InterKulturell® 1 90-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** Interpersonal: I can respond appropriately to a greeting and ask others how they are. Investigate: I can choose an appropriate greeting in German based on the situation and degree of formality.
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 (15 minutes)** ● Review homework ● 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 (15 minutes)** ● Review the difference between *höflich* and *vertraut* ● **8.2**, p. 47 (Audio) ● *Lernstrategien:* Interpretive Listening, p. 47
Segment 1 (25 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) ● 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 1 (25 minutes)** *Interkulturelle Begegnung* ● Have students compare Fulda with their own city ● **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 1 (25 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 ● **10, p. 48** (Name Cards handout) ○ See Challenge TE note, p. 48
Segment 2 (25 minutes) *Interkulturelle Begegnung* ● **2.1**, p. 40 ○ See Scaffold and Challenge TE notes, p. 40 ● **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 2 (25 minutes)** *Unsere Globale Gemeinschaft* ● Introduce *Unsere globale Gemeinschaft* and the tasks associated with it, p. 82 ● Guide students in brainstorming what they already know about this topic ● Consider possible tandem partner sites for **42**, p. 83	**Segment 2 (25 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 ● **12**, p. 49 (Forum, *Meine Kulturnotizen*) ○ See Culture TE note, p. 49
Segment 3 (25 minutes) *Interkulturelle Begegnung* ● **3.1**, p. 42 ○ See Scaffold TE note, p. 42 ● **3.2**, p. 42 ○ See Challenge TE note, p. 42 ● **4**, p. 43 ○ See STEM and AP® Strategies TE Notes, p. 43	**Segment 3 (25 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 ● **8.1**, p. 47	**Segment 3 (25 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

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Day 1	Day 2	Day 3
Additional Activities/Homework ● **5**, p. 43 (Forum, *Meine Kulturnotizen*)	**Additional Activities/Homework** ● *Meine Kulturnotizen* ● Digital flashcards ● *Weitere Übungen 1*, p. 17 and *3*, p. 19 (Workbook)	**Additional Activities/Homework** ● Digital flashcards ● *Weitere Übungen 2*, p. 18, *4-5*, pp. 20-21 (Workbook) ● Nualang: *Kapitel 1, Wir kommunizieren 1*

Day 4	Day 5	Day 6
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.	**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. Interpretive: I can summarize personal information about others.	**Can-do Statements** Presentational: I can create a brief profile about myself. Interpersonal: I can ask and answer simple questions to exchange personal information.
Suggested Warm-up/Opener (15 minutes) ● Guide students to make a list of different greetings in Germany and throughout their own region/country ● **14, p. 51** ○ See Scaffold and Challenge TE notes, pp. 50-51	**Suggested Warm-up/Opener (15 minutes)** ● Review greetings and asking each other how they are ● Reuse the name cards from **10**, p. 48 ● Allow time to answer any last questions	**Suggested Warm-up/Opener (15 minutes)** ● Review homework ● Revisit the vocabulary learned in *Wie sagt man das?*
Segment 1 (30 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 Supporting Heritage Learners and Language TE notes, p. 53 ● *Nützliche Ausdrücke*, p. 53 ● **16.2**, p. 53 ○ See Scaffold and Challenge TE notes, pp. 52-53	**Segment 1 (40 minutes)** **Formative Assessment** *Wir kommunizieren 1, Unterwegs* ● **19.1, p. 56** (Audio) ● **19.2, p. 56**	**Segment 1 (15 minutes)** *Wir kommunizieren 2, Wie sagt man das?, Über mich* ● **20.2, p. 60** ○ See Scaffold and Challenge TE notes, p. 60 ● **20.3**, p. 61 ○ See STEM TE note for added activity, p. 61 ● *Nützliche Ausdrücke*, p. 61
Segment 1 (30 minutes) *Wir kommunizieren 1, Sprache entdecken: Introducing Oneself* ● **17**, p. 54 (Audio) ● **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 (25 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

Day 4	Day 5	Day 6
Segment 3 (15 minutes) *Wir kommunizieren 1, Unterwegs* ● **19**, p. 56 ○ Review the *Unterwegs* formative assessment, Can-Do statements, and rubric to ensure understanding of expectations. ● Review vocabulary presented in *Wie sagt man das? A* and *B*	**Segment 2 (35 minutes)** *Wir kommunizieren 2, Wie sagt man das?, Über mich* ● Introduce Essential Question, p. 58 (Forum) ● Guide students in brainstorming what types of basic information they will learn in *Wir kommunizieren 2* ● 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 3 (35 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 ● **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.)
Additional Activities/Homework ● Digital flashcards ● Update *Portfolio* ● *Weitere Übung 8*, p. 24 (Workbook)	**Additional Activities/Homework** ● Digital flashcards ● *Weitere Übungen 10, 11*, pp. 26-27 (Workbook)	**Additional Activities/Homework** ● **21**, p. 62 Animated grammar video and accompanying online activity (Video) ● Teacher-selected *Weitere Übungen* (Workbook) ● Nualang: *Kapitel 1, Wir kommunizeren 2*

Day 7	Day 8	Day 9
Can-do Statements Interpretive: I can understand a short conversation about where people are from and where they live. Investigate: I can identify common German-language family names and equivalent names in English.	**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. Presentational: I can describe myself and others.
Suggested Warm-up/Opener (15 minutes) ● Review the homework ● Guide the students in discussing their observations concerning the animated video for *Wir kommunizieren 2, Sprache entdecken*	**Suggested Warm-up/Opener (15 minutes)** ● Allow time for final questions and review	**Suggested Warm-up/Opener (15 minutes)** ● Review homework ● **29, p. 70** ○ See Scaffold and Challenge TE notes, p. 70
Segment 1 (15 minutes) *Wir kommunizieren 2, Sprache entdecken, Describing Actions and Situations* ● **24**, p. 65 (Audio) ● *Nützliche Ausdrücke*, p. 65 ● See TE notes, p. 65	**Segment 1 (40 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* ● **30.1, p. 71** (Audio) ○ See AP® Strategies TE note, p. 71 ● **30.2**, p. 71
Segment 2 (30 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 (30 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 ● **31.2, p. 73** ○ See Scaffold TE note, p. 72

Day 7	Day 8	Day 9
● **26**, p. 66 (Forum, *Meine Kulturnotizen*) ○ See Supporting Heritage Learners and Culture TE notes, p. 66		
Segment 3 (30 minutes) *Wir kommunizieren 2, Unterwegs* ● **27**, p. 67 ○ Review the *Unterwegs* formative assessment, rubric, and Can-Do statements and ensure understanding of expectations. ● Review the vocabulary from *Wie sagt man das?*, p. 58 ● Review the grammar point from *Sprache entdecken*, p. 62	**Segment 2 (35 minutes)** *Wir kommunizieren 3, Wie sagt man das? A. So bin ich* ● Introduce the Essential Question, p. 68 (Forum) ● Help students brainstorm information and words that they may learn in this part of the unit ● 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 3 (25 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 ● **32.2**, p. 75 (Video) ○ See Culture TE note, p. 75 ● **32.3**, p. 75 ● See TE notes, p. 75
Additional Activities/Homework ● Digital flashcards ● Update *Portfolio* ● *Meine Kulturnotizen*	**Additional Activities/Homework** ● Digital flashcards ● *Weitere Übung 21*, p. 38 (Workbook)	**Additional Activities/Homework** ● Digital flashcards ● Teacher-selected *Weitere Übungen* (Workbook) ● Nualang: *Kapitel 1, Wir kommunizieren 3*

Day 10	Day 11	Day 12
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 on them.	**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. Presentational: I can describe myself and others.
Suggested Warm-up/Opener (15 minutes) ● Review homework ● Have students try to describe the flag for their region and others around it ● **33.1**, p. 76 (Forum)	**Suggested Warm-up/Opener (15 minutes)** ● Review homework ● Review the phrases *ich bin* and *du bist*, as well as the vocabulary to describe people, as well as revisiting the information from the *Sprache entdecken*	**Suggested Warm-up/Opener (15 minutes)** ● Allow time for last-minute questions before *Unterwegs*
Segment 1 (30 minutes) *Wir kommunizieren 3, Wie sagt man das? B. So sehe ich aus* ● *Fokus Kultur*: *Bundesländer und Wappen*, p. 76 ● **33.2**, p. 76 (Forum) ● *Nützliche Ausdrücke*, p. 76 ● **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* ● **37.1**, p. 79 ○ See Language TE note, p. 79 ● *Sprachtipp: Er, sie, es für Sachen*, p. 79 ● **37.2, p. 80** ○ See Scaffold and Challenge TE notes, p. 80	**Formative Assessment (45 minutes)** *Wir kommunizieren 3, Unterwegs* ● **39.1, p. 81** (Audio) ● **39.2, p. 81** ● **39.3, p. 81** ○ See AP® Strategies TE note, p. 81

Day 10	Day 11	Day 12
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 (25 minutes)** *Wir kommunizieren 3, Sprache entdecken: Describing People and Things* ● **38**, p. 80 ● Provide the names of famous people that the students know and have them describe them to each other	**Segment 2 (30 minutes)** *Unsere globale Gemeinschaft* ● Revisit **4**, p. 43, and the information students learned about Fulda ● Revisit **5**, p. 43, and the observations students made in the Forum ● **40.1**, p. 82 ○ See Differentiate and Culture TE notes, p. 82 ● **40.2**, p. 83 ○ See Supporting Heritage Learners and 21st Century SkillsTE notes, pp. 82-83
Segment 3 (20 minutes) *Wir kommunizieren 3, Sprache entdecken: Describing People and Things* ● Introduce grammar topic (Audio), p. 78 ● **36**, p. 78 (Think-Pair-Share graphic organizer) ○ See Scaffold and Challenge TE notes, p. 78	**Segment 3 (30 minutes)** *Wir kommunizieren 3, Unterwegs* ● **39**, p. 81 ○ Review the *Unterwegs* formative assessment, rubric, 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	
Additional Activities/Homework ● **34**, p. 76 (*Meine Kulturnotizen*) ○ See AP® Strategies TE note, p. 76 ● Animated grammar video and associated online activity (Video) ● Teacher-selected *Weitere Übungen* (Workbook)	**Additional Activities/Homework** ● Digital flashcards ● Update *Portfolio* ● *Weitere Übung 28*, p. 43 (Workbook)	**Additional Activities/Homework** ● *German for Life and Career Success*, Unit 1

Day 13	Day 14
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 (15 minutes)** ● Review the vocabulary and grammar skills from the unit ● Revisit the Essential Questions and how the vocabulary learned connects to them
Segment 1 (25 minutes) *Unsere globale Gemeinschaft* ● Continue work on **40.1** and **40.2**, if needed, pp. 82-83 ○ See TE notes, pp. 82-83 ● **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.)	**Summative Assessment (75 minutes)** *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
Segment 2 (25 minutes)	

Unsere globale Gemeinschaft ● **41**, p. 83 (Forum, *Meine Kulturnotizen*) ● **42**, p. 83 ○ See TE notes, p. 83	
Segment 3 (30 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 ● Review the vocabulary and grammar skills from the unit ● Revisit the Essential Questions and how the vocabulary learned connects to them	
Additional Activities/Homework ● Review *Grammatik zusammengefasst*, pp. 84-85 and *Vokabeln zusammengefasst*, pp. 86-87 ● Digital flashcards ● Update *Portfolio*	**Additional Activities/Homework**