



West Windsor-Plainsboro Regional School District

Grade 6 German Curriculum

Unit 1: Who am I?

Content Area: World Language

Course & Grade Level: World Language 6th grade

Summary and Rationale

Our West Windsor-Plainsboro middle school students are about to begin their German language journey! This curriculum is the first step of a multi-year adventure through the middle school World Language program. As students begin the study of German, they focus on themes that relate to themselves, their families, their friends, and their communities. In this unit, students ask for and give basic personal information about themselves and others. Students will use high frequency, memorized language to begin to express themselves in German.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode of Communication:

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4:	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Standard: Standards for Interpersonal Mode of Communication:

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Standard: Standards for Presentational Mode of Communication:

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Key Ideas and Details	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.8.CP.1	Compare prices for the same goods or services.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users
Interdisciplinary Standards for Social Studies	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do I communicate basic information about myself to others? ● What should I do to make sense of what I am listening to? ● How do I make myself clear? ● How is German like English? How is it different? ● How is Germany different from my country? How is it similar? ● How should German culture help me to understand more about the German language? 	
Objectives	

Students will know:

- Basic greetings, health expressions, leave taking expressions and classroom survival phrases
- The verb endings in the singular for selected verbs (heißen = to be called, sein = to be, kommen = to come, wohnen = to live)
- The differences for word order among questions, statements and commands.
- The appropriate cultural format used for letters.
- The different meanings of certain question words and recognize sentences that use them.
- The formal “du = you” and “Sie - formal you”
- The preference of “favorite = Lieblings”

Students will be able to:

- Greet one another and the teacher using culturally appropriate language and gestures.
- Differentiate and produce responses to questions, statements and commands.
- Differentiate between “I,” “you” and “she/he/they”
- Differentiate between formal and informal you
- Describe what “I” can do, “you” can do, and “she/he/they” can do.
- Identify and use classroom survival phrases
- Write short notes and letters using the appropriate cultural format.
- Ask formulaic questions using the interrogatives “how,” “who,” “where,” and “from where.”
- Express personal information in the first few pages of a book (“Mein Buch”)

Evidence of Learning

Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Resources**Suggested Resources:**

Online city/state game: <http://www.hueber.de/downloads/pingpong/pp1tk1-l01-staedte.pdf>

Fill in activity: <http://www.hueber.de/downloads/pingpong/pp1tk1-l03-strasse.pdf>

Praktische Ideen für den Deutschunterricht

Das Rad Scholastic Magazine

Technology (internet resources, Videos, audio CDs, etc.)

Online Magazine – www.spiegel.de

Online Newspaper – <http://www.welt.de>

Deutsche Welle - <http://dw.de>

Goethe Institut: - <http://goethe.de>

Blooket, Kahoot, Quizlet

Unit 2: My School

Content Area: World Language

Course & Grade Level: World Language - Grade 6

Summary and Rationale

As they explore school life in German-speaking areas of the world, students will acquire topical vocabulary and language functions needed to discuss the theme "My School." Their conversations will be brief and often at a word or "chunk" level, which is appropriate for beginning language learners. Since school is such a big part of students' lives, they should know how to interact with others in that environment by greeting their classmates, introducing themselves, and participating in a basic getting-to-know you conversation at the Novice Mid level. Students should also know how to describe various elements of their school experience to a German-speaking friend, such as the classes they take, the school supplies they use, the teachers they interact with, the places they visit, the day-to-day activities they engage in, and the schedule they follow. They should also know how to ask their German-speaking friend about his or her school experiences so that they can understand how their experiences are similar and different!

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Standard: Standards for Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Standard: Standards for Presentational Mode of Communication Novice	
Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.8.CP.1	Compare prices for the same goods or services.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users
Interdisciplinary Standards for Social Studies	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● School-related information makes a statement about who they are. ● There are common, recurring structures in German. ● There are a lot of cognates in German, but there is not always a one-to-one correspondence. ● Culture influences the word and language structures that we use. ● Differences and similarities between German and American culture. ● The importance of listening and observing carefully to learning a language. ● Being able to express basic personal information is essential for accomplishing routine tasks. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can school play a role in discovering who I am? ● What should I do to make sense of what I am listening to? 	

- How do I make myself clear?
- How is German like English? How is it different?
- How is Germany different from and/or similar to my country?
- How should German culture help me to understand more about the German language?
- How do I take risks; when is the best time for doing so?
- How do I handle a situation when I am stuck? What can I do to keep the conversation going?

Objectives

Students will know:

- How to appropriately talk about the actions of themselves and others by conjugating verbs.
- The significance of word order in German statements and questions to determine parts of speech.
- How to form plurals.
- How to tell time using the 24-hour clock
- How to use the Euro system.
- The different types of schools available to students in Germany.
- How school supplies, courses, schedules, the school year and the grading system differ between Germany and the United States.
- Expressions for likes = gern/dislikes = nicht gern /preferences
- How to express the polite form of “would like - möchten”
- How to use the various forms for the verbs: spielen = to play, machen = to make/to do and haben - to have (irregular verb)
- The different hobbies and instruments for band and orchestra

Students will be able to:

- Describe the actions of various people related to school.
- Explain a school schedule.
- Ask and answer school-related questions.
- Express preferences related to school.
- Express military time.
- Purchase school supplies using Euros.
- Describe the differences and similarities between German and American school supplies, school schedules, courses, the school year and the grading system.
- Describe hobbies and interests, and any instruments played
- Express likes/dislikes
- Describe their schedules, create an ad to sell school supplies and list their hobbies/instruments in the next few pages of a book (“Mein Buch”)

Evidence of Learning

Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Resources

Suggested resources:

www.schulhits.at (School Supply catalog)
 Realia: German school schedules, German report cards
 Praktische Ideen für den Deutschunterricht

Visuals (Backpack with school supplies)

www.hueber.de (Memory, Schedule activities)

Quizlet, Kahoot, Blooket

Technology (internet resources, Videos, audio CDs, etc.)

Das Rad Scholastic Magazine

Unit 3: Shopping for Clothes!

Content Area: World Language

Course & Grade Level: World Language - Grade 6

Summary and Rationale

As they continue to gain additional vocabulary and structures in German, students will investigate how German teenagers dress and compare their likes and dislikes. They will explore how their selection of clothes and where they choose to shop make a statement about who they are.

Recommended Pacing

30 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode of Communication

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7.1.NM.IPRET.1:	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
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7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Standard: Standards for Presentational Mode of Communication Novice

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
9.1.8.CP.1	Compare prices for the same goods or services.

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users

Interdisciplinary Standards for Social Studies

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Instructional Focus

Unit Enduring Understandings

- Clothing might make a statement about a person and sometimes that statement reflects culture
- There are similarities and differences in how teenagers dress and shop for clothing in both cultures
- There are traditional forms of dress that can stereotype nationalities
- There are differences and similarities between German and the USA shopping customs

Unit Essential Questions

- Does clothing really make a statement about who I am or am I merely following peer pressure?
- How do I determine what is appropriate to wear at certain occasions/events? Is the criteria the same for everyone? If not, why not?
- What do traditional forms of dress tell me about stereotyping nationalities?
- How are business practices (hours of operations, days) and special sales different/similar in Germany and the USA?

Objectives

Students will know:

- Vocabulary for clothing items
- Terms to describe clothing, including size, colors, designs, etc.
- Phrases for making requests and purchases in a store

- Definite and indefinite article agreement in the accusative case when expressing wishes for clothing shopping
- Separable verb prefixes and word order in the sentence when talking about trying on clothes
- How to use direct object pronouns when giving compliments and responding to them regarding clothes
- Several verbs that change stems in the 2nd and 3rd person singular to discuss and describe clothing.
- Reapply previous knowledge to use the informal and formal “you” to discuss clothing
- Begin to recognize another way to say “I like” using the verb “gefallen” which takes the dative case, to express clothing preferences by using adjectives.
- The children’s author, Janosch, and his children’s story: “Mein Bär braucht eine Mütze” = “My bear needs a hat”

Students will be able to:

- Express likes and dislikes when shopping for clothing
- Express wishes when shopping for clothing items
- Describe clothes
- Describe the experience of trying on clothes and provide feedback
- Comment and describe clothes using formulaic phrases and sentences with direct object pronouns
- Give and respond to compliments regarding clothing
- Interact with clerks in order to try on clothing and shoes, and they will make purchases
- Comment and describe clothing items and accessories needed for sports
- Create a story (with drawings) similar to Janosch, “My Bear needs a hat”
- Create an ad to sell clothing and describe clothing and other accessories in the next few pages of a book (“Mein Buch”)

Evidence of Learning

Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Resources

Suggested Resources:

Online city/state game: <http://www.hueber.de/downloads/pingpong/pp1tk1-l01-staedte.pdf>
 Fill in activity: <http://www.hueber.de/downloads/pingpong/pp1tk1-l03-strasse.pdf>
 Praktische Ideen für den Deutschunterricht
 Das Rad & Schuss Scholastic Magazine article “Mode und Jugend”
 Winnie der Waschbär Comic
 Mein Bär braucht eine Mütze (short story) - Janosch
 Booklet, Kahoot, Quizlet

Unit 4: My Family and Home

Content Area: World Language

Course & Grade Level: World Language - Grade 6

Summary and Rationale

During the course of this unit, students explore home life. They learn how to describe their homes, their family members, and their possessions. Further, they consider the influence that their families have on their choices and their outlook.

Recommended Pacing

60 days

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7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Standard: Standards for Presentational Mode of Communication Novice	
Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	
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New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
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New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
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Interdisciplinary Standards for Social Studies	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The terms "family" and "home" have social, cultural, and deeply personal definitions that vary across individuals and communities ● Students will understand that although cultures cross borders, there are subtle and significant differences between the American and German cultures that influence lifestyles. ● Students can draw upon many strategies to help them understand a German speaker, and they can take risks and use tools to help themselves grow as a German speaker. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How is life in German-speaking countries different and similar from students' experiences in their own culture? ● How do I communicate to others information about my home and my family? ● What should I do to make sense of what I am listening to? ● How do I make myself clearly understood? 	

- How do I handle a situation when I am stuck? What do I do to keep the conversation going?
- How do I take a risk and when is the best time to do so?
- How is German like English and how is it different?
- How should German culture help me to understand more about the language?

Objectives

Students will know:

- How to use comprehension strategies and apply them when reading texts.
- How to recognize and use formulaic questions and respond appropriately with memorized chunks.
- Vocabulary for snacks and drinks.
- Vocabulary to describe rooms and furniture and describe location and appearance of items.
- The grammatical concepts for the forms of the verb “möchten”, singular subject pronouns and possessives.

Students will be able to:

- Identify members of their family.
- Describe a home.
- Read authentic texts using reading strategies.
- Answer and ask basic questions.
- Extend and accept an invitation.
- Offer and accept food.
- Describe their bedrooms and furniture.
- Express what they would like with the verb “möchten”.
- Explain what belongs to other people using the possessives (mein, dein, sein and ihr).
- Describe a house and family members in the next few pages of a book (“Mein Buch”)

Evidence of Learning

Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Resources

Suggested resources:

Lies mit mir! Level I reader
 Praktische Ideen für den Deutschunterricht
 Website to access housing section (Immobilien, Inseraten)
 Booklet, Kahoot, Quizlet
 Das Rad Scholastic Magazine
 Die drei Bären- (Goldilocks and the 3 Bears)

