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 3
Family and Friends

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 Questions: What is a family? Who makes up a family?

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What students should know and be able to do:

Elements

MLI.IP1G	Ask questions and provide responses based on topics such as self, family, school, etc.
MLI.P1B	Give basic information about self and others including school, family, activities, etc.
MLI.P2A	Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed materials
MLI. CU1C	Describe customs and traditions of the culture such as greetings, celebrations and courtesies
MLI. CCC2A	Compare patterns of behavior and interaction in the students' own culture with those of the target language

What students should know and be able to do:

Vocabulary for members of immediate and extended families
Numbers 0-31
Some pastimes
Self-descriptive adjectives
Expressions of like and dislikes
Possessive adjectives
Verbs: to be, to have, to live, to name or to call oneself

Summative Performance Based Assessment 1

Elements: MLI.P1B, MLI.P1C

We Are Family!

Student Task:
Anna is a German exchange student who is attending your school for the entire year. During the day she goes to classes with the daughter of her host family here in the US. One night a week, the German teacher has suggested, and Anna has eagerly agreed, that Anna spend a few hours in the home of a student in the German class. In the home of the students, Anna is requested to speak **German only** to aid the English speakers with their German. Tonight is your night for Anna to be a guest in your home!

To impress Anna with your knowledge of the family, you pull out the group picture that you received at the last family reunion. Rather than frustrate her by telling her about everyone pictured, identify at least 3 members of your immediate family including yourself, as well as 5 members of your extended family with different relationships (i.e., aunt, or male cousin).

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For your immediate family, tell the
- name
- relationship to you, and
- age

For each extended family member, tell Anna the
- name
- relationship to you
- where he/she lives.

Following this, as a courtesy, ask her 3 questions about her family.

Teacher note:

Each student is given a group picture that represents a photo taken at a family gathering. If no authentic photo is available, most textbooks include such photos as well as the Internet.

You may play the role of Anna or a student may video his **virtual** interaction with Anna.

Scoring Rubric

3   EXCEEDS EXPECTATIONS
All information requested is given
Pronunciation is seemingly error free
Few grammar errors may occur, but they do not impede comprehension

2   MEETS EXPECTATIONS
Most information requested is given
Any pronunciation errors do not impede comprehension
Some grammar errors may occur, but they do not impede comprehension

1   APPROACHES EXPECTATIONS
Less than half of the requested information is given
Pronunciation errors impede comprehension
Grammar errors may impede comprehension

U   Unsatisfactory
No comprehensible information is given

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Summative Performance Based Assessment 2

Element: MLI.CCC2A

PenPal Wanted!

Student Task
Petra Bickel is one of the students whose teacher sent a brief biography to your German class to be considered as a pen pal. Read the biography and answer the questions that follow.

> *Petra Bickel wohnt in Rosenheim, Deutscland. Sie ist 13 Jahre alt und hoert Musik gern. Sie hat drei Brueder: ein aelterer und zwei juengere. Ihr aelter er Bruder, Ingo, ist 16 Jahre alt.. Ihre juengere Brueder heissen Marco und Daniel. Die zwei juengere Brueder sind elf und acht Jahre alt. Die Jungen sind alle sehr sportlich. Der Ingo spielt gern Basketball und Marco spilet gern Fussball. Petra hat keinen Hund und keine Katze.*

PENPAL WANTED!

Answer the following questions in English regarding Petra and her family:

1. How old is Petra? _____

2. How many siblings does Petra have? _____

3. What is the name of her oldest brother? _____

4. Does she have any sisters? _____

5. What does Ingo like to do? _____

6. Where does Petra live? _____

7. How many pets does she have? _____

8. What are the names of her two younger siblings? _____

9. What does her oldest brother like to do?
    _____

10. What is the age of her youngest brother? _____

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Scoring Rubric

3   EXCEEDS EXPECTATIONS
Answers 9- 10 questions correctly

2   MEETS EXPECTATIONS
Answers 6-8 questions correctly

1   APPROACHES EXPECTATIONS
Answers 4-5 questions correctly

U   DOES NOT MEET EXPECTATIONS
Answers 0-3 questions correctly

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Summative Performance Based Assessment 3

Elements: MLI.IP1G, MLI.P1B

Are You Paying Attention??

Student Task
As a class assignment Lilo brought in a poster of her family tree. She then tells the class about her family. However, because Lilo is one who sometimes checks to see if you are listening to her, she makes some statements that are not true. Based on Lilo's family tree, decide if the statements below are true or false.

Teacher Note
The family trees that students will use for this task can come from a variety of sources: textbook, other resource materials, student-created family trees for this activity, student-created family trees from previous years

Scoring Rubric

>   **3   EXCEEDS EXPECTATIONS**
>   Answers 9- 10 questions correctly

>   **2   MEETS EXPECTATIONS**
>   Answers 6-8 questions correctly

>   **1   APPROACHES EXPECTATIONS**
>   Answers 4-5 questions correctly

>   **U   DOES NOT MEET EXPECTATIONS**
>   Answers 0-3 questions correctly

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Summative Performance Based Assessment 4

Elements: MLI.INT1A, MLI.INT1D

Just Who's Family Is It?

Teacher Note: The teacher may, in "real time," read the indicated passages or may prefer that another teacher read it and record it or that a native speaker, who may be a community member or another faculty member, read and record it.

Student Task
For each number below, you will see two pictures. You will hear a passage that will describe one of the pictures. Listen, and then circle the letter of the picture you hear described.

1.   A   B

2.   A   B

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3.   A   B

4.   A   B

5.   A   B

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Picture Descriptions to be used by the teacher:

1. In diesem Foto feiert eine Familie einen Geburtstag. **[First sentence should change to read: The grandmother is very happy and is in a special mement for her family.]** Die Grossmutter ist sehr froh und hat diese Familienparty gern. Es gibt neuen Leute in diesem Foto. In dem Fotogibt es eine Grossmutter, ein Maedchen, und vier Maenner.
2. Der Sohn ist mit seiner Mutter.
3. Diese Familie hat sieben Leute. Die Mutter hat eine Bluse in blau an and der Vater hat ein Hemd in rot an **[Second sentence should change to: The mother and the father are in the front.]**
4. Die Schmidt Familie ist in Urlaub. In dem Foto sind ein Vater, eine Mutter, ein Sohn und eine Tochter.
5. Die ganze Familie ist im Haus- der Vater, die Mutter, und der Sohn.

Answers :
1. B
2. A
3. B
4. B
5. A

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Interdisciplinary Instructional Tasks

Interpersonal Communicative Tasks

1. **Family outing (Art, Social Studies, Language Arts, Technology)** Go to the website http://www.pinakothek.de/neue-pinakothek/sammlung/kuenstler Have students look at the painting by Max Liebermann entitled "Muenchner Biergarten". In pairs, have them create a Venn diagram noting what they observe in the German family gathering in one circle, and what they would observe in an American family gathering in the other circle, then noting the similarities in the space where the two circle of the Venn diagram intersect. Have pairs share and discuss their findings. Use several examples for a general class discussion.

2. **Your mama!- (Language Arts)** Students will listen to family member descriptions given by the teacher and determine the family relationship. (Example: Die Mutter meiner Mutter ist meine_____.) Following this example, the students will create similar descriptions and pair and share with a classmate.

3. **Name that Family Member! – (Language Arts)** Students get into pairs while the teacher gets the kitchen timer. Given a 15-second time limitation, pairs are to see which team can name the most family members in the time given. Rules are that one team member names the members and the other records. When time is called, the teacher asks for how many were named, checks the team sheet and bestows points. The game continues until student interest (or teacher endurance) wanes.

4. **Barbara Walters LIVE! – (Language Arts, Math)** Students divide into pairs and interview each other for a presentation to the class. Students use the questions below as a guide to the interview. They may add other questions if they like. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.

Wie heisst deine Mutter ?	What is your mother's name ?
Wie heisst dein Vater	What is your father's name ?
Hast du Geschwister ?	Do you have brothers/sisters ?
Wie heissen sie ?	What are their names ?
Wer ist der aelteste in deiner Familie ?	Who is the oldest in your family?
Wie alt bist du	How old are you ?
Wer ist aelter als du ? Juenger ?	Who is older than you? Younger?

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Interpretive Communicative Tasks

5. **Family Bingo**- **(Language Arts)** Students will create a BINGO sheet for them to record family vocabulary of their choosing. Teacher and/or students can call the family members. Play and enjoy the game while encouraging accurate pronunciation of family vocabulary.

6. **Have you seen my friend?- (Language Arts)** On a note card, have students write self-descriptions in the target language. They should include their physical descriptions, family information, likes and dislikes. Collect the cards. Randomly pull from the cards reading the information and asking students to guess the name of the person who wrote the card. After the teacher has done this for a few cards, students can volunteer to read the information for the class.

   Example Card:

   > Ich bin gross und schlank. Ich habe blondes Haar und blaue Augen. Ich habe einen Bruder. Er spielt Basketball. Ich schwimme gern.

7. **Let's Get "Real"- (Social Studies, Technology**) Have the students go to the website http://worldroots.com/gitte/royal/gifs/wittelsbachstamm.jpg. They should study the family tree of Ludwig the II, the former king of Bavaria, and answer the questions that follow:

   A.   *Wie viele Geschwister hat Ludwig?*
   B.   *Wie heisst Ludwigs Frau?*
   C.   *Wie viele Kinder hat Ludwig?*
   D.   *Wie heisst Ludwigs Bruder?*
   E.   *Wie heisst Ludwigs Grossvater?*
   F.   *Wie viele Kinder hat er?*
   G.   *Wer ist Ludwigs Mutter?*
   H.   *Wie viele Frauen hat Ludwigs Grossvater?*
   I.   *Wie heisst Ludwigs Vater?*

8. **Die Grosse Familie-(Music)** Using the song "Die Grosse Familie" found on *Sing, Dance, Laugh and Learn German* (http://www.teachersdiscovery.com) by Barbara MacArthur, students will listen and record the family members identified.

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9. **Die Familie Wenzel-(Language Arts)** For listening comprehension, students will complete a cloze activity which includes a picture of the Wenzel family. (Any family picture could be used; a narrative could be created from the photo.)

10. **Who do you look like? (Science)** Students bring in photos of family members and list the physical descriptions that they have in common with their actual siblings, parents, and/or other members of their family. Students then get into groups of 3-4 to share their findings. The teacher asks for each group to nominate the student who looks the most like another family member and someone from the group provides that information to the class.

Presentational Communicative Tasks

11. **My Family for Today- (Art)** Students will do an activity that allows them to form a 6-8 member family. To ensure that the "classroom" families are a "mixed bag"—like real families—the teacher uses little slips of paper (equal number as students in the class) and on writes letters from the alphabet on these slips of paper. For example, there are 32 students in class so the teacher decides she wants 4 groups of 8, so on slips of paper, she might write "F" and then on the other sets of paper, she might write "R," "G," and "A." Once students have drawn their letters from the hat, the get with their "like" letters, and their new family is formed. As a group they decide their name (i.e., "G" could equal Gutschein), and who each person in the family is. On a poster board, the group then creates a family tree (the purpose is the information—not the artistic quality). Also, each family member writes his/her complete name and age on a note card with a marker. Afterwards he/she hole-punches the corners of the note card and uses yarn to wear his/her new I.D. around the neck.

12. **Parade of families (P.E.)** As a follow-up to the above activity, each family presents itself to the class in the following way: the family tree is displayed in the front of the room for the class to see; then, each family members introduces himself to the class stating who he is and his relationship to at least two other family members (example: *Ich bin Hans, der Bruder von Michael, der Sohn von Josef, und der Kusin von Maria.)*

13. **My Family Scrapbook- (Language Arts, Art)** Students will design and create a family scrapbook of 6-8 pages with visuals on each page. The first page will have a family shield created by the student (see this web address for suggested format: http://www.mitzvahchic.com/images/family_flag_shield.doc). The scrapbook entry pages will be in the target language and include the full name of the family member, the relationship to the student, and 3 to 4 statements about the family member (physical characteristics, likes/dislikes).

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14. **Cinquain**- **(Language Arts)** After the teacher has explained and demonstrated how to create a cinquain (a 5-line poem), the students will interview a friend/family member, record the information and create a cinquain about their friend/ family member. (A description of a cinquain poem can be found at this web address: http://members.optushome.com.au/kazoom/poetry/cinquain.html)

15. **Acrostic- (Language Arts)** After the teacher has explained and demonstrated how to create an acrostic (each letter of the person's name is the letter that begins a descriptive word), the students will create an acrostic about a friend or family member**.** (Information about creating acrostic poems can be found at this web address: http://www.manassas.k12.va.us/round/ClassWeb/Slough/Poetry/acrostic.htm).

16. **Lost Pet**- **(Language Arts, Technology)** Students are to write a brief description of their pet (dog, cat, hamster etc.) that was lost in the neighborhood. They may use a pet picture from home or they may use the Internet to get a picture of a *"Nibbles"* look-a-like and include it in the flyer that they are planning to post around the neighborhood. The flyers could then be posted around the room. Each day, the teacher could "announce" that a pet had been found and provide a description of the pet so that students could guess the found pet.

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.

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.

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❑ 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.

❑ 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.

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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.

❑ 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.

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- ❑ 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.

- ❑ 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.

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- ❑ 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).

- ❑ 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.