



West Windsor-Plainsboro Regional School District German 3 Curriculum

Unit 1: Traveling, leisure activities and how they represent who I am

Content Area: World Language

Course & Grade Level: German 3, 9-12

Summary and Rationale

As a result of increased global communication and advancements, the world is becoming more interconnected. Learning about German culture and worldwide phenomena helps students gain a deeper understanding of cultural sensibilities and become better global citizens. Exploring foreign cultures and worldwide issues affect students' choices and their lives.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode of Communication

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change

Standard: Standards for Interpersonal Mode of Communication

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations

7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

Standard: Standards for Presentational Mode of Communication

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
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.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
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
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
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
Interdisciplinary Standards (Social Studies)	
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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Travel and living in a different country gives one an opportunity to examine one’s current lifestyle in contrast with other cultures. ● Travel broadens horizons and gives a deeper understanding of the traveler’s own culture. ● Traveling to a German speaking country will impact their lives to broaden their perspectives and give them an understanding of their own and the foreign culture. ● Where they live affects their lifestyle choices. ● Differences and similarities between German and American culture. ● There are many lodging options when going to a target language country. ● The geography of a German speaking country in order to make concrete travel plans. ● Hostels and hotel accommodations across the world do not function the same way. ● Traveling and living abroad requires a lot of bureaucracy. ● People travel for different reasons. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does one travel in other countries? ● What factors influence how we travel? ● Why do people travel? ● How do geography and climate affect travel plans? ● What is the difference between staying for two weeks, two months or two years? ● What are the benefits of living in a foreign country / culture? ● Do all societies welcome their visitors in the same manner? ● What courtesies can one expect while traveling in a foreign country? ● How do health resources vary between different countries? ● Why should one take extra precautions regarding health and safety when traveling? 	
Objectives	
Students will know how to: <ul style="list-style-type: none"> ● ask for and make suggestions about travel destinations ● ask for information, express assumptions about points of interest. ● agree and/or disagree in a conversation/writing a letter about a travel destination. ● master two way prepositions to be able to describe where one is going compared to where one does an activity. ● use the present and perfect tense to discuss what one has accomplished. ● use the future tense to express the travel plans 	

- use the conjunctions “dass” and “ob” - in order to compare and contrast tourist destinations, prices of different transportations.
- use correct adjective endings in order to be able to describe food, clothing, weather and sightseeing places
- use vocabularies related to travel, food and clothing

Students will be able to:

- discuss and make travel plans
- ask and answer questions about travel and vacation, to include transportation schedules, modes of transportation, destinations, and activities
- interpret materials providing travel information
- describe past travel experiences and future travel plans
- identify common modes of transportation in target language countries
- explain popular vacation spots and resorts in target language countries
- discuss what teens in target language countries enjoy doing while on vacation
- describe temperature and weather in target language countries
- identify the geographical locations of target language countries and their neighboring countries
- predict travel costs, exchange rates, time difference
- compare travel and vacations in the U.S. and in target language countries
- analyze authentic materials to make travel plans to go to or to travel within target language countries
- identify and use vocabulary for places of interest
- plan a trip to a foreign country
- discuss air, train, and car travel in German speaking countries
- exchange information and solve common traveling problems in target countries by using idiomatic expressions of the target language; and asking and responding to questions
- discuss past travel experiences

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:

Deutsches Jugendherbergswerk, Landesverband Rheinland e.V.
www.lidl-reisen.de
www.auf-reisen.de
www.jugendherberge.de
www.dw.de
www.coerll.utexas.edu
 Dein Spiegel, Deutschland, www.deinspiegel.de
<https://www.goethe.de/de/spr/ueb.html>
<http://www.goethe.de/ins/ca/lp/prj/grh/duw/deindex.htm>
http://coerll.utexas.edu/dib/pdfs/k_06.pdf
https://www.hueber.de/seite/landeskunde_ueberblick_detail_daf&idontid=11
<http://slowgerman.com/2009/09/22/slow-german-056-jugendherberge/>
<http://www.dw.com/de/programm/hin-weg/s-9815-9801>
<http://www.goethe.de/ins/be/bru/lhr/mat/sprachfuehrer/de4170592.htm>
<http://deutschtraining.dw.com/index.php?show=965&lc=2503&id=11785>
<http://www.goethe.de/lrn/prj/wnd/deu/mse/fo5/au4/deindex.htm>
<http://www.goethe.de/lrn/prj/wnd/deu/fki/ges/deindex.htm>

Unit 2: Nature and Environment

Content Area: World Language

Course & Grade Level: German 3, 9-12

Summary and Rationale

In today's world we are increasingly exposed to environmental issues and problems. Students will learn to express themselves when discussing the environment, the problems we are facing as a global society and potential solutions.

Recommended Pacing

45 days

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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Engaging in conversations and discussions about recycling, saving energy, air pollution is crucial to protect our environment. Every individual can and should contribute to the protection of our natural resources and a safe environment. Do cultures treat and view the environment in the same way? 	
Unit Essential Questions	
<ul style="list-style-type: none"> Do humans change the environment or does the environment change humans? How do the choices we make affect the environment? What are the world's environmental problems? What do German-speaking people do to protect the environment? 	
Objectives	
Students will know how to:	
<ul style="list-style-type: none"> apply vocabulary related to global warming, pollution, modes of transportation, environmental protection and preservation speak about the environment and environmental conservation debate whether or not the environment is a universal problem 	

- relate and apply cultural and factual knowledge about the environment and pollution in a speech or in writing applying all 4 cases.
- listen to people in the target culture talk about what they do to help the environment
- use the subjunctive forms to express personal preferences and opinions on how to protect the environment.
- apply modal verbs to discuss how the school should do differently to be environmentally friendly.
- use knowledge of the components of language, including grammar to increase accuracy of expressions.
- use the infinitive clause “um ...zu”

Students will be able to:

- explore how Germany and the United States are similar and different in the area of concerns for the environment
- design and describe an ideal place to live in the future
- identify what Germans consider to be some of the major environmental issues/problem
- identify ways in which German speaking countries reduce their negative impact on the environment
- explain why we should be concerned about the future of our environment
- decipher authentic realia related to the theme of the environment
- engage in conversations about the environment, climate change, and sustainability
- use persuasive language and comparative structures to make arguments and express opinion

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.goethe.de/ins/pl/kra/prj/que/uws/leh/deindex.htm>
 Ja ! Genau - Deutsch als Fremdsprache, Cornelsen Verlag, Band 1, B1
<http://www.goethe.de/Ins/eg/prj/jgd/the/umw/deindex.htm>
<http://www.goethe.de/z/jetzt/dejtexte.htm>
<http://www.goethe.de/deindex.htm>
<http://materials.lehrerweb.at/sachunterricht/online-materialien-uebersicht.html>
 Umweltbundesamt: <http://www.umweltbundesamt.de/>
 Institut für angewandte Umweltforschung:
<http://www.umweltlexikon-online.de/fp/archiv/RUBrechtmanagement/Umwelt.php>
 Umweltmagazin: <http://www.technikwissen.de/umwelt/>
<http://www.unsichtbarerfeind.de/>
 Vitamin de. de (Journal für junge Deutschlerner)
<https://www.bundesregierung.de/breg-de/service/publikationen/klimawandel-arbeitsheft-fuer-schuelerinnen-und-schueler-grundschule--728314>
 Dein Spiegel (Das Nachrichtenmagazin für Kinder)
 DW.de (Deutsche Welle)

Unit 3: The individual in society

Content Area: World Language

Course & Grade Level: German 3, 9-12

Summary and Rationale

As a teen in today's world I am developing my identity. How does diverse society help shape my identity and impact my life? How does a multicultural society influence the way I treat and influence others? Is there a difference between rights and obligations in different cultures and countries?

Recommended Pacing

45 days

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7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● A diverse society impacts the individual and vice versa. ● A diverse culture has positive and negative outcomes. ● Immigration affects the society and the individual. ● Stereotypes, whether they are based on truths or not, do not necessarily characterize the complex nature of me, as an individual, or others. ● People's choices and actions will contribute to how others perceive them. ● There are many prejudices that influence people's decisions. 	
Unit Essential Questions	

- Why and how do stereotypes emerge?
- What are the most common stereotypes?
- How does today's world provide more opportunities and/or challenges for youth?
- How do stereotypes influence my life and the choices I make?
- How does a diverse society impact the individual and vice versa?
- What are the positive and negative outcomes of a diverse culture?
- What are the rights and obligations in different cultures and countries?
- How does immigration affect society and the individual?

Objectives

Students will know how to:

- use vocabulary related to stereotypes, prejudice, rights and obligations
- use correct adjective endings in all 4 cases to describe people's situation, culture and countries
- use the genitive case to express state of possession
- use the modal verbs and the subjunctive to express how they would apply their duties and obligations
- use conjunctions in order to tell or write a more complex story

Students will be able to:

- explain stereotypes and their origins
- share their own feelings and personal experiences about stereotypes
- give advice concerning stereotypes and promote inclusivity
- compare and contrast stereotypes
- recognize the value of different cultures
- explain how a diverse society enriches the individual and vice versa
- express opinions and preferences
- discuss how immigration affects the society and the individuals
- discuss and compare the rights and duties of different countries, cultures, and communities

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:

Short Story: "Türken pflanzen Bohnen"

<http://www.dw.com/de/freundschaft-mit-vorurteilen/a-5845121>

<http://www.dw.com/de/recht-und-ordnung-eine-unterrichtsreihe/a-6655391>

Film: "Tuerkisch fuer Anfaenger"

Neue Blickwinkel, Wayside Publishing: Kapitel 6: Die deutsche Identität: Regional, National, International

Book: So nah, so fern by B. Brunetti (ELI Publishing)

www.spiegel.de/unispiegel/wunderbar

Vitamin.de

Magazine: Dein Spiegel

Deutsche Welle.de

Unit 4: Relationships	
Content Area: World Language	
Course & Grade Level: German 3, 9-12	
Summary and Rationale	
As a teen in today's world I am developing my identity. How do relationships shape my identity and impact my life?	
Recommended Pacing	
45 days	
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7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Instructional Focus	
Unit Enduring Understandings	
Students should understand that:	
<ul style="list-style-type: none"> ● Differences and similarities exist between German and American culture. ● Diversity is a source of new perspectives. ● The people one interacts with influence who one is and who one will become. ● Friendships and family impacts identity. ● Creating friendship requires effort and dedication. ● Beliefs, priorities, culture and traditions evolve over time and across generations. ● Cultural comparisons of all topics in this unit. <ul style="list-style-type: none"> ○ Topics may include: Relationships and feelings, universality of friendship, human nature, family and generations, stages of life 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Do humans change the environment or does the environment change humans? ● How do the choices we make affect the environment we are living in? ● What impact does family have during different stages of our lives? ● What can we learn from different generations? ● How do friendships change over time? ● How is conflict an inevitable part of relationships? 	
Objectives	
Students will know how to:	

- use a variety of adjectives to describe people and their relationship
- use comparative and superlative structures to make descriptions
- use past, present and future tenses to talk and write about the relationship
- use possessive and demonstrative adjectives to express possession and indicate/point out people and things they refer to
- use reflexive-reciprocal verbs to express their thoughts about other people and their connection with them
- narrate in present, past and future tenses

Students will be able to:

- express an opinion and preferences about relationships
- make descriptions and comparisons of relationships
- use persuasive language and comparative structures to make arguments and defend opinion
- explain the value of friendship, family and relationships.
- ask and answer questions about generations and stages of life
- express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., discuss personal opinions on the topic of people and relationships with classmates, work together in pairs and small groups to gather information and ideas)
- demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g. write and perform a slam poem).

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:

Short Story: Spaghetti fuer Zwei

<http://www.goethe.de/lrn/prj/gad/lie/deindex.htm>

Short Film: Annie and Boo

<https://www.hueber.de/sixcms/media.php/36/planet3-L49-nachbarn.pdf>

Film: Ziemlich beste Freunde

http://www.ziemlichbestefreunde.senator.de/Schulmaterial/Ziemlich_beste_Freunde.pdf

<https://www.youtube.com/watch?v=sstcOgulloI> – Klee, Zwei Herzen - Song

Aspekte – Mittelstufe Deutsch, Langenscheidt

Mosaik 3, German language and culture, Vista

http://www.goethe.de/ins/it/de/lp/lhr/prk/jun.html?wt_sc=italien_derjungegoethe – “Der junge Goethe” – about his life and work

<http://www.goethe.de/ins/ca/lp/prj/grh/ffb/bgf/deindex.htm>

Vitamin.de

Dein Spiegel

Deutsche Welle.de