



# West Windsor-Plainsboro Regional School District German 2 Curriculum

## Unit 1: My Identity

**Content Area: World Language**

**Course & Grade Level: German 2, 9-12**

### Summary and Rationale

As a teen in today's world you are developing your identity. Challenges are part of growing up and they help you become a mature and responsible adolescent. How does culture and community shape your identity and impact your life?

### 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.

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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

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7.1.IL.IPERS.6	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.
<b>Standard: Standards for Presentational Mode of Communication</b>	
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.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards ( Social Studies )</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Youths and adolescents worldwide face challenges and these challenges, although similar, reflect cultural differences.</li> <li>● The culture we live in impacts the choices we make during our interactions with others.</li> <li>● Various aspects of our life reflect the culture we live in.</li> <li>● School plays an important role in students' lives.</li> <li>● Differences and similarities exist between German and American culture.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What does a person's free time activities say about them?</li> <li>● How are leisure time activities similar or different in the target culture in comparison to my country?</li> <li>● How does my age affect my preference concerning leisure, vacation activities and hobbies ?</li> <li>● What influences my decisions pertaining to free time / leisure activities that I participate in?</li> <li>● How does school shape your identity?</li> <li>● What does your life say about you as an individual?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● the present tense</li> <li>● the perfect tense</li> <li>● adjectives to describe personality and appearances in reference to number and gender</li> <li>● vocabularies related to school, hobbies, summer time activities, personal characteristics</li> <li>● the significance of word order in German statements</li> <li>● question words</li> <li>● names and relationships among family members</li> <li>● singular and plural subject pronouns</li> <li>● possessive pronouns</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● describe their activities/ hobbies</li> <li>● describe the appearance and personality of themselves and their family and friend</li> <li>● ask and answer questions about families and personal traits</li> <li>● express preferences of themselves and others</li> <li>● engage in conversations with others about identity and family</li> <li>● express ownership using personal and possessive pronouns</li> <li>● describe daily actions using the present tense</li> <li>● describe actions using the perfect tense</li> <li>● make descriptions and comparisons</li> <li>● decipher meaning of authentic realia (films, books, clips)</li> <li>● discuss preferences, likes and dislikes concerning hobbies</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment:</b> Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
<b>Resources</b>	
<p><b>Suggested Resources:</b>  <a href="https://www.dw.com/de/ich/a-60150180">https://www.dw.com/de/ich/a-60150180</a>  German Magazine: "Schuss"</p>	

<https://de.maryglasgowplus.com/magazines/Schuss-78126>

<http://www.goethe.de>

<https://edpuzzle.com/assignments/613cbe34d6a028417ad8b7ad/watch>

<https://edpuzzle.com/assignments/6154e623945916413424cda3/watch>

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

## Unit 2: Holidays, Festivities and Traditions

**Content Area: World Language**

**Course & Grade Level: German 2, 9-12**

### Summary and Rationale

As a teen in today's world, I am also a product of my past and my traditions. What are the holidays and traditions in my environment and how do they compare to German speaking countries?

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### **Standard: Standards for Interpretive Mode of Communication**

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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The differences and similarities among cultures and traditions</li> <li>● The role that traditions play in different cultures</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can learning about different cultures help me appreciate my own cultures?</li> <li>● How can learning about different cultures help me appreciate that of my peers?</li> <li>● What symbols make us think of certain holidays?</li> <li>● What are holidays and traditions?</li> <li>● How are holidays celebrated with traditions in German speaking countries and in the United States?</li> <li>● What do celebrations around the world have in common?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● the months, seasons and calendar numbers</li> <li>● vocabulary related to cultural celebrations and festivals</li> <li>● different cultural holidays</li> <li>● perfect tense, irregular verbs with haben and sein</li> <li>● the future tense</li> <li>● how to negate</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● name certain holiday dates, their birthday</li> <li>● describe traditional food</li> <li>● identify and describe traditional clothing</li> <li>● compare and contrast holidays, traditions and celebrations in German speaking countries with those celebrated in America</li> </ul>	

- explain both their traditions and celebrations and those from German speaking countries
- compare the traditions and celebrations of their peers with their own
- ask and answer questions about the value of tradition
- explain the complexity of culture
- interpret an authentic short story about the Oktoberfest in Munich

#### **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:**

Book: Felix Und Theo: Oktoberfest, Langenscheidt

<https://www.goethe.de/de/spr/unt/kum/kal.html>

Ja Genau! Cornelsen A2, Band 2

<https://www.meinunterricht.de/>

<https://lingua.com/de/deutsch/lesen/feste-feiertage/>

[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://coerll.utexas.edu/dib/pdfs/k\\_05.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://coerll.utexas.edu/dib/pdfs/k_05.pdf)

<https://www.livebinders.com/play/play?id=792009>

Audio Visual Resources: Film Clips and audios

## Unit 3: Where would you like to live?

**Content Area: World Language**

**Course & Grade Level: German 2, 9-12**

### Summary and Rationale

Students will be able to express and understand the advantages and disadvantages of city and country life and how these two lifestyles impact teenage life.

### Recommended Pacing

45 days

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**Instructional Focus****Unit Enduring Understandings**

- The choices they make are impacted by where they live.
- There are both differences and similarities between German and American cities.
- Cities are important centers of activities in a country, and often display a rich culture.
- In a city, one can find the origins of many cultural practices.

**Unit Essential Questions**

- What does a city say about a culture?
- What kinds of opportunities does a city offer?
- What does your living preference (city, country, or suburb) say about you as an individual?
- How does German culture help me to understand more about the German language?
- What cultural events & leisure / free time activities do German and American teenagers enjoy in the country and in the city?

**Objectives****Students will know:**

- transportation vocabulary and places to live.
- vocabularies related to house (name rooms, furniture)
- how to apply the dative article to where they live
- how to apply the accusative article where to go
- how to express where something is located
- how to express a wish with the verb 'sich wünschen'
- how to use 'ein' words
- how to use comparative and superlative forms of adjectives
- how to use functional expressions to answer questions about wishes
- how to give reasons (weil-clause, da-clause)

**Students will be able to:**

- express advantages and disadvantages of city and country life
- name parts of a house and describe them
- explain locations of various accommodations and express locations of items within those accommodations
- defend an opinion about housing

- describe sources of noise pollution
- compare and contrast places to live in German speaking countries with places in the United States
- justify and elaborate their answers when discussing/writing about housing and related topics
- express opinions and preferences on the theme of housing
- engage in conversations by asking and answering questions related to the theme of housing
- decipher meaning of authentic realia (movies, clips, articles)

#### **Evidence of Learning**

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

#### **Resources**

**Core Text:**

**Suggested Resources:**

Film: "Heidi"

<https://learngerman.dw.com/en/stadt-oder-land/l-38211402>

Song: Max Giesinger - "80 Millionen"

<https://www.goethe.de/ins/gb/de/kul/ser/arc/liv.html>

<https://www.br.de/themenwoche/stadt-land-wandel/ard-themenwoche-2021-stadt-land-wandel-wo-ist-die-zukunft-zuhause-100.html>

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

## Unit 4: Vacation and Traveling

**Content Area: World Language**

**Course & Grade Level: German 2, 9-12**

### Summary and Rationale

German speakers often consider vacations a necessity and not a luxury. People in different communities hold similar as well as different perspectives concerning vacation time; these perspectives impact their cultural practices with regard to vacations and travel.

### Recommended Pacing

45 days

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**Instructional Focus**

**Unit Enduring Understandings**

- Different cultures may have a different perspective concerning leisure and vacation time.
- Vacation choices are made based on interest which can reflect different societies and cultures.
- Traveling enhances the desire to learn and explore.
- Traveling promotes tolerance and global awareness.

**Unit Essential Questions**

- How does a culture and upbringing shape our choices of travel?
- How does it change your outlook to know not only the language of a country, but also the culture?
- What does your vacation destination say about you as a person?
- How big a role does money play when deciding your vacation destination and free time activities?

**Objectives**

**Students will know:**

- how to use prepositions with location versus direction, and use nach, an, in, auf to express directions.
- the accusative versus the dative case
- vocabulary related to traveling
- verbs such as können, möchten, fahren, wissen.
- "dass" clauses
- places to go on vacation and how to get there
- two-way prepositions
- how to ask and give directions

**Students will be able to:**

- use vocabulary to explain modes of transportation and describe vacation activities
- describe sights and locations in a city
- give directions
- understand where German speakers plan to go during their vacation
- express indecision, doubt, conviction, & resignation when talking about vacations/travel
- ask for and make suggestions when talking about vacations/travel

- make descriptions and comparisons when talking about vacations/travel
- give advice when talking about vacations/travel
- express feelings when talking about vacations/travel
- engage in conversations when talking about vacations/travel
- decipher meaning of authentic realia

#### **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:**

Lied: Cro -"Einmal um die Welt"

Buch: "Kreuz und Quer durch Berlin", ELI graded readers

<https://www.gapminder.org/dollar-street?lng=de>

<https://www.cornelsen.de/empfehlungen/deutsch-als-fremdsprache/unterrichten/reisen/ferien>

<https://www.goethe.de/ins/th/de/spr/unt/kum/ddu/fur.html>

Ja Genau! Cornelsen A2, Band 2

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