

Unit Plan				
Teacher Name	Aileen Hurtig	Duration of Unit	10 days	
Grade(s)	9th and 10th	Class/Subject	German II	
Name of Unit	Shopping in the City			
	STAGE 1: CONTEXT AND GOALS			EPP PI Obj.
Teacher- Facing Materials / Resources	<p>Books:</p> <p>Winkler, G. (2006). <i>Teachers Edition Komm mit! German 1</i>. Holt, Rinehart & Winston.</p> <p>Zorach, C., & Melin, C. (1994). <i>English grammar for students of German</i> (3rd ed.). The Olivia and Hill Press.</p> <p>Curriculum:</p> <p>Baldwin, D. (2019). <i>Unit 3 - erste Stufe Notizen - in der Stadt</i>. Google Docs. https://docs.google.com/document/d/1p803V85BXdyMaxiZXjBgDUCnusEGxzGSJ4e6mNK3bgs</p> <p>Baldwin, D. (2019). <i>Year Plans - Content & Grammar.docx</i>. Google Docs. https://docs.google.com/document/d/1rH_QPw4FRHdHSHX8Y2iyNJyp16NENvx88wWWkaD1x-s</p>			1, 2
Student- Facing Materials / Resources	<p>Book:</p> <p>Winkler, G. (2006). <i>Komm mit! German 1</i>, Holt, Rinehart & Winston.</p> <p><i>Role in Learning:</i> Winkler's "Komm mit! German 1" textbook provides structured lessons, vocabulary, and grammar explanations, offering a foundational resource for students to learn German language skills in a traditional classroom setting. It serves as a reference for grammar rules, vocabulary usage, and cultural insights, supporting students' understanding of language structures and cultural contexts.</p> <p>Material:</p> <p>Baldwin, D. (2019). <i>Unit 3 - erste Stufe Notizen - in der Stadt</i>. Google Docs. https://docs.google.com/document/d/1p803V85BXdyMaxiZXjBgDUCnusEGxzGSJ4e6mNK3bgs</p> <p><i>Role in Learning:</i> Baldwin's "Unit 3 - erste Stufe Notizen - in der Stadt" Google Docs document offers supplemental notes and exercises tailored to Unit 3 of the curriculum. It provides additional practice opportunities, reinforcement of key concepts, and extension activities to deepen students' understanding of vocabulary and grammar related to shopping in the city. This material supports differentiated learning by offering varied exercises and practice tasks.</p> <p>Video:</p> <p>Schmid, C., & Hamerski, J. (2023, July 5). <i>Going to the supermarket in slow German super easy German 231</i>. YouTube. https://www.youtube.com/watch?v=X09NKF5Suq0</p> <p><i>Role in Learning:</i> Schmid and Hamerski's YouTube video, "Going to the supermarket in slow German," provides an authentic, real-life example of shopping in Germany. Through slow-paced narration and visual cues, students can observe actual shopping scenarios, listen to authentic German speech, and familiarize themselves with common phrases and expressions used in a supermarket setting. This video enhances listening comprehension skills, exposes students to authentic language use, and offers cultural insights into shopping habits in Germany.</p> <p>Website:</p> <p><i>Leaflets</i>. (2024). Kaufland.com; Flyer System. https://leaflets.kaufland.com/de-DE/prospekt-28-03-2024-03-04-2024-4447ec/view/flyer/page/1-53</p>			1, 2

	<p><i>Role in Learning:</i> Leaflets from Kaufland.com offer real-world examples of promotional materials from a German supermarket chain. By exploring the online flyers, students can practice reading comprehension, identify grocery items and prices, and learn about current promotions and sales events. This resource provides an authentic context for language learning, allowing students to apply vocabulary and language skills in a practical setting and gain cultural knowledge about shopping practices in Germany.</p>	
Rationale for Unit	<p>This unit on navigating the city and shopping fits seamlessly into our German language course, serving as a pivotal point in our students' linguistic journey. It builds upon the foundation laid in previous units by introducing new vocabulary and grammar concepts while reinforcing essential language skills. Students not only expand their vocabulary with terms related to groceries and stores but also learn to use the modal verb "sollen" to inquire about what one should do. This unit taps into students' prior knowledge of basic sentence structures and communication skills, providing them with opportunities to apply and extend their understanding in real-life contexts.</p> <p>Moreover, this unit acts as a bridge to future learning, foreshadowing skills and content that will be covered in subsequent units. By introducing vocabulary related to locations in the city and laying the groundwork for understanding the accusative case, students are prepared for more advanced language proficiency. This unit's significance lies in its ability to support students in achieving language learning standards while fostering cultural awareness and communication skills. Through engaging activities focused on authentic cultural content, students develop not only linguistic proficiency but also intercultural competence, preparing them to navigate the complexities of the German-speaking world with confidence and fluency.</p>	1
Big Ideas / Key Concepts	<p>One key concept in this unit is the use of the modal verb "sollen" to ask what one should do. This concept introduces students to the idea of making inquiries about recommendations or obligations, which is fundamental in everyday communication. Anticipated major content and language demands include understanding the conjugation and usage of "sollen" in context, as well as formulating questions using this modal verb. Learning activities will include guided practice in forming questions and responses, as well as opportunities for authentic speaking practice through role-play scenarios. Sequencing these activities allows students to gradually build confidence and proficiency in using "sollen" to seek guidance or advice, aligning with the communicative goals of the unit.</p> <p>Another key concept is vocabulary related to groceries and stores, which is essential for navigating daily life tasks such as shopping. Anticipated content and language demands include learning grocery items, store names, and common phrases used in shopping contexts. Learning activities will involve vocabulary acquisition through visual aids, interactive exercises, and real-world simulations of shopping scenarios. By sequencing these activities, students progressively develop their vocabulary and language skills in a meaningful context, preparing them for practical use in authentic situations. Furthermore, connecting these key concepts to diversity, equity, and justice involves exploring how access to groceries and stores may vary based on socio-economic factors, fostering discussions on food deserts, affordability, and cultural differences in shopping habits. This helps students develop empathy and understanding of diverse experiences related to shopping and access to resources.</p>	1
Inquiry Statement and Driving or Essential Questions	<p>In this unit, our central question is: "What should we buy and where?" or "How can we shop like locals and cook up a cultural feast in Germany?" This questions will guide our exploration of using the modal verb "sollen" to ask for recommendations while shopping for groceries and navigating stores. To introduce students to this question, we will start with real-life scenarios where they need to make decisions about what to buy and where to go. Through discussions, role-plays, and interactive activities, students will engage with the question and begin to understand the importance of seeking advice and using appropriate language in shopping contexts.</p>	1
Learning Goals / Outcomes / Objectives	<p><u>Knowledge Goal:</u></p> <ul style="list-style-type: none"> ● Students will understand the concept of the accusative case and its usage with direct objects in German sentences. <ul style="list-style-type: none"> ■ Source: Michigan Curriculum Standards for World Languages - Standard 1.1.2 - Interpersonal Communication ■ "Students understand and interpret written and spoken language on a variety of topics, conveying meaning clearly and accurately." ■ Description: Through grammar explanations, examples, and practice exercises, students will grasp the concept of the accusative case and apply it correctly when forming sentences with direct objects. 	1, 5

	<ul style="list-style-type: none"> ● Students will demonstrate an understanding of the modal verb "sollen" and its usage in German language. <ul style="list-style-type: none"> ■ Source: Michigan Curriculum Standards for World Languages - Standard 3.2.1- Interpretive Communication ■ <i>"Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics."</i> ■ Description: By the end of the unit, students will be able to explain the meaning of "sollen" and use it correctly in sentences to ask for recommendations or suggestions. <p><u>Procedural/Skill Goal:</u></p> <ul style="list-style-type: none"> ● Students will demonstrate proficiency in forming sentences using the accusative case with vocabulary related to groceries and stores. <ul style="list-style-type: none"> ■ Source: ACTFL Standards - Presentational Writing ■ <i>"Students present information, concepts, and ideas in written form."</i> ■ Description: Through writing tasks, students will practice using the accusative case with newly acquired vocabulary to describe their shopping experiences, reinforcing their ability to express themselves in written form. ● Students will practice asking and responding to questions using "sollen" in shopping scenarios. <ul style="list-style-type: none"> ■ Source: ACTFL Standards - Interpersonal Communication ■ <i>"Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions."</i> ■ Description: Through role-plays, pair activities, and speaking exercises, students will develop proficiency in formulating questions with "sollen" and providing appropriate responses, enhancing their interpersonal communication skills in German. ● Students will expand their vocabulary related to groceries and stores in German. <ul style="list-style-type: none"> ■ Source: Common Core Standards - Language Standard 4 ■ <i>"Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials."</i> ■ Description: Through vocabulary activities, flashcards, and interactive tasks, students will acquire new words and phrases related to shopping for groceries and navigating stores, enhancing their language proficiency. <p><u>Social-Emotional Goal:</u></p> <ul style="list-style-type: none"> ● Students will demonstrate empathy and collaboration during group activities. <ul style="list-style-type: none"> ■ Source: CASEL Framework - Social Awareness and Relationship Skills ■ <i>"Students take the perspective of and empathize with others, including those from diverse backgrounds and cultures."</i> ■ Description: Through group work, discussions, and peer interactions, students will practice listening to each other's ideas, offering support, and working collaboratively to achieve common goals, fostering a positive and supportive classroom environment. 	
Anticipating Instruction	<p>Paragraph: In teaching this unit, I assume that students have prior knowledge of modal verbs and basic sentence structures in German, particularly for "müssen, wollen, and können". However, I suspect some students might bring misconceptions about sentence structure, especially when using modal verbs like "sollen", leading to mix-ups with English sentence structures. Specifically, students might struggle with forming questions starting with "sollen" due to differences in syntax between German and English. Additionally, concerns may arise regarding the use of the accusative case with direct objects, such as der Käse becoming den Käse, which might pose challenges for students. (more requirements within the Unit Plan)</p>	1
	<p>Strategy: One strategy I plan to implement to counter patterns that may marginalize particular groups of students is differentiated instruction during small group practice sessions. In these sessions, I will carefully group students based on their proficiency levels, learning styles, and individual needs. For example, students who require additional support or accommodations, such as "SH" with a 504 plan, will be grouped together or paired with more proficient peers who can provide assistance and support. Additionally, I will provide various resources and alternative methods of participation, such as allowing students to use speech-to-text technology or providing translated materials, to ensure that all students can actively engage with the content. By tailoring instruction to meet the diverse needs of students, I aim to create an inclusive learning environment where all students feel valued and supported in their language acquisition journey.</p>	1

<p>Attending to Learners</p>	<p>Supporting students with specific learning needs To support students with specific learning needs, I have several strategies planned. Firstly, for students like "SH" who require extended time due to a 504 plan, I will ensure that additional time is provided for tasks requiring two-handed activities, such as cutting flashcards, or providing pre-cut flashcards.</p> <p>Secondly, I will implement differentiated instruction during small group practice sessions, grouping students based on their proficiency levels and providing targeted support accordingly. For example, I will offer additional explanations and examples for students struggling with the concept of forming questions using modal verbs like "sollen."</p> <p>Lastly, I will provide various resources and accommodations, such as translated materials, dictionaries, visuals, or access to speech-to-text technology, to ensure that all students can access the content regardless of their language proficiency level.</p>	<p>6</p>
	<p>Leverage students' cultural wealth and/or attending to patterns of oppression To leverage students' cultural wealth and address patterns of oppression related to the unit topic, I plan to incorporate authentic cultural content that reflects diverse perspectives and experiences. For instance, when discussing cultural differences in shopping habits, I will encourage students to share their own cultural practices and traditions related to shopping. Additionally, students will be asked to plan meals and go shopping to create a presentation where they are able to include their own culture or preferences of meals. Furthermore, we will engage in discussions about going shopping in a German store and the differences students notice compared to their own shopping habits/stores. This will provide an opportunity for students to explore and appreciate cultural differences, fostering intercultural understanding and empathy. Moreover, by reflecting on these differences, students will deepen their awareness of how cultural context influences everyday activities like shopping. Additionally, we will emphasize the importance of respecting and valuing cultural diversity in our discussions, creating a supportive and inclusive learning environment where all students feel comfortable sharing their perspectives and experiences.</p>	<p>6</p>
	<p>Adaptations, modifications, and/or accommodations To ensure that all students in my class can effectively engage with the content and tasks, I've implemented a variety of adaptations and modifications. One key strategy involves providing scaffolded support during vocabulary acquisition activities. Recognizing that complex concepts can be overwhelming, especially for students with diverse learning needs, I break down these concepts into smaller, more manageable tasks. For example, students work in small groups to translate five food-related vocabularies, construct sentences, find relevant images online, and present their findings to the class. This approach not only caters to different learning styles but also fosters collaboration and peer learning.</p> <p>Furthermore, when introducing new vocabulary, I've incorporated written translations and flashcards. These flashcards include the printed German translation on one side, aiding memorization and reducing spelling errors, which can often be a challenge for students. Additionally, each flashcard contains an example sentence on the back, reinforcing vocabulary usage and providing contextual understanding. By offering multiple modalities for learning and practice, I aim to support students with varying proficiency levels and learning preferences.</p> <p>In terms of assessment, I provide alternative methods such as verbal presentations or visual aids to accommodate diverse learning styles and abilities. This ensures that students have opportunities to demonstrate their understanding in ways that align with their strengths. Overall, these adaptations and accommodations are designed to foster an inclusive learning environment where every student feels supported and empowered to succeed.</p>	<p>6</p>

STAGE 2: ASSESSMENT

Element	Instructions	EPP PI Obj.
<p>Assessment Narrative</p>	<p>Throughout the unit, I will employ various methods to collect and utilize evidence of student learning. Formative assessments will be integrated into each lesson to monitor students' progress and inform instructional adjustments promptly. These formative assessments will include activities such as comprehension checks during video discussions, pronunciation practice with flashcards, and group</p>	<p>4</p>

	<p>presentations of the shopping list vocabulary. Additionally, I will use the Gimkit vocabulary game to reinforce learning and track students' progress by monitoring their accuracy and frequency of correct answers. Observation notes and ongoing class participation will also provide insights into student understanding. Summative assessments, such as comprehension assignments, vocabulary quizzes, the scaffolded writing exercise, and the group presentation of the shopping list, will be administered at the end of the unit to gather evidence of how well each student meets the learning goals. Using this data, I will adjust instruction for subsequent units to address any gaps or areas of improvement.</p> <p>Furthermore, I will engage students in self-assessment through reflection activities where they can evaluate their language proficiency, identify strengths and weaknesses, and set goals for improvement. By employing a combination of formative and summative assessments alongside opportunities for self-assessment, I aim to create a dynamic learning environment that supports student growth and achievement in German language proficiency and cultural understanding.</p>	
<p>Formative Assessment Plan</p>	<p style="text-align: center;">Vocabulary Presentation Rubric</p> <p>Instructions for Students:</p> <ul style="list-style-type: none"> ● Students will work in groups to create Google Slides presentations on assigned vocabulary related to navigating the city and shopping. ● Each group will translate assigned vocabulary words and create two sentences for each word. ● Groups will present their findings to the class, explaining the meanings and usage of the words. <p>Learning Goals Assessed:</p> <ul style="list-style-type: none"> ● Develop vocabulary acquisition skills related to navigating the city and shopping. ● Practice forming sentences using new vocabulary. <p>Assessment Criteria:</p> <ul style="list-style-type: none"> ● Accuracy of vocabulary translation. ● Clarity and correctness of sentences. ● Presentation delivery and explanation of word meanings. <p>Rubric:</p> <p>Accuracy of Translation (0-4 points)</p> <ul style="list-style-type: none"> ● 4: Accurate translation with precise meaning. ● 3: Mostly accurate translation with minor errors. ● 2: Some accuracy in translation, but significant errors present. ● 1: Translation attempts, but mostly inaccurate. ● 0: No attempt at translation. <p>Clarity of Sentences (0-4 points)</p> <ul style="list-style-type: none"> ● 4: Clear and grammatically correct sentences. ● 3: Mostly clear sentences with minor errors. ● 2: Sentences are somewhat unclear or contain significant errors. ● 1: Sentences are unclear and contain major errors. ● 0: No attempt at forming sentences. <p>Presentation Delivery (0-2 points)</p> <ul style="list-style-type: none"> ● 2: Confident delivery, clear explanation of word meanings. ● 1: Some hesitancy in delivery, adequate explanation of meanings. ● 0: Lack of confidence in delivery, unclear explanation of meanings. <p>Use of Assessment:</p> <ul style="list-style-type: none"> ● The rubric will provide specific feedback to students on their vocabulary acquisition and presentation skills. ● Based on the assessment results, I will identify any common misunderstandings or areas of difficulty among students and adjust subsequent instruction to address these areas. <p style="text-align: center;">Video Comprehension Discussion Questions (Lesson II/VIII)</p> <p>Instructions for Students:</p>	<p>4</p>

	<ul style="list-style-type: none"> ● After watching a video related to shopping in Germany, students will discuss comprehension questions in small groups. ● Each group will discuss and answer questions about the video content, focusing on details related to shopping habits and cultural differences. <p>Learning Goals Assessed:</p> <ul style="list-style-type: none"> ● Enhance listening and comprehension skills related to navigating the city and shopping. ● Demonstrate understanding of cultural perspectives related to shopping. <p>Assessment Criteria:</p> <ul style="list-style-type: none"> ● Depth of understanding demonstrated in responses to discussion questions. ● Ability to identify and articulate cultural differences portrayed in the video. <p>Use of Assessment:</p> <ul style="list-style-type: none"> ● By observing group discussions and reviewing student responses to the questions, I will assess their comprehension of the video content and cultural perspectives. ● Based on students' responses, I will tailor subsequent instruction to reinforce key concepts or address any misconceptions. <p>Speaking Prompt Performance Checklist (Lesson II/IV/V/IX)</p> <p>Instructions for Students:</p> <ul style="list-style-type: none"> ● Students will work with a partner to practice speaking prompts related to city navigation and shopping. ● Each student will take turns asking and answering questions using the new vocabulary and sentence structures. <p>Learning Goals Assessed:</p> <ul style="list-style-type: none"> ● Practice forming questions and responses related to navigating the city and shopping. ● Develop speaking fluency and pronunciation skills. <p>Assessment Criteria:</p> <ul style="list-style-type: none"> ● Accuracy of responses to speaking prompts. ● Fluency and coherence in conversation. ● Pronunciation and intonation. <p>Checklist:</p> <p>Accuracy of Responses:</p> <ul style="list-style-type: none"> ● ✓ Correct use of vocabulary and sentence structures. ● ✗ Inaccurate or incomplete responses. <p>Fluency and Coherence:</p> <ul style="list-style-type: none"> ● ✓ Fluent and coherent conversation flow. ● ✗ Hesitant or disjointed speech. <p>Pronunciation and Intonation:</p> <ul style="list-style-type: none"> ● ✓ Clear pronunciation and appropriate intonation. ● ✗ Pronunciation errors or flat intonation. <p>Use of Assessment:</p> <ul style="list-style-type: none"> ● The checklist will allow me to observe and assess individual students' speaking skills during the activity. ● Based on students' performance, I will provide targeted feedback and offer additional practice opportunities to address areas of improvement. 	
<p>Summative Assessment Plan</p>	<p>Shopping List Group Presentation</p> <p>Instructions for Students:</p> <ul style="list-style-type: none"> ● Students will work in groups to create a shopping list based on a given scenario (e.g., planning a picnic, preparing for a party). ● Each group will create a Google Slides presentation showcasing their shopping list, including items, quantities, and estimated prices. ● Groups will present their shopping lists to the class, explaining their choices and justifying their selections. <p>Learning Goals Assessed:</p> <ul style="list-style-type: none"> ● Develop vocabulary related to shopping for various occasions. 	<p>4</p>

	<ul style="list-style-type: none"> ● Practice forming sentences and expressing preferences in German. ● Enhance speaking and presentation skills. <p>Grading Criteria:</p> <ul style="list-style-type: none"> ● See Google Doc <p>Use of Evaluation:</p> <ol style="list-style-type: none"> 1. The rubric will provide detailed feedback to students on their performance in vocabulary use, sentence formation, justification, presentation skills, and collaboration. 2. Based on the assessment results, I will identify areas of strength and areas for improvement, providing targeted feedback to individual students or groups as needed. 3. Additionally, I will use the evaluation results to inform future instruction, focusing on reinforcing key concepts or addressing any common misconceptions. <p style="text-align: center;">Scaffolded "Bildergeschichte" Writing Assignment</p> <p>Instructions for Students:</p> <ul style="list-style-type: none"> ● Students will write a "Bildergeschichte" (picture story) based on a series of provided images depicting shopping-related scenes or scenarios. ● Using the scaffolded template provided, students will write sentences or short paragraphs describing the actions and events depicted in each image. ● Students will focus on using vocabulary and sentence structures related to city navigation and shopping, incorporating newly acquired language skills. <p>Learning Goals Assessed:</p> <ul style="list-style-type: none"> ● Practice forming coherent narratives using appropriate vocabulary and sentence structures. ● Develop storytelling skills in written German. ● Apply knowledge of cultural contexts related to city navigation and shopping. <p>Grading Criteria:</p> <ul style="list-style-type: none"> ● Accuracy of food vocabulary usage. ● Clarity and correctness of sentences and syntax. <p>Use of Evaluation:</p> <ul style="list-style-type: none"> ● The rubric will provide students with feedback on their proficiency in vocabulary and sentence structures, narrative coherence, cultural context integration, grammar and mechanics, and creativity. ● Based on the evaluation results, I will identify areas of strength and areas for improvement, offering targeted feedback to students to enhance their writing skills. ● Additionally, I will use the assessment data to guide future instruction, focusing on reinforcing grammar concepts, expanding vocabulary, and fostering creativity in narrative writing. 	
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STAGE 3: INSTRUCTION

Element	Instructions	EPP PI Obj.
Instructional Calendar	2024UnitPlanFinal	1
Instructional Sequence Narrative	2024UnitPlanFinal	1
Extended Lesson Plans	2024UnitPlanFinal Lesson II/III, Lesson V/VI, Lesson IX	2
Student- Facing Materials	Folder Unit Plan 2023-2024	2

Instructional Technology	<p>Extended Lesson Plan 1: Lesson II/III</p> <p>In both Lesson II and Lesson III, technology is integrated to enhance student engagement, facilitate collaboration, and provide access to authentic language resources. One technology tool utilized is Google Slides for vocabulary acquisition presentations. This aligns with the TripleE framework's Engagement component (score: 3) by allowing students to actively participate in creating visually appealing presentations. By working collaboratively on Google Slides, students practice communication skills while constructing sentences and learning new vocabulary, thus supporting the learning goal of vocabulary acquisition and sentence formation.</p> <p>Another technology tool incorporated is YouTube for watching videos related to the unit topic, such as "Shopping in Germany." This aligns with the TripleE framework's Enhancement component (score: 3) by providing multimedia resources that cater to diverse learning styles and preferences. Watching videos enhances listening comprehension and cultural understanding, contributing to the learning goals of interpreting spoken language and understanding cultural perspectives related to city navigation and shopping.</p> <p>Furthermore, the use of online translation tools like dict.com supports vocabulary acquisition by providing immediate access to word translations and pronunciation guides. This aligns with the TripleE framework's Extension component (score: 3) by extending students' learning beyond the classroom through the use of digital resources. By incorporating technology tools strategically, I aim to create a dynamic learning environment that fosters student engagement, collaboration, and language acquisition.</p>	
	<p>Extended Lesson Plan 2: Lesson V/VI</p> <p>In this collaborative two-day lesson, technology plays a vital role in enhancing student learning and achieving our goals. Schoology is utilized to distribute assignment instructions, providing clear guidance and allowing students to access materials easily, aligning with the TripleE framework's efficiency component (score: 3). Google Slides are employed for students to create their shopping lists and menus collaboratively, fostering teamwork and organization skills while also allowing for real-time feedback and modifications, supporting the enhancement component of the TripleE framework (score: 3). Additionally, students will utilize Google to search for and pull pictures for their presentations, promoting autonomy and creativity while reinforcing vocabulary acquisition and cultural understanding, thereby aligning with the engagement component of the TripleE framework (score: 3). By integrating technology in this way, students can actively engage in the learning process, collaborate effectively, and refine their work independently, thereby promoting critical thinking, self-directed learning, and language proficiency in German.</p>	
	<p>Extended Lesson Plan 3: Lesson IX</p> <p>In this lesson, technology is primarily used in a teacher-led manner, with students engaging in paper-based activities while having access to Gimkit for additional practice. The teacher-led use of technology, such as Google Slides for presenting speaking prompts and Gimkit for vocabulary practice, aligns with the TripleE framework by enhancing engagement, extending learning opportunities, and providing effective feedback.</p> <p>Google Slides for Speaking Prompts: The use of Google Slides to present speaking prompts extends learning opportunities by providing visual prompts that accompany verbal instructions. By incorporating images and text on slides, students are better engaged and supported in understanding and responding to the prompts, resulting in improved language acquisition and communication skills. (Score: 3 - Effectiveness, Engagement, and Extension)</p> <p>Gimkit for Vocabulary Practice: Gimkit offers a gamified approach to vocabulary practice, enhancing student engagement and motivation through interactive quizzes and immediate feedback. By incorporating Gimkit, students have the opportunity to reinforce vocabulary acquisition in a fun and engaging way outside of the classroom, extending their learning beyond traditional paper-based exercises. Additionally, the instant feedback provided by Gimkit allows students to track their progress and identify areas for improvement, supporting their language learning goals effectively. (Score: 3 - Effectiveness, Engagement, and Extension)</p>	
Post- instruction Reflection	<p>Extended Lesson Plan 1: Lesson II/III</p> <p>In both Lesson II and Lesson III, evidence of student learning was observed through active participation in discussions, successful completion of tasks, and effective presentation of new vocabulary. However, to enhance assessment and reinforce comprehension, opportunities for peer feedback and self-assessment could be incorporated. Looking back, I would emphasize highlighting the importance of including a picture for each individual new vocabulary item in the presentation to ensure clarity and comprehension, a change that would improve future iterations. Additionally, allocating more time for pronunciation practice before presenting and reinforcing vocabulary retention through interactive activities would be beneficial for students.</p>	8

	<p>Extended Lesson Plan 2: Lesson V/VI Throughout the lesson, evidence of student learning was observed through their active participation in speaking exercises, their ability to create comprehensive shopping lists and menus, and their successful completion of the assignment tasks. This was evident in their pronunciation practice during flashcard exercises, their collaborative efforts in creating detailed menus, and their effective use of vocabulary related to food and prices. However, one group's oversight in fully meeting the assignment requirements highlighted the importance of providing clearer instructions and implementing a checklist system to ensure all aspects are addressed. Additionally, I would incorporate a requirement for students to include at least one typical German meal alongside their favorites to deepen cultural understanding. For future iterations of this lesson, I will remember to provide detailed instructions, utilize a checklist system for task completion, and emphasize the inclusion of cultural elements to enrich student learning experiences.</p>	8
	<p>Extended Lesson Plan 3: Lesson IX Evidence of student learning in this lesson includes the completion of the individual writing exercise, which serves as a graded summative assessment. Additionally, active participation during the speaking practice and successful completion of the flashcard activity indicate comprehension and application of vocabulary concepts. However, to improve future iterations of this lesson, I would allocate more time for individualized support, particularly for students struggling with picture description despite prior exposure. This could involve providing additional examples, scaffolding techniques, or offering one-on-one guidance to ensure all students grasp the concept effectively. Additionally, for future iterations, I will remember to integrate more opportunities for differentiated instruction and provide ongoing support for diverse learning needs throughout the lesson.</p>	8
<p>Content-Specific Considerations</p>	<p>Throughout the unit, there is a strong emphasis on fostering a respectful and inclusive learning environment. This includes guidelines such as the preference for physical dictionaries over online translation tools like Google Translate. Students are encouraged to explore and share their cultural backgrounds and food preferences openly, fostering empathy and understanding among peers. During group presentations, the expectation for polite and constructive feedback underscores the importance of mutual respect and professionalism. By melding language acquisition with cultural awareness and interpersonal skills, the unit aims to cultivate well-rounded learners who are not only proficient in German but also culturally sensitive and open-minded individuals.</p>	1

STAGE 4: COMMUNICATING WITH COLLEAGUES, PEERS, AND FAMILIES

Element	Instructions	EPP PI Obj.
<p>Introduction Letter to families</p>	<p>Dear Families, I hope this letter finds you well. I wanted to take a moment to share some exciting updates about our upcoming unit in German class. From March 8th to March 22nd, we will be diving into the theme of navigating the city and shopping. Throughout this time, students will engage in various activities aimed at developing their language skills, cultural awareness, and collaborative abilities. Key dates to note include Tuesday, March 19th, when students will be presenting their group projects on "Going Shopping." These presentations will showcase their ability to plan meals, go shopping, and calculate expenses for three days' worth of meals. Additionally, on Thursday, March 22nd, we will have a summative writing exercise to assess their comprehension and language proficiency. Throughout the unit, students will participate in key activities such as creating meals independently, engaging in role-playing exercises, and exploring cultural differences in shopping habits. To support your child's learning, we encourage you to engage with them at home by discussing their experiences, practicing vocabulary, and perhaps even sharing your own cultural dishes or food traditions. Your collaboration is invaluable to us, and we welcome any contributions you may have to enrich our classroom discussions. As part of our unit conclusion, parents are invited to bring in a dish or cookies representative of their cultural background to share with the class. In addition to this letter, I will be sending out regular updates via email and posting announcements on our class website. Should you have any questions or concerns throughout the unit, please don't hesitate to reach out. Together, we can make this learning experience enriching and rewarding for our students. Thank you for your continued support, Aileen Hurtig aileen.hurtig@novik12.org</p>	7

Unit Description to Administrator	<p>Throughout this unit, students have been fully immersed in the theme of navigating the city and shopping, which has been designed to align closely with language learning standards while also catering to the diverse backgrounds and interests of our students. With a class composition including many multilingual learners, 7 ESL students, 2 students with 504 plans, and 4 students with IEPs, the unit was carefully crafted to ensure accessibility and engagement for all learners. By incorporating authentic cultural content and interactive activities, such as group presentations on shopping habits and scaffolded writing exercises, students were able to develop their language skills while also gaining a deeper understanding of cultural perspectives related to the unit topic.</p> <p>The chosen instructional approaches throughout the unit have had a significant impact on student learning, fostering collaboration, critical thinking, and language proficiency. Through activities like vocabulary acquisition tasks, role-playing scenarios, and multimedia presentations, students have not only expanded their German language skills but also honed their abilities to communicate effectively, work as a team, and navigate real-world situations in German-speaking contexts. Moreover, the unit design provided ample opportunities for me to reflect on my instructional practices and student outcomes, allowing me to adapt and refine my teaching strategies to better meet the diverse needs of my students. By continually assessing student progress and adjusting instruction accordingly, I have been able to ensure that each learner is supported in their language development journey.</p>	8
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STAGE 5: POST-INSTRUCTION REFLECTIONS

Element	Instructions	EPP PI Obj.
Connecting Preparation with Enactment	<p>Preparing to teach this unit involved anticipating various student responses to new instructional approaches, such as providing written feedback during group presentations and conducting vocabulary research. Teaching the unit both supported and extended these expectations. For example, while I anticipated some hesitation from students in giving written feedback for the first time, their engagement exceeded expectations, leading to more focused presentations. Moreover, incorporating cultural information about dishes, although not initially planned, enriched students' understanding of the material and fostered a deeper appreciation for diverse culinary traditions. Additionally, the vocabulary exercise, despite initial nerves, proved highly effective in facilitating vocabulary acquisition, demonstrating the benefits of incorporating research-based instructional strategies. However, challenges arose in breaking students' habits of working only with friends and encouraging collaboration with assigned peers. While known routines for students helped maintain classroom management, overcoming this habit proved challenging and highlighted the need for further attention in future units. Nonetheless, the unit provided valuable insights into effective instructional practices while also revealing areas for growth and refinement in student collaboration and engagement, informing future instructional decisions.</p>	8
Assessing Student Work as Evidence of Progress Toward Learning Goals	<p>Scaffolded Bildergeschichte</p>	4, 8
	<p>Narrative Through the unit materials, student work, and teaching, I've gleaned insights into students' proficiency with modal verbs and food vocabulary, particularly when engaged in student-centered or project-based learning. However, I've also identified challenges such as that not many students frequently misspell vocabulary, neglecting capitalization, overlooking umlauts, and grappling with syntax errors when assessing the summative assignment. Additionally, ensuring the timely integration of the accusative case remains a priority for future units (which are included on the MT's worksheet for part II of the extended unit). These challenges underscore the importance of providing ongoing support and reinforcement for language fundamentals. Reflecting on this experience, I recognize the need for targeted instruction and practice opportunities to address these recurring issues effectively for students who struggle with this.</p>	4, 8
Teaching Reflection: Memo to Self about Teaching this Unit in the Future	<p>If I were to teach this content again in a similar context, I would make several adjustments to enhance student learning and engagement. Firstly, I would allocate an additional day for the "going shopping" presentations to ensure each group has sufficient time to present their meals and calculations thoroughly. Additionally, I would continue to incorporate current materials, such as magazines from the grocery store, to keep the content relevant and engaging for students. To further</p>	8

	<p>promote diversity, equity, and justice, I would extend the invitation to parents to share their favorite dishes or cookies with the class, fostering a sense of cultural exchange and inclusivity. In terms of processes and learning activities, I would implement more project-based teaching methods to deepen student understanding and application of the content into future units. Specifically, I would include activities that reinforce the accusative case and incorporate more opportunities for students to practice describing pictures, especially for those who struggle with this skill. Lastly, I would revise student-facing materials, such as the worksheet, to include a review and explanation of the accusative case, ensuring all students have a solid grasp of the grammatical concepts covered (this worksheet was required by MT to use). Additionally, I would ensure to include more modal verb exercises and all necessary points in the written assessment to provide a comprehensive evaluation of student learning, not only focussing on vocabulary. Overall, these adjustments would contribute to a more comprehensive and impactful learning experience for students, while also better preparing them for future assessments and real-world language use.</p>	
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Aileen Hurting