



West Windsor-Plainsboro Regional School District

Grade 8 German Curriculum

Unit 1: Vacation Destinations	
Content Area: World Language	
Course & Grade Level: German - Grade 8	
Summary and Rationale	
As the world society becomes more global, students have increased opportunities to travel to foreign countries. Many accompany their families while others participate in exchange programs. In this unit, students learn to negotiate experiences encountered during visits abroad. They navigate through Germany, learn how to purchase a train ticket, and become familiar with cities and other sites in the country. The unit focuses on building proficiency in the intermediate-low range as identified by The American Council on the Teaching of Foreign Languages (ACTFL).	
Recommended Pacing	
45 days	
New Jersey Student Learning Standards for World Language	
Standard: Standards for Interpretive Mode of Communication	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	• Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	• React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	• Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	• Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	• Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	• Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Standard: Standards for Interpersonal Mode of Communication	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	• Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	• Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	• Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	• Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5	<ul style="list-style-type: none"> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	<ul style="list-style-type: none"> Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Standard: Standards for Presentational Mode of Communication	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
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7.1.IL.PRSNT.1	<ul style="list-style-type: none"> Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	<ul style="list-style-type: none"> Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	<ul style="list-style-type: none"> Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	<ul style="list-style-type: none"> Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	<ul style="list-style-type: none"> Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings
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)

8.2.8.ETW.4	Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
Interdisciplinary Standards for Social Studies	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.HistoryC C.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"> ● Traveling and living in another culture can be both exciting and frustrating. To have successful experiences, it is important to understand cultural practices and perspectives. ● The American way is not the only way to do things; German cultural practices are often efficient and effective. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why travel? ● What do these cultural differences encountered while traveling reveal about a society? ● Is the 21st century world globally connected? How do we know? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Geographical terms including cardinal points, land formations, and prepositions of location and how to read maps ● Vocabulary associated with vacations and various destination possibilities ● How to use active reading strategies (ask and answer questions, make connections with own lives to characters in the story, track down the main idea in the story, visualization techniques utilizing pictures from the island of Rügen and California) in a short German novella, Petra reist nach Kalifornien ● The past tense (present perfect) ● To distinguish between the verbs which use "haben" and "sein" within the story ● To use the past tense to narrate events <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and describe geographical land formations and locations using prepositions ● Discuss possibilities of a dream vacation ● Ask and answer questions about German texts and identify the main idea and supporting details found in the readings ● Simulate making purchases, reserving a hotel room, securing a train ticket, asking for help with directions, during a visit to a German-speaking country ● Compare and contrast homes in the US and Germany ● Give detailed descriptions of people, objects, and places using a range of vocabulary ● Retell short scenarios in the past tense with increasing grammatical accuracy 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress.	
Resources	

Suggested Resources:

Suggested Resources:

- *Die Reise meines Lebens* - eine kleine Novelle by Andrea Kistler in the Blaine Ray TPR series and *Lorelei poem* by *Heinrich Heine*
 - www.artofeurope.com/friedrich/fri6.htm (Kreidefelsen auf Rügen - The chalk Cliffs of Rügen by artist Caspar David Friedrich a landscape painter of the 19th century German romantic movement)
 - www.bahn.de (German rail system)
 - www.sbb.ch (Swiss rail system)
 - www.oebb.at (Austrian rail system)
 - www.aatg.org/content/view/255/ - search under Staedte und Laender
 - www.ruegen-web.de/ - Map / Geography of the island Rügen
- Uwe Kind Lingo Tech "Romanze im Perfekt"

Unit 2: My Carbon Footprints

Content Area: World Language

Course & Grade Level: German - Grade 8

Summary and Rationale

The study of another language and culture deepens understanding of where and how people live and why events occur. As citizens of a global society, we must be aware of the interactions between humans and the world around us, living and non-living. During this unit of study, students will learn to recognize, assess, understand, and make informed decisions about humans' impact on the environment. Further, they will examine their own daily choices and the ways those decisions reflect their culture and lifestyle.

Recommended Pacing

45 days

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7.1.IL.PRSNT.5	<ul style="list-style-type: none"> Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Personal actions and choices affect the environment both positively and negatively - "I have power and can make a difference". Humans have a responsibility to the wider world around them because individual actions affect everyone. Habitats are part of complex and interrelated ecosystems (water, air, land - Wasser, Luft, Boden) and there are causes and effects of environmental problems (water, air, land). 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does my environment affect me? What is my responsibility to the environment? How do German-speaking countries deal with alleviating environmental problems? What does the U.S. do? What does my city do? What can I do? Are the solutions similar? Why or why not? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> Vocabulary to express preferences and justifications Vocabulary and structures needed to describe world habitats Words and expressions to describe land formations, location, directional words. continents Prepositional phrases Nouns related to the environment (traffic, air pollution, exhaust fumes, noise, rubbish, green spaces, packaging, energy) Verbs related to the environment (recycle, pollute, save, use, compost, separate, sort, protect, recycle) Recycle the modal verbs (sollen, müssen, dürfen, wollen, können, mögen) The interrelation of ecosystems (water, air, land) Some causes and effects of threats to the environment Some eco-sensitive practices and products in German-speaking countries, in the U.S. and in their communities Vocabulary and structures used to express ways to protect the environment 	

Students will be able to:

- Explain concepts related to the environment, climate change, and sustainability
- Comprehend oral, written, and visual information about the environment
- Develop steps they can take to improve the environment
- Describe world habitats and state a preference
- Express opinions and defend positions related to the environment
- Explain a habitat map and ecosystem chart
- Complete and analyze a garbage/consumption survey
- Write a conservation pledge

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress.

Resources**Suggested**

- Die Umwelt und ich - a middle school German unit with a framework for curriculum planning and designs from AATG with Arbeitsheft (workbook)
- Poem: Weißt du, wie die Erde riecht? by Inke Pinkert- Saeltzer
- Short Story: Der Weltenprinz ● Song: Das Lied vom Müll ● <http://www.aatg.org/teaching-resources> - Die Umwelt
- http://www.umwelt-portal.com/portal/Kinder_u_Jugend_Umweltseiten_f_r_Kinder.shtml
- <http://www.merz-schule.de/umwelt/grundschule/> ● <http://www.gruener-punkt.de>
- Workbook: Rundum Einblicke in die deutschsprachige Kultur by Iris Faigle (www.klett.de) pages 58-59
- <http://www.bundjugend.de/download/unterrichtsmaterialien.zip>
- <http://www.globales-lernen.de/links/links.htm#UMW>
- www.davidgegengoliath.de

Unit 3: Looking Good and Feeling Great!

Content Area: World Language

Course & Grade Level: German, Grade 8

Summary and Rationale

Developing awareness of healthy lifestyles and practices is a critical factor in preparing today's youth for living well in the 21st century. By grounding a study of healthy living in a cross-cultural comparison each student will learn to critically reflect upon his/her own healthy lifestyle as an American and compare this with another culture. Each student will gain insights into the products, practices and perspectives of others. This unit is developed for the intermediate-low proficiency level. Students will reflect upon personal habits and examine American and German views on healthy living. Students will examine the choices they make and how they impact life now and in the future. Further, they will reflect on personal habits and examine American and German views on healthy living.

Recommended Pacing

45 days

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<p>Standard: Standards for Presentational Mode of Communication</p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p>	
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7.1.IL.PRSNT.3	<ul style="list-style-type: none"> • Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	<ul style="list-style-type: none"> • Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	<ul style="list-style-type: none"> • Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Good health and well-being are dependent on a variety of factors. • Daily choices during the teenage years have an impact on a person's future well-being. • Effective communication strategies are critical when something is wrong emotionally or physically with one's life. • Practices considered to be healthy may vary by culture(s). 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is healthy living and is this a universal concept? • How can a person's decisions and actions change his/her life? • How can I make healthy choices that will positively influence my life? • What options do I have if something is bothering me? With whom can I speak? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Vocabulary related to exercise and nutrition and health professions (Ernährung, Obst, Gemüse, gesund leben, vernünftig essen, genügend schlafen, Gymnastik machen, keinen Alkohol trinken, die Sonne vermeiden, nicht rauchen, joggen, Rad fahren, der Arzt, die Krankenschwester, die Apotheke, das Krankenhaus) • Components of the USDA food pyramid and a food pyramid from a German-speaking country • Expressions of preference and strong preference as they relate to certain foods and physical activities • Vocabulary expressions to ask for and give medical advice • Vocabulary to express feelings of pain and discomfort • Modal auxiliaries and reflexive verbs • Subordinating conjunctions (dass clauses; weil and denn) • Determiners (jeder, aller, dieser and welcher) 	

- Possessive endings

Students will be able to:

- Converse with someone about matters of health
- Ask and answer questions related to nutrition and health
- Give advice related to health
- Compare and contrast the USDA food pyramid and a food pyramid from a German-speaking country
- Keep a food diary (journal) to record their eating habits and then take that information and check their own eating habits based on the USDA recommended serving sizes / food groups
- Compare and contrast German and American health and fitness clubs
- Decipher charts and graphs related to health and nutrition
- Interpret authentic German texts related to diet, nutrition, and fitness

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress.

Resources

Suggested Resources:

- <http://www.nal.usda.gov/fnic/Fpyr/pyramid.html> - Food Pyramid
- song: Na, was tut denn weh? - Langenscheidt's Uwe Kind's Eine Kleine Deutschmusik
- <http://www.dr-walser.ch/images/pyramide.pdf>
- <http://www.kinder-jugendgesundheit.de/>
- http://www.zeitungstreff.de/_sites/_zeitungsseiten/_328_MT_21.03.200_BRUNS_.pdf - Article about childhood obesity in Germany
- http://www.ratschlag24.com/index.php/trotz-hautkrebsgefahr-jugendliche-wollensommerbrune_18626114/ -article about tanning and teenager opinions / thoughts about too much sun
- Youtube.de Song:, Kopf, Schulter, Knie und Fuss
- Song: Ich wasche mir die Haende [Hank Schwab](#)

Unit 4: The Road to Fairy Tales

Content Area: World Language

Course & Grade Level: German, Grade 8

Summary and Rationale

Fairy tales convey cultural mores while entertaining and instructing readers. In this unit, students hear, read, and analyze an authentic fairy tale. Within this context, they acquire new vocabulary and structures as well as insight into the German people and their cultural perspectives.

Recommended Pacing

45 days

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Standard: Standards for Presentational Mode of Communication

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Instructional Focus

Unit Enduring Understandings

- The morals found in traditional fairy tales remain pertinent to people in the 21st century.
- Literature reflects culture, but may also have an influence on the perspectives of a people.
- Making the right choices in life is not always obvious or simple.

Unit Essential Questions

- How does literature reflect as well as shape culture?
- How do the choices I make as a teenager influence my life?

Objectives

Students will know:

- Vocabulary related to the world of fairy tales: Nouns: (der Drache, der Ritter, der Riese, die Hexe, der Schatz, der Zwerg, die Fee, der Zauberstab, der Zauberer, die Kutsche, der Teufel, der Engel, der Prinze, die Prinzessin, das Schwert, der König, die Königin, der Palast, das Gefängnis, der Geist, das Ungeheuer); Verbs - sein, haben, laufen, sehen, gehen, sterben, wohnen, verwandeln, essen, trinken, wissen, geben, werden, sprechen; modal verbs; subordinating conjunctions - dass, weil, denn
 - The component parts of fairy tales: beginnings (es war einmal/once upon a time) and endings (wenn sie nicht gestorben sind, dann leben sie noch heute/and they lived happily ever after); moral - lesson taught; specific characters (prince, animals, dwarfs, kings, queens); magical world (animals that talk, witch power, fairies, edible houses); good versus evil; happy endings; no specific time or place.
 - The imperfect (simple past) tense - differentiate between weak (no stem change) and strong verbs (stem change)
 - Literary differences between a fairy tale and a legend (different components - does not have to be a happy ending), specific place with historical content which used to be true but is now fictional.

Students will be able to:

- Read and retell stories using the past tense (e.g. Little Red Riding Hood, the Frog Prince, and Hansel and Gretel)
- Identify the components of a fairy tale
- Describe the characters and setting in a fairy tale
- Compare and contrast older fairy tales with modern versions

- Use communication strategies (circumlocution, definitions L2 to L2) when interacting with other speakers of German

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress.

Resources

Suggested Resources:

- Lies mit mir - Level 2: Hänsel und Gretel pp. 42 - 44 and Der Froschkönig/ The Frog Prince (pp. 45 - 47)
- The Pied Piper of Hamelin (Der Rattenfänger) - a German legend ● Red Riding Hood (Rotkäppchen)
- www.bayswaterps.vic.edu - The German Fairytale Road [Deutsch Maerchenstrasse](#)
- The Grimm Brothers
- <http://www.mckinnonsc.vic.edu.au/la/lote/german/links/topics/marchen-writeframe.htm> - Fairy Tale writing template
- <http://www.mtholyoke.edu/courses/dhttp://www.mtholyoke.edu/courses/dvanhand/1999germ201>
- <http://www.mtholyoke.edu/courses/dvanhand/1999germ201/rotkaeppchen.html>
- <http://www.mtholyoke.edu/courses/dvanhand/germ201/froschkoenig.html>
- RAFT assignment