InterKulturell® 1 50-MINUTE LESSON PLANS – KAPITEL 1

Key: Activities that have this icon next to them indicate the critical learning path. The Can-Do statements associated with them also appear with the formative assessments for that unit section. TE (Teacher Edition) notes provide instructional support and are located in the margins of the printed TE book.

Day 1	Day 2	Day 3
Essential Questions ● How do I get to know others? ● How do I portray myself to others? ● How do I describe people, places, and things?	**Can-do Statements** Investigate: I can identify similarities and differences between a German city and my own.	**Can-do Statements** Investigate: I can identify basic similarities and differences between the life of a young person in Germany and my own life.
Suggested Warm-up/Opener (10 minutes) ● Introduce the *Lernziele*, p. 36 ● Have students predict what types of information they will learn in this unit ● See TE notes, including strategies and resources such as Appendix A Can-Do Statements and Portfolio	**Suggested Warm-up/Opener (5 minutes)** ● Review the information learned about Fulda from Day 1. ● Ask students what they recall about Fulda's history and *Jubiläum* from **2.1**, p. 40	**Suggested Warm-up/Opener (10 minutes)** ● Guide students in sharing the additional information they learned about Fulda for homework ● Guide a comparison in simple German in which students compare Fulda with their own city
Segment 1 (15 minutes) *Interkulturelle Begegnung* ● Introduce videoblogger Malik and the information provided about him, p. 38 ○ See Scaffold and Challenge TE notes, p. 38 ● **1.1**, p. 38 ○ See Culture TE note, p. 38 ● **1.2**, p. 38 (Video) ● **1.3**, p. 38 (Video)	**Segment 1 (10 minutes)** *Interkulturelle Begegnung* ● **2.2**, p. 41 ○ See Language TE note, p. 41 ● *Nützliche Ausdrücke,* p. 41 ● **2.3**, p. 41 ○ See Culture TE note, p. 41	**Segment 1 (15 minutes)** *Interkulturelle Begegnung* ● **6**, p. 44 (Video) ○ See Scaffold and Challenge TE notes, p. 44 ● **7**, p. 44 (Forum; *Meine Kulturnotizen*) ○ See AP® Strategies TE note, p. 45
Segment 2 (10 minutes) *Interkulturelle Begegnung* ● Introduce the city of Fulda to students, guiding them in discussions about the photos on p. 39 and throughout the unit ○ See AP® Strategies TE note, p. 39	**Segment 2 (10 minutes)** *Interkulturelle Begegnung* ● **3.1**, p. 42 ○ See Scaffold TE note, p. 42 ● **4**, p. 43 ○ See STEM and AP® Strategies TE Note, p. 43	**Segment 2 (15 minutes)** *Wir kommunizieren 1, Wie sagt man das? A. Begrüßungen und kennenlernen* ● Introduce Essential Question, p. 46 (Forum) ● Introduce vocabulary, p. 46 (Audio) ○ See TE notes, pp. 46–47
Segment 3 (15 minutes) *Interkulturelle Begegnung* ● **2.1**, p. 40 ○ See Scaffold and Challenge TE notes, p. 40	**Segment 3 (25 minutes)** *Unsere Globale Gemeinschaft* ● Introduce *Unsere globale Gemeinschaft* and the tasks associated with this project, p. 82 ● Guide students in brainstorming what they already know about this topic ● Consider possible tandem partner sites for **42**, p. 83	**Segment 3 (10 minutes)** *Wir kommunizieren 1, Wie sagt man das? A. Begrüßungen und kennenlernen* ● **8.1**, p. 47
Additional Activities/Homework ● *Meine Kulturnotizen* (Handout)	**Additional Activities/Homework** ● **3.2**, p. 42 ○ See Challenge TE note, p. 42 ● **5**, p. 43 (Forum; *Meine Kulturnotizen*)	**Additional Activities/Homework** ● *Meine Kulturnotizen* ● Digital flashcards ● *Weitere Übungen 1*, p. 17, and *3*, p. 19 (Workbook)

Day 4	Day 5	Day 6
Can-Do Statements Interpersonal: I can respond appropriately to a greeting and ask others how they are.	**Can-do Statements** Investigate: I can choose an appropriate greeting in German based on the situation and degree of formality.	**Can-do Statements** Interpretive: I can recognize a greeting and associate it with the appropriate situation or region. Interpersonal: I can introduce myself and ask others for their name.
Suggested Warm-up/Opener (10 minutes) ● Review the difference between *höflich* and *vertraut* ● Make a list of people in the students' lives that they would identify with each	**Suggested Warm-up/Opener (10 minutes)** ● Review homework ● Revisit which greetings to use with which people ● Guide students in asking each other how they are doing	**Suggested Warm-up/Opener (5 minutes)** ● Review the information learned in the *Fokus Kultur* ● Guide students to use simple German and make a list of different greetings in Germany and throughout their own region/country
Segment 1 (15 minutes) *Wir kommunizieren 1, Wie sagt man das? A. Begrüßungen und kennenlernen* ● **8.2**, p. 47 (Audio) ● *Lernstrategien:* Interpretive Listening, p. 47	**Segment 1 (15 minutes)** *Wir kommunizieren 1, Wie sagt man das? B. Wie geht's?* ● **11.1**, p. 49 (Forum) ● *Fokus Kultur: Begrüßungen*, p. 49 ● **11.2**, p. 49 (Forum) ○ See AP® Strategies TE note, p. 49	**Segment 1 (10 minutes)** *Wir kommunizieren 1, Wie sagt man das? B. Wie geht's?* ● **14, p. 51** ○ See Scaffold and Challenge TE notes, pp. 50–51
Segment 2 (15 minutes) *Wir kommunizieren 1, Wie sagt man das? B. Wie geht's?* ● Introduce vocabulary, p. 48 (Audio) ● **9**, p. 48 ○ See Scaffold TE note, p. 48	**Segment 2 (20 minutes)** *Wir kommunizieren 1, Wie sagt man das? B. Wie geht's?* ● **13.1**, p. 50 ● **13.2**, p. 50 (Video) ● **13.3**, p. 50 ○ See Challenge TE note, p. 50	**Segment 2 (25 minutes)** *Wir kommunizieren 1, Sprache entdecken: Introducing Oneself* ● Introduce grammar topic, p. 52 (Audio) ● **15**, p. 52 (Think-Pair-Share graphic organizer) ● **16.1**, p. 53 ○ See Language and Supporting Heritage Learners TE notes, p. 53 ● *Nützliche Ausdrücke*, p. 53
Segment 3 (10 minutes) *Wir kommunizieren 1, Wie sagt man das? B. Wie geht's?* ● **10, p. 48** (Name Cards handout) ○ See Challenge TE note, p. 48	**Segment 3 (5 minutes)** *Wir kommunizieren 1, Wie sagt man das? B. Wie geht's?* ● **12**, p. 49 (Forum; *Meine Kulturnotizen*) ○ See Culture TE note, p. 49	**Segment 3 (10 minutes)** *Wir kommunizieren 1, Sprache entdecken: Introducing Oneself* ● **16.2**, p. 53 ○ See Scaffold and Challenge TE notes, pp. 52–53
Additional Activities/Homework ● Digital flashcards ● *Weitere Übungen 2*, p. 18, and *4, 5*, pp. 20–21 (Workbook) ● Nualang*: Kapitel 1, Wir kommunizieren 1*	**Additional Activities/Homework** ● *Meine Kulturnotizen*	**Additional Activities/Homework** ● Teacher-selected *Weitere Übungen* (Workbook)

Day 7	Day 8	Day 9
Can-do Statements N/A	**Can-do Statements** Interpretive: I can recognize a greeting and associate it with the appropriate situation or region. Interpersonal: I can respond appropriately to a greeting and ask others how they are.	**Can-do Statements** Interpretive: I can summarize personal information about others. Presentational: I can create a brief profile about myself.
Suggested Warm-up/Opener (10 minutes) ● Review how to introduce oneself ● Review homework	**Suggested Warm-up/Opener (15 minutes)** ● Review the vocabulary presented in *Wie sagt man das? A* and *B* ● Review different greetings and asking each other how they are ● Reuse the name cards from **10**, p. 48	**Suggested Warm-up/Opener (10 minutes)** ● Introduce Essential Question, p. 58 (Forum) ● Guide students in brainstorming what types of basic information they will learn in *Wir kommunizieren 2*
Segment 1 (10 minutes) *Wir kommunizieren 1, Sprache entdecken: Introducing Oneself* ● **17**, p. 54 (Audio)	**Segment 1 (35 minutes)** **Formative Assessment** *Wir kommunizieren 1, Unterwegs* ● **19.1, p. 56** (Audio) ● **19.2, p. 56**	**Segment 1 (30 minutes)** *Wir kommunizieren 2, Wie sagt man das? Über mich* ● Introduce vocabulary, p. 58 ○ See Challenge TE note, p. 58 ● **20.1, p. 59** (Audio) ○ See Differentiate and Scaffold TE notes, p. 59 ● *Sprachtipp: Wo vs. woher*, p. 59
Segment 2 (20 minutes) *Wir kommunizieren 1, Sprache entdecken: Introducing Oneself* ● **18.1**, p. 54 (Audio) ○ See Scaffold and Culture TE notes, pp. 54–55 ● **18.2**, p. 55 (Audio) ○ See Challenge TE note, p. 54 ● **18.3**, p. 55 ● *Sprachtipp: Was ist das Dezimalkomma?*, p. 55		**Segment 2 (10 minutes)** *Wir kommunizieren 2, Wie sagt man das? Über mich* ● **20.2, p. 60** ○ See Scaffold and Challenge TE notes, p. 60
Segment 3 (10 minutes) *Wir kommunizieren 1, Unterwegs* ● **19**, p. 56 ○ Review the *Unterwegs* formative assessment, Can-Do statements, and rubric to ensure understanding of expectations		
Additional Activities/Homework ● Digital flashcards ● Update *Portfolio* ● *Weitere Übung 8*, p. 24 (Workbook)	**Additional Activities/Homework**	**Additional Activities/Homework** ● Digital flashcards ● *Weitere Übungen 10, 11*, pp. 26–27 (Workbook)

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Day 10	Day 11	Day 12
Can-Do Statements Interpersonal: I can ask and answer simple questions to exchange personal information.	**Can-do Statements** Interpretive: I can understand a short conversation about where people are from and where they live.	**Can-do Statements** Investigate: I can identify common German-language family names and equivalent names in English.
Suggested Warm-up/Opener (5 minutes) ● Review homework	**Suggested Warm-up/Opener (10 minutes)** ● Guide the students in discussing their observations concerning the animated video for *Wir kommunizieren 2, Sprache entdecken*	**Suggested Warm-up/Opener (10 minutes)** ● Review homework
Segment 1 (10 minutes) *Wir kommunizieren 2, Wie sagt man das? Über mich* ● **20.3**, p. 61 ○ See STEM TE note for added activity, p. 61 ● *Nützliche Ausdrücke*, p. 61	**Segment 1 (10 minutes)** *Wir kommunizieren 2, Sprache entdecken: Describing Actions and Situations* ● Review information learned in the *Sprache entdecken* ● Review homework	**Segment 1 (20 minutes)** *Wir kommunizieren 2, Sprache entdecken: Describing Actions and Situations* ● **25.1**, p. 66 (Forum) ● *Fokus Kultur: Deutsche Familiennamen*, p. 66 ○ See Supporting Heritage Learners and Culture TE note, p. 66 ● **25.2**, p. 66 (Forum)
Segment 2 (20 minutes) *Wir kommunizieren 2, Sprache entdecken: Describing Actions and Situations* ● Introduce grammar topic, p. 62 (Audio) ○ See Scaffold and Language TE notes, p. 62–63 ● **21**, p. 62 ○ See Challenge TE note, p. 62 ● **22**, p. 63 ● *Sprachtipp: "Sein oder nicht sein, das ist hier die Frage!"*, p. 63	**Segment 2 (20 minutes)** *Wir kommunizieren 2, Sprache entdecken: Describing Actions and Situations* ● **23.2**, p. 64 ○ Consider how you want your students to present their partners (in groups, in front of the class, on Learning Site®, etc.)	**Segment 2 (10 minutes)** *Wir kommunizieren 2, Sprache entdecken: Describing Actions and Situations* ● **26**, p. 66 (Forum; *Meine Kulturnotizen*) ○ See Supporting Heritage Learners and Culture TE notes, p. 66
Segment 3 (15 minutes) *Wir kommunizieren 2, Sprache entdecken: Describing Actions and Situations* ● **23.1, p. 64** ○ See Scaffold and Challenge TE notes, p. 64 ● *Sprachtipp: Und du?*, p. 64	**Segment 3 (10 minutes)** *Wir kommunizieren 2, Sprache entdecken: Describing Actions and Situations* ● **24**, p. 65 (Audio) ● *Nützliche Ausdrücke*, p. 65	**Segment 3 (10 minutes)** *Wir kommunizieren 2, Unterwegs* ● **27**, p. 67 ○ Review the *Unterwegs* formative assessment, Can-Do statements, and rubric to ensure understanding of expectations
Additional Activities/Homework ● **21**, p. 62 Animated grammar video and accompanying online activity (Video) ● Prepare for presentation for next class (**23.2**) ● Teacher-selected *Weitere Übungen* (Workbook) ● Nualang: *Kapitel 1, Wir kommunizieren 2*	**Additional Activities/Homework** ● *Weitere Übung 16*, p. 34 to reactivate the learning from Day 10 (Workbook) ● Other teacher-selected *Weitere Übungen* (Workbook)	**Additional Activities/Homework** ● Digital flashcards ● Update *Portfolio* ● *Meine Kulturnotizen*

Day 13	Day 14	Day 15

Can-do Statements Interpretive: I can summarize personal information about others. Presentational: I can create a brief profile about myself. Interpersonal: I can answer basic questions about myself to provide personal information.	**Can-do Statements** Presentational: I can describe my personality. Interpretive: I can understand when someone provides basic personal information.	**Can-do Statements** Presentational: I can describe myself and others.
Suggested Warm-up/Opener (15 minutes) ● Review the vocabulary from *Wie sagt man das?*, p. 58 ● Review the grammar point from *Sprache entdecken,* p. 62	**Suggested Warm-up/Opener (10 minutes)** ● Introduce the Essential Question, p. 68 (Forum) ● Help students brainstorm information and words that they may learn in this part of the unit.	**Suggested Warm-up/Opener (10 minutes)** ● Review homework
Segment 1 (35 minutes) **Formative Assessment** *Wir kommunizieren 2, Unterwegs* ● **27.1, p. 67** (Audio) ● **27.2, p. 67** ● **27.3, p. 67** (Audio) ○ See Scaffold and AP® Strategies TE notes, p. 67	**Segment 1 (20 minutes)** *Wir kommunizieren 3, Wie sagt man das? A. So bin ich* ● Introduce vocabulary, p. 68 ○ See Scaffold and Challenge TE notes, p. 68 ● **28**, p. 69 ○ See Language and AP® Strategies TE notes, p. 69 ● *Sprachtipp: Sehr und nicht*, p. 69	**Segment 1 (20 minutes)** *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● Introduce vocabulary, p. 72 ○ See Challenge TE note, p. 72 ● **31.1**, p. 73 ○ See Language TE note, p. 73
	Segment 2 (5 minutes) *Wir kommunizieren 3, Wie sagt man das? A. So bin ich* ● **29, p. 70** ○ See Scaffold and Challenge TE notes, p. 70	**Segment 2 (10 minutes)** *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● **31.2, p. 73** ○ See Scaffold TE note, p. 72
	Segment 3 (15 minutes) *Wir kommunizieren 3, Wie sagt man das? A. So bin ich* ● **30.1, p. 71** (Audio) ○ See AP® Strategies TE note, p. 71 ● **30.2**, p. 71	**Segment 3 (10 minutes)** *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● **32.1**, p. 74 ○ See TE notes, pp. 74–75 ● *Nützliche Ausdrücke*, p. 74
Additional Activities/Homework	**Additional Activities/Homework** ● Digital flashcards ● *Weitere Übung 21*, p. 38 (Workbook)	**Additional Activities/Homework** ● Digital flashcards ● Teacher-selected *Weitere Übungen* (Workbook)

Day 16	Day 17	Day 18
Can-do Statements	**Can-do Statements**	**Can-do Statements**

Investigate: I can identify and describe some *Wappen* and flags of German-speaking countries, including their colors and some of the figures shown on them.	Investigate: I can identify and describe some *Wappen* and flags of German-speaking countries, including their colors and some of the figures shown on them.	Presentational: I can describe myself and others.
Suggested Warm-up/Opener (10 minutes) ● Review homework	**Suggested Warm-up/Opener (10 minutes)** ● Review homework ● Guide discussion of what students learned about *Wappen* and how that compares to similar concepts in their home culture	**Suggested Warm-up/Opener (10 minutes)** ● Review homework ● Review the phrases *ich bin* and *du bist*, as well as the vocabulary to describe people
Segment 1 (15 minutes) *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● **32.2**, p. 75 (Video) ○ See Culture TE note, p. 75 ● **32.3**, p. 75 ● See TE notes, p. 75	**Segment 1 (15 minutes)** *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● **35.1**, p. 77 (Video) ● **35.2**, p. 77 (printable German *Wappen*) ○ See Challenge TE note, p. 77	**Segment 1 (25 minutes)** *Wir kommunizieren 3, Sprache entdecken: Describing People and Things* ● Introduce grammar topic (Audio) ● **36**, p. 78 (Think-Pair-Share graphic organizer) ○ See TE notes for added practice, pp. 78–79
Segment 2 (20 minutes) *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● **33.1**, p. 76 (Forum) ● *Fokus Kultur*: *Bundesländer und Wappen*, p. 76 ● **33.2**, p. 76 (Forum)	**Segment 2 (25 minutes)** *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● **35.3**, p. 77 ● Think about how you would like your students to present their *Wappen* to others (in groups, in front of the class, on Learning Site®, etc)	**Segment 2 (10 minutes)** *Wir kommunizieren 3, Sprache entdecken: Describing People and Things* ● **37.1**, p. 79 ○ See Language TE note, p. 79 ● *Sprachtipp: Er, sie, es für Sachen*, p. 79
Segment 3 (5 minutes) *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● **34**, p. 76 (Forum; *Meine Kulturnotizen*) ○ See AP® Strategies TE note, p. 76 ● *Nützliche Ausdrücke*, p. 76		**Segment 3 (10 minutes)** *Wir kommunizieren 3, Sprache entdecken: Describing People and Things* ● **37.2, p. 80** ○ See Scaffold and Challenge TE notes, p. 80
Additional Activities/Homework ● *Meine Kulturnotizen* ● Teacher-selected *Weitere Übungen* (Workbook)	**Additional Activities/Homework** ● Teacher-selected *Weitere Übungen* (Workbook)	**Additional Activities/Homework** ● Teacher-selected *Weitere Übungen* (Workbook) ● Animated grammar video and associated online activity (Video) ● Nualang: *Kapitel 1, Wir kommunizieren 3*

Day 19	Day 20	Day 21
Can-do Statements Presentational: I can describe myself and others.	**Can-do Statements** Interpretive: I can understand when someone provides basic personal information. Interpersonal: I can understand and respond to a short email to provide personal information and describe my personality.	**Can-do Statements** N/A

	Presentational: I can describe myself and others.	
Suggested Warm-up/Opener (10 minutes) ● Review homework	**Suggested Warm-up/Opener (10 minutes)** ● Allow time for last-minute questions before *Unterwegs*	**Suggested Warm-up/Opener (10 minutes)** ● Revisit information about Fulda learned in **4**, p. 43 ● Revisit student observations from **5**, p. 43
Segment 1 (10 minutes) *Wir kommunizieren 3, Sprache entdecken: Describing People and Things* ● **38**, p. 80	**Segment 1 (40 minutes)** **Formative Assessment** *Wir kommunizieren 3, Unterwegs* ● **39.1, p. 81** (Audio) ● **39.2, p. 81** ● **39.3, p. 81** ○ See AP® Strategies TE note, p. 81	**Segment 1 (5 minutes)** *Unsere globale Gemeinschaft* ● Guide students in understanding the tasks for *Unsere globale Gemeinschaft,* p. 82 ● Help students create a plan for their project
Segment 2 (30 minutes) *Wir kommunizieren 3, Unterwegs* ● **39**, p. 81 ○ Review the *Unterwegs* formative assessment and Can-Do statements to ensure understanding of expectations. ● Review the vocabulary from *Wie sagt man das?*, pp. 68, 72 ● Review the grammar point from *Sprache entdecken*, p. 78		**Segment 2 (35 minutes)** *Unsere globale Gemeinschaft* ● **40.1**, p. 82 ○ See Differentiate and Culture TE notes, p. 82 ● **40.2**, p. 83 ○ See Supporting Heritage Learners and 21st Century Skills TE notes, pp. 83
Additional Activities/Homework ● Digital flashcards ● Update *Portfolio* ● *Weitere Übung 28*, p. 43 (Workbook)	**Additional Activities/Homework** ● *Weitere Übung 25*, p. 41 (Workbook) may be used as review	**Additional Activities/Homework** ● Continue work on **40.2**, p. 83 ● *German for Life and Career Success,* Unit 1

Day 22	**Day 23**
Can-do Statements Investigate: I can identify historical and contemporary connections to German-speaking people in my community or region. Interact: I can introduce and describe myself to a German speaker.	**Essential Questions** ● How do I get to know others? ● How do I portray myself to others? ● How do I describe people, places, and things?
Suggested Warm-up/Opener (10 minutes) ● Guide students in looking back at *Kapitel 1* and summarizing the cultural information they have learned ● Have students work together to create a list of the types of vocabulary and grammar skills they learned	**Suggested Warm-up/Opener (10 minutes)** ● Review the vocabulary and grammar skills from the unit ● Revisit the Essential Questions and how the vocabulary learned connects to them

<table>
<tr>
<td>Segment 1 (15 minutes)
Unsere globale Gemeinschaft
● 40.3, p. 83
○ Think about how you want your students to present their maps (in groups, in front of the class, on Learning Site®, etc.)</td>
<td rowspan="3">Segment 1 (40 minutes)
Summative Assessment
Ziel erreicht
● Interpretive Assessment, p. 88 (Audio)
● Presentational Assessment, p. 89
○ See 21st Century Skills TE note, p. 89
● Interpersonal Assessment, p. 89
○ See AP® Strategies TE note, p. 89

Provide students the Integrated Performance Assessment Rubric to reference during the assessment</td>
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<tr>
<td>Segment 2 (15 minutes)
Unsere globale Gemeinschaft
● 41, p. 83 (Forum, Meine Kulturnotizen)
● 42, p. 83
○ See TE notes, p. 83</td>
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<tr>
<td>Segment 3 (10 minutes)
Ziel erreicht
● Review the tasks and expectations for the Ziel erreicht, pp. 88–89
● Share and discuss the Integrated Performance Assessment rubric with students</td>
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<td>Additional Activities/Homework
● Review Grammatik zusammengefasst, pp. 84–85 and Vokabeln zusammengefasst, pp. 86–87
● Digital flashcards
● Update Portfolio</td>
<td>Additional Activities/Homework</td>
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