A.3.D Developing—Opinions: Students will state personal preferences and feelings with some explanation. · FL-A.4.D Developing—Problem-Solving: Students will give possible solutions to a problem related to a personal need. · FL-A.5.D Developing—Comprehension: Students will ask for simplification and clarification.
<p>Target Performance</p> <p>(Key elements from the Performance Guidelines to consider in rubric development)</p> <p><i>Performance Guidelines</i></p>	<p style="text-align: center;"><u>C</u></p> <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complexity Sophistication <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Spontaneity <input checked="" type="checkbox"/> Situation <p>Accuracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Time/Tense 	<p>Content</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complexity Sophistication <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Spontaneity <input checked="" type="checkbox"/> Situation <p>Accuracy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time/Tense 	<p>Content</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complexity Sophistication <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Spontaneity <input checked="" type="checkbox"/> Situation <p>Accuracy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time/Tense

	<input type="checkbox"/> Ease <input type="checkbox"/> Pronunciation <input type="checkbox"/> Spelling/Orthography	<input type="checkbox"/> Ease <input checked="" type="checkbox"/> Pronunciation <input checked="" type="checkbox"/> Spelling/Orthography	<input checked="" type="checkbox"/> Ease <input checked="" type="checkbox"/> Pronunciation <input checked="" type="checkbox"/> Spelling/Orthography
	Communication Strategies <input checked="" type="checkbox"/> Comprehension <input type="checkbox"/> Comprehensibility <input type="checkbox"/> Monitoring <input type="checkbox"/> Clarification <input type="checkbox"/> Impact	Communication Strategies <input type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Comprehensibility <input type="checkbox"/> Monitoring <input type="checkbox"/> Clarification <input checked="" type="checkbox"/> Impact	Communication Strategies <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Comprehensibility <input checked="" type="checkbox"/> Monitoring <input checked="" type="checkbox"/> Clarification <input checked="" type="checkbox"/> Impact
	Cross-Cultural Applications <input type="checkbox"/> Verbal <input type="checkbox"/> Non-verbal <input checked="" type="checkbox"/> Awareness	Cross-Cultural Applications <input type="checkbox"/> Verbal <input type="checkbox"/> Non-verbal <input checked="" type="checkbox"/> Awareness	Cross-Cultural Applications <input type="checkbox"/> Verbal <input type="checkbox"/> Non-verbal <input checked="" type="checkbox"/> Awareness
Links to Culture & other Wisconsin Standards: <ul style="list-style-type: none"> • Connections • Comparisons • Communities <p>Evidence (How these standards are incorporated in instruction)</p>	State Standards: <ul style="list-style-type: none"> • FL-D.2.D Developing--Cultural Activities: Students will experience cultural and social activities common to students of similar age in the target cultures (such as holiday celebrations, school life, and pastimes) • FL-D.3.D Developing--Beliefs and Attitudes: Students will identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes • FL-G.2 Accessing Resources: Students will access information in the language studied in order to gain greater insight about other cultures and/or their own • FL-H.1 Structures: Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning 		

	<ul style="list-style-type: none"> · FL-H.2 Idioms: Students will identify expressions that cannot be translated word for word in order to derive meaning · FL-H.3 Translation: Students will identify words and expressions that have no equivalent in another language · FL-I.1 Cultural Variations: Students will discuss the meaning of perspectives, products, and practices in different cultures · FL-I.2 Comparisons: Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures · FL-I.3 Characteristics of Culture: Students will understand the concept of culture as they compare other cultures to their own · FL-J.3 Communication: Students will exchange information with people locally and around the world through avenues such as pen pals, e-mail, videos, speeches, and publications · FL-K.1 Media: Students will use various media in the language studied for study, work, or pleasure 	
<p>Structures and Vocabulary</p> <p>What needs to be taught for students to be successful in the performance assessment</p>	<p>Structures:</p> <ul style="list-style-type: none"> Reflexive verbs used to describe routine actions Question words Agreeing/disagreeing Offering advice Modal verbs (have to, want to, may, can) Adverbs of time Word order with time expressions 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Verbs to describe daily activities Adjectives to describe opinions about day Sequencing words, time expressions (when/how often/how long) Prepositional phrases to show "with whom" Phrases to offer advice