



West Windsor-Plainsboro Regional School District

Grade 7 German Curriculum

Unit 1: Let's Eat**Content Area: World Language****Course & Grade Level: German, Grade 7****Summary and Rationale**

As an introduction to seventh- grade German, students read and interpret the story of the Hungry Caterpillar. With this hands-on approach they discover ways to categorize and describe foods. In this unit, students explore how to shop for food and how both the types of foods and where they can be purchased vary between cultures. Students also learn what steps are taken in preparing meals and the household responsibilities associated with having guests over for a meal. They will talk about their own likes and dislikes, discover cultural recipes and compare practices, such as food shopping and culinary styles.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language**Standard: Standards for Interpretive Mode of Communication**

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Standard: Standards for Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

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7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations

7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
Standard: Standards for Presentational Mode of Communication	
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Key Ideas and Details	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Standard: Craft and Structure	
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.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users
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.

Interdisciplinary Standards for Social Studies

Standard: Key Ideas and Details

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.HistoryCC .1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Objectives

Students will know:

- Which foods are healthy and unhealthy and which ones are necessary to grow.
- Distinguish between the verbs essen/fressen and know the conjugations.
- That in Germany the week starts on Monday and Europe has the 24-hour clock, how to tell time and learn the more informal way (“half past...”, “quarter to...”, “quarter past...”)
- Use the definite and indefinite article in the nominative, accusative and dative case;
- The difference between the verbs essen/fressen (to eat for humans and animals)
- Key vocabulary related to shopping for food and reading recipes
- How to use questions related to shopping for food
- The cultural aspects of food shopping habits in German-speaking countries
- The forms of the verb “sollen” (should/supposed to) in relation to asking what should be done or telling someone what to do
- How to conjugate the forms of the modal verbs when expressing obligations, when offering help
- How to form the imperative to give commands for the second person singular, plural you and formal you (“du”, “ihr” and “Sie”) forms when telling a person or persons what to do
- How to use vocabulary to express quantities when making purchases
- How to say that they want something else when shopping for food
- The reasons for using the conjunctions (“weil” or “denn” – because) and the appropriate word order
- How to use stem-changing verb “essen” (to eat)
- How to express obligations
- Expressions for complaining about doing chores
- The positioning and forms of the verb when a modal verb is used with a separable prefix verb in relationship to expressing obligations
- How to talk about how often they have to do chores.
- How to ask for, offer help and tell someone what to do.
- The accusative forms of the third person pronouns in singular and plural and how to use them as direct objects.
- Use the correct forms of the verb “essen” when eating food
- Introduce the frequency words (nie, selten, manchmal, oft, immer = never, seldom, sometimes, often and always)
- The proper vocabulary to talk about their pets and how they care for them.
- The months of the year.

Students will be able to:

- Create their own food pyramid
- Keep a food journal for a week and examine it for its nutritional value.
- Demonstrate how to prepare a culturally connected recipe for your family
- Write an email to a friend listing the kitchen and culinary chores they do at home and complaining about how often they have to work in the house
- Role-play scenarios at home: telling a younger sibling to help with chores; complaining to parents; asking for help with chores
- Narrate in the present tense and recognize past tenses
- Categorize foods as healthy and unhealthy foods, nutritious and junk, natural and processed
- Interpret a schedule written with the 24-hour clock system

- Simulate shopping for food in a German market based on recipes
- Give and follow commands when shopping for food
- Formulate questions to purchase items; classify foods and beverages based on quantities; differentiate between strategies to pay for and sell items
- Compare and contrast the food shopping habits of people in German speaking countries and the US in a T-chart
- Explain that they want something else when food shopping
- Describe the types of stores they visited in Germany and the items they bought in each location
- Analyze and describe the new food pyramid guidelines
- Suggest ways to improve their diet
- Compare and contrast different cultural recipes
- List the ingredients and describe the steps taken how to assemble the recipe
- Compare and contrast cultural similarities

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 – The Very Hungry Caterpillar (Die kleine Raupe Nimmersatt) by Eric Carle

- Activities for Communication – Level 1
- Mosaik 1 Vista Higher Learning, Boston, MA 2014 ●
- http:www.gbiu.de/Hamsterkiste/Sachunterricht/Schmetterlinge/Schmet-100.html (from Der blinde Kuh – Tiere)
- <http://www.goethe.de/lrn/prj/gad/eue/deindex.htm> ● <http://www.goethe.de/ins/ie/prj/scl/ess/deindex.htm>
- <https://www.youtube.com/watch?v=99NJVkqTyhE> ● http://www.graf-gutfreund.at/m_themen_essen.htm
- <https://www.schule.at/portale/deutsch-als-zweitsprache-und-ikl/sachthemen/eigeneperson-familie/essen-trinken.htm>
- www.chefkoch.de ● Online recipes and cookbooks
- Praktische Ideen fuer den Deutschunterricht
- Das Rad & Schuss from Scholastic magazines
- www.goethe.de ● Deutschalsfremdsprache
- American Council on the Teaching of Foreign Languages. (2013). World-Readiness Standards for Learning Languages. <http://www.actfl.org/publications/all/worldreadinessstandards-learning-languages>
- Kahoot / Quizlet / Blooket

Unit 2: Making Plans in the City

Content Area: World Language

Course & Grade Level: German, Grade 6

Summary and Rationale

Within the context of visiting Munich, students deepen their understanding of where and how people live in German society. They learn the layout of a German city, how to navigate, how to help others with directions and suggestions for times and places to visit. They make plans for activities based on the weather and negotiate what they will do together. Further, they consider the similarities and differences between life in a German city and life in their community in the United States

Recommended Pacing

45 days

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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • What they select to eat and drink when they are with their friends and families reflects not only preferences but also cultural traditions. • In order to negotiate everyday situations that they may encounter in restaurants, they must take risks with the expressions they know to make themselves understood. • By investigating the architecture, structures and layout of a city, they begin to uncover its history, people and culture. • Although Munich is similar to their own hometown, it has differences that reflect the cultural practices and perspectives of the German people. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does a city's architecture reflect the lifestyle and history of its citizens? • How is Munich different from and/or similar to my own hometown? • How does the weather affect our lives, the clothing we wear, and the things we do for fun on vacation? • Can weather conditions affect travel plans in both a positive and negative way? • What are the weather differences in other countries? • How can German culture help me to understand more about the German language? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> • How to ask and respond to questions regarding where they are going and what you are doing there. • To conjugate "fahren" and to know its uses • Modal verbs and be able to use them with some accuracy • The formal command of "Sie" 	

- Prepositions of location
- The layout of a German city, and how it compares from medieval times to today
- How to navigate the city on foot and by using public transportation options
- The names of public buildings and cultural sites in Munich
- How to read a menu and be able to order food and beverages,
- How to talk about how something tastes and pay for the check.
- How to tip in Germany and how to it compares to the US
- How to use two stem-changing verbs “nehmen” (to take) and “essen” to eat when order
- The conversion of Dollars to Euros
- Descriptive adjectives
- The forms of the verb "wissen"(to know where places are) and its uses
- The dative case contraction forms of zu + dem = zum and zu + der = zur (to the – masculine, feminine and neuter forms
- The use of “kein” to negate a word
- The use of the verbs “bestellen” (to order)
- Use the correct forms of the verbs “nehmen,” and “essen” when making plans and ordering food.
- How to hold a conversation on a phone and complain about an order and order room service
- Expressions of preference and opinion using the conjunction "dass"
- How to discuss weather associated with different areas of the world
- How weather affects their plans for a vacation and what they will pack to travel
- Recognize and use the cognates in German to increase comprehension of oral and written texts
- Use the verb “wissen” (to know a fact, information) appropriately
- Recognize and begin using the accusative case
- Ask for and give directions around Munich
- Order something to eat and drink in a restaurant and cafe

Students will be able to:

- Ask and respond to questions associated with visiting a city
- Identify and list cultural food items on a menu and order food and beverages
- Describe how food tastes and ask for the check
- Identify and describe the weather
- Describe a problem and create a solution
- Express what they would like to eat or drink
- State preferences and say that they do not want a particular food or beverage
- State reasons why they prefer something
- Express opinions about the city, its architecture, and its sites

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:

- Mosaik 1 Vista Higher Learning, Boston, MA 2014
- Activities for Communication
- Lies mit mir – Level 1 Reader
- Praktische Ideen fuer den Deutschunterricht
- ●Mario Götze video city tour of Munich
- ● Websites: o www.muenchen.de
- www.Nearpod.com
- Youtube.com -“Easy German”

- www.go.hrw.com o www.greatbuildings.com/places/munich.html o www.emporis.com/en/wm/ei/?id-100561 o Googlemaps.de
- www.Goethe.de
- Die Toten Hosen-Meine Stadt song and lyrics:
<http://www.goethe.de/ins/us/saf/prj/tid/mus/mcv/lyr/en7097783.htm>
- Maps of Munich and other cities
- Menus online and authentic Realia
- Praktische Ideen fuer den Deutschunterricht
- Das Rad and Schuss magazine from Scholastic
- Quizlet
- Blooket
- Kahoot
- ACTFL American Council on the Teaching of Foreign Languages. (2013). World-Readiness Standards for Learning Languages.
<http://www.actfl.org/publications/all/world-readinessstandards-learning-languages>

Unit 3: Tolerance and Anti-Bullying

Content Area: World Language

Course & Grade Level: German, Grade 7

Summary and Rationale

The goal of this unit is to help students gain a better understanding of bullying, prejudice, and acts of intolerance. It is intended to help students identify and express emotions. Students focus on the theme of tolerance, showing students that young people can stand up to acts of intolerance. We can say “no” when others are showing intolerance or in the face of other negative influences and behaviors. As an extension, students will explore the consequences of cyber bullying. As students learn to channel their emotions into healthy outlets, they will create poetry, listen to “modern” German music as well as analyze masterpieces of art by German, Swiss, and Austrian artists. In creating their own artwork, students will strengthen their sense of self and ability to cope with the negative feelings that stem from acts of bullying.

Recommended Pacing

45 days

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7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Unfortunately, intolerance is a universal occurrence; schools can be important agents of education and change related to intolerance. ● Art therapy through examples of German music, art, and literature can be used to gain information and to identify, clarify, and express emotions and opinions. ● Intolerance and bullying are not solely American, but also global issues. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is intolerance? What does it look like? How does it sound? How can I express in German what I think and know about intolerance/tolerance? ● How can music, art, and literature help us understand other people's opinions and feelings? How can I use them to identify and express my own feelings? How can the German language and culture give me additional perspectives on the concept of tolerance? ● What can the individual do to stand up to intolerance? What can I do? How can I use German to express opinions? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● How to use art to illustrate emotions ● How to draw conclusions about typical school days ● Geographical regions in Germany and to express preferences ● Ways to express intolerance 	

- How to identify the mood of songs and then describe them
- How to answer questions related to a picture book and share feelings and emotions about its content
- The steps one takes to be more tolerant of differences
- How to use a variety of communication skills to influence others
- How to use color and language to create concrete poetry
- How to conjugate the verb “sich fuehlen”
- How to use the “w” questions
- Classify colors in a color wheel using primary and secondary colors
- Compose a poem to illustrate feelings of homesickness, loss or happy feelings

Students will be able to:

- Describe a character
- Give advice
- State a preference with justification.
- Recognize some causes and effects of intolerance
- Identify regional differences in eight categories: geographical location, landscape, language, food, sports teams, architecture, clothing, and free time activities
- Locate major cities and geographical features on a map of Germany
- Comprehend a contemporary German song
- Interpret moods & feelings
- Identify, compare and contrast some works by German, Swiss, or Austrian artists
- Express positive, personalized self-empowerment sentences
- Demonstrate respect and to stand up to intolerance
- Describe ways to be more tolerant of differences
- Reiterate ways to influence others to make good decisions
- Identify and categorize manifestations of dialects
- Compare and contrast cities in Germany

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:

- Uwe Kind, “Ich bin cool” Lingo Tech CD
- Leo Lionni, “Das kleine Blau und das kleine Gelb” , Verlag Friedrich Oetinger, Hamburg, 1962
- Ruck-Pauquet, Gina, „Das Vier-Farben-Land. Verlber Verlag 2008
- Die Toten Hosen: „Warten auf dich“ – www.dietotenhosen.de & „Steh auf”
- AATG story: Max macht sich stark
- Google Images-to show differences in soccer uniforms
- Die Toten Hosen: „Steh Auf“-youtube.com
- www.metacolor.de/farbkreis.de
- www.hoeflichkeit-macht-schule.de
- www.bmfsfj.aktiv-gegen-hass.de/content/e38/index ger.html
- www.grundschulstunden.de.acatalog/Milchkaffee-und-Streusselkuchen.html
- www.vs-material.wegerer.at/deutsch
- www.deutschalsfremdsprache.ch
- <https://www.youtube.com/watch?v=RynWMhju6SY>
- <http://www.artcyclopedia.com/nationalities/index.html>
- www.goethe.de

- Kahoot & Blooket
- Quizlet

Unit 4: Free Time and Entertainment

Content Area: World Language

Course & Grade Level: German, Grade 7

Summary and Rationale

Students have various and diverse interests. While some like sports and games, others are interested in books, music, and films. In this unit, students consider how their interests reflect their personality, their family life, and their culture. Further, they read and watch video clips about German students and their preferences, allowing them to compare and contrast cultural practices.

Recommended Pacing

45 days

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7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Standard: Standards for Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
Standard: Standards for Presentational Mode of Communication	
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Free time activities may be different or similar from culture to culture. ● Extra-curricular activities are frequently not a part of school outside of the US. ● Some free time activities are not culturally defined. ● Technology has not been one of the things we think of when we think of spending free time until recently. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does the media connect people around the world? ● How is leisure time defined in the target culture? ● How do family and friends influence free time activities? ● How has our concept of leisure changed over time? ● What is the definition of free time? ● How does our concept of leisure change when new activities are popular? ● How has technology influenced our free time? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Vocabulary related to free time activities ● Terms and phrases to express like and dislikes with the present tense of the verb “mögen” when discussing films, music, books and magazines ● How to read reviews of films, music and books using the ACTIVE reading strategies ● The cultural differences of what kinds of movies, music and books students in German-speaking countries enjoy ● How technology has advanced the global connectivity <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss what they did in their free time 	

- Express familiarity when being acquainted with someone or something
- To separate free time activities from spending time on their devices
- To express like and dislikes with the present tense of the verb “mögen” when discussing films, music, books and magazines
- State preferences and favorites when discussing music groups and movies using the words gern, lieber and am liebsten (like, prefer, like most of all)
- Read reviews of films, music and books using the ACTIVE reading strategies
- How technology has advanced the global connectivity
- Interview classmates to find out what their preferences are in films, music and books
- Classify films, music and books into the various genres
- Compare and contrast how leisure time activities differ in German-speaking countries and other countries around the world
- Interpret reviews of films, books, music albums
- State preferences about films, movies and books, and provide reasons to support these ideas
- Use authentic digital resources to locate popular music groups, singers, and movie stars in Germany
- State preferences for popular music groups, singers and movie stars in Germany
- Compare and contrast what kind of movies, music and books students in the US and German-speaking countries enjoy
- Compare and contrast the different rating systems of movies in Germany and the USA
- Analyze and classify films, music and books into the various genres

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:

- <https://www.youtube.com/watch?v=MW2movwArN8>
- Zwischendurch mal Lieder by Hueber with a CD (Free Time song)
- Praktische Ideen fuer den Deutschunterricht
- http://www.kinoservice.de/kino_s2.htm (Stuttgart)
- http://www.kinoservice.de/kino_f2r.htm (Frankfurt)
- http://www.kinoservice.de/film_l2.htm (Ludwigsburg)
- Goethe Institute -rent short children’s movies (Das Fliegende Zimmer/Pünktchen und Anton)
- German Middle/High School 100 +, Frank Schaffer Publications
- Das Wetter by S. Fischer Publications
- www.tes.com/teaching-resources
- Kahoot! & Blooket
- Quizlet