

What Should I Wear?

(Sample Unit)*

Proficiency: Novice Low/Mid (Elementary)

Language: German

Theme: Beauty and Aesthetics

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level, and can include specific lessons and content that align with their local course or curriculum.**

TABLE OF CONTENTS

- A. **Standards:** *Competencies; Process and Content Statements*
- B. **Content Elaborations:** *Theme; Topic; Essential Questions; Communicative Context*
- C. **Summative Assessment:** *End-of-Unit Integrated Performance Assessment (IPA)*
- D. **Expectations for Learning:**
NCSSFL-ACTFL Can-Do Statements; NCSSFL Interculturality Can-Do Statements
- E. **Content and Authentic Resources:**
Language Functions, Vocabulary and Structures; Audio, Video and Print Resources
- F. **Instructional Strategies and Formative Assessments:**
Interpretive; Interpersonal; Presentational; Diverse Learners; Other Strategies and Assessments
- G. **Connections:** *College and Career Readiness; 21st Century Skills; Technology; Other Connections*

Ohio Department of Education, June 2014

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. **Derive meaning from simple messages and texts using listening, reading and viewing strategies.**
 - a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
 - b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
 - c. Make use of print and digital resources to understand the meaning of new words and expressions.
 - d. Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
 - e. Use knowledge of the situation, the purpose of communication or context cues to understand simple messages.
3. **Comprehend and interpret basic information in authentic messages and informational texts.**
 - a. Follow simple instructions, directions and requests.
 - b. Answer simple questions about authentic messages and informational texts.
 - c. Identify, arrange and sort people, places, things or events based on simple descriptions.
 - f. Use basic information from authentic sources to solve simple problems, complete basic tasks or reinforce concepts across the curriculum.

Interpersonal:

1. **Negotiate meaning using simple requests, clarifications and conversation strategies.**
 - a. Use simple expressions to make requests and seek clarification.
 - b. Respond to questions seeking clarification.
 - c. Ask simple questions to seek clarification.
2. **Interact with others using culturally appropriate language and gestures on familiar topics.**
 - a. Engage in greetings, introductions and leave-takings.
 - b. Ask and answer simple questions on personal and familiar topics.
 - c. Give and follow sequences of simple directions, requests or instructions to engage in basic social, educational and cultural tasks and activities.
 - d. Share simple descriptions of people, places, things and events.

Novice Low/Mid (Elementary) – What should I wear?

** Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

- f. Use language to acquire basic goods, services or information.
- g. Provide basic information or services using knowledge of the target culture.

Presentational:

- 1. Convey simple meaning using writing processes and presentation strategies.**
 - a. Plan basic texts and presentation by brainstorming ideas and choosing vocabulary, phases and sentence patterns.
 - f. Rehearse presentations using simple delivery strategies.
- 2. Present information, concepts and viewpoints on familiar topics from across disciplines.**
 - a. Create and present simple lists and classifications.
 - c. Describe people, places or things in simple terms to educate or entertain others.

Cultures:

- 1. Identify relationships among common products, practices and perspectives and compare them across cultures.**
 - a. Recognize and imitate patterns of behavior.
 - c. Identify and compare products, practices and perspectives of the U.S. and target cultures.
 - g. Identify basic variations in products, practices and perspectives among target language communities.

[Back to Top](#)

B.

CONTENT ELABORATIONS
<p><u>Unit Theme:</u> Beauty and Aesthetics</p> <p><u>Unit Topic(s):</u> What should I wear?</p> <p><u>Essential Question(s):</u> How do I look?</p> <p><u>Communicative Goal(s):</u> Choosing articles of clothing by color and size.</p>

[Back to Top](#)

Novice Low/Mid (Elementary) – What should I wear?

** Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

C.

UNIT SUMMATIVE ASSESSMENT

Integrated Performance Assessment (IPA)

IPA Theme: Clothing

Authentic Resources:

- Websites with paper doll patterns:
http://www.makingfriends.com/friends/f_other.htm
<http://www.craftfreebies.com/paperdolls.html>
<http://familycrafts.about.com/od/paperdolls/tp/paperdolls.htm>
- Online clothing catalogs from target country:
Quelle: <http://www.quelle.de/>
Neckermann: <http://www.neckermann.de/bekleidung/kids-teens/jungen>
Otto: <https://www.otto.de/kindermode/#>

<u>Interpretive tasks:</u>	<u>Interpersonal tasks:</u>	<u>Presentational tasks:</u>
<i>(Evaluate each student with an Interpretive performance or proficiency rubric.)</i>	<i>(Evaluate each student with an Interpersonal performance or proficiency rubric.)</i>	<i>(Evaluate each student with a Presentational performance or proficiency rubric.)</i>
Students read a page from an online clothing catalogue of the target country and answer comprehension questions regarding various articles of clothing, their size and color.	In pairs or in small groups students ask and answer questions about the clothing his/her paper doll is wearing. Students play the “Guess Which Outfit” game, asking and answering questions to determine which doll is “it.”	1. Each student describes his model paper doll’s clothing to a small group or to the class. 2. Students exchange paper dolls and each student writes about the clothing of his/her peer’s doll.

[Back to Top](#)

Novice Low/Mid (Elementary) – What should I wear?

* Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.

D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do statements](#)

Learning Targets For This Unit:

Interpretive:

- **I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.**
 - I can understand some everyday words, phrases and questions about what I am wearing, when accompanied by gestures or pictures.
- **I can recognize and sometimes understand words and phrases that I have learned for specific purposes.**
 - I can understand and select an article of clothing based on its color and size (small, medium, large).

Interpersonal:

- **I can answer a few/some simple questions.**
 - I can answer questions about the color and size of the items one is wearing.

Presentational:

- **I can present information about myself and others using words and phrases.**
 - I can describe what I am wearing by article of clothing, color and size.

Interculturality:

- **I can identify some common practices related to home and community life of other cultures and my own.**
- **I can identify some characteristics of national identity.**
 - I can identify what people wear for certain occasions.
 - I can sometimes recognize that appropriate dress is determined by cultural traditions.

[Back to Top](#)

Novice Low/Mid (Elementary) – What should I wear?

** Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

E.

UNIT CONTENT AND AUTHENTIC RESOURCES

Content

Language Functions: Describing things

Structures: Adjective agreement

Vocabulary: Clothing, colors, numbers, adjectives of size (big, little, etc.)

Authentic/Other Resources

(audio, video or text, related to this unit)

- Websites with paper doll patterns:
http://www.makingfriends.com/friends/f_other.htm
<http://www.craftfreebies.com/paperdolls.html>
<http://familycrafts.about.com/od/paperdolls/tp/paperdolls.htm>
- UNO card games from target country:
<http://uno-free.en.softonic.com/> (French)
<http://www.cardgamesplanet.com/uno-online.html>
- Online clothing catalogues from target country:
Quelle: <http://www.quelle.de/>
Neckermann: <http://www.neckermann.de/bekleidung/kids-teens/jungen>
Otto: <https://www.otto.de/kindermode/#>
- Use Smart Board “Dress the Bear” kindergarten page for interactive listening/speaking practice.

[Back to Top](#)

Novice Low/Mid (Elementary) – What should I wear?

** Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

F.

**INSTRUCTIONAL STRATEGIES
FORMATIVE ASSESSMENTS**

Pre-Assessment of Prior Knowledge

- Measure length of paper doll pants, shirt, shoes, and brim of hat in inches.
- Use the four basic colors to play the game “UNO.”
- Students determine the similarities of 5-6 students in a line (e.g., they all have pencils in their hands, they are all sitting on the floor, they all are raising their hands, etc.).

Instructional Strategies and Formative Assessments

- Students listen and place paper doll clothes on a doll according to item, color and size.
- Students read a short description of the clothing a paper doll is wearing and match the description with the picture of the paper doll.
- Students identify what the model is wearing by item, color and size (e.g., the hat is red, the shoes are large, the pants are long, the T-shirt is short, etc.).

General Instructional Strategies:

- Reading for details – article of clothing, color and size.
- Measuring in centimeters (e.g., my pants are 24 cm long, my hat is 8.5 cm wide, etc.).
- Inner circle/outer circle activity to practice asking and answering questions about what each student is wearing.
- Partner practice asking and answering questions for “Guess Which Outfit” game (e.g., Does he have a hat? Does she have black shoes? Is the shirt red?).

Interpretive Tasks:

- Students dress their paper dolls according to item, color, and size as directed by the teacher or a partner.
- Students color their blank paper doll clothing according to item, color, and size as described in a reading (e.g., draw a blue hat that is 5 centimeters, etc.).
- Students dress the paper dolls in four different colors of hats, shirts, pants and shoes according to the size they have measured in centimeters. The size of the doll requires a certain size of hat, shirt, pants and shoes.
- Teacher can incorporate traditional costumes from the target culture into the descriptions or show students a slide show of typical and holiday dress.

Novice Low/Mid (Elementary) – What should I wear?

** Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

Interpersonal Tasks:

- Students receive a paper doll with 3 pieces of the same color clothing; one item is missing. They must measure to find out the size of the missing item and search for it by asking others in the classroom, “Do you have a large hat? Is it red? Is it 10 cm wide?”

Presentational Tasks:

- Students will create and explain their own paper doll’s outfit according to item, color, and size. This can be with a partner or small group.
- Have a fashion show for the whole class, using the dolls or students’ as models.

Diverse Learners:

- Use a variety of strategies for the same vocabulary – measure, read, listen to description, and look for similarities.
- Employ a variety of grouping strategies – partners, small groups, inner/outer circle, and whole class.

Vocabulary:

- Provide opportunities for building vocabulary – allow students to add different colors (turquoise in addition to blue) by perusing target language catalogues where additional descriptions are given.

[Back to Top](#)

G.

CONNECTIONS**Interdisciplinary:**

- Students measure in centimeters.

21st Century Skills:

- Students compare clothing of different cultures, finding similarities and differences due to weather, religion and customs.
- Students as critical thinkers, problem solvers.

Technology:

- Use Smart Board “Dress the Bear” kindergarten page for interactive listening/speaking practice.

[Back to Top](#)

Novice Low/Mid (Elementary) – What should I wear?

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