



West Windsor-Plainsboro Regional School District

## German 1 Curriculum

## Unit 1: Who am I?

**Content Area: World Language**

**Course & Grade Level1: World Language**

### Summary and Rationale

As students begin the study of German, they focus on themes that relate to themselves, their families, their friends, and their communities. In this unit, students ask for and give basic personal information about themselves and others. Most of the language will be high frequency memorized chunks of language.

### Recommended Pacing

23 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.

CPI #	Cumulative Progress Indicator (CPI)
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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.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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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: Craft and Structure**

<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.

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

<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

New Jersey Student Learning Standards for Computer Science and Design Thinking	
<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
Interdisciplinary Standards ( Social Studies )	
6.1.12.HistoryCA.1 4.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.1 4.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	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Being able to express basic personal information is essential for accomplishing routine tasks.</li> <li>● There are common, recurring structures in German.</li> <li>● Although there are a lot of cognates in German, there is not always a one-to-one correspondence.</li> <li>● Culture influences the expressions and language structures that we use.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I communicate to others basic information about myself when I do not know all the words?</li> <li>● What should I do to make sense of what I am listening to?</li> <li>● How is German like English? How is it different?</li> <li>● How does German culture help me to understand more about the German language?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Basic greetings, health expressions, and leave taking expressions.</li> <li>● The verb endings in the singular for selected verbs.</li> <li>● The differences for word order among questions, statements and commands.</li> <li>● The appropriate cultural format used for letters.</li> <li>● The different meanings of certain question words and recognize sentences that use them.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Greet one another and the teacher using culturally appropriate language and gestures.</li> <li>● Ask and answer questions directed to “you” and about “him and her” in the target language using appropriate verb endings and sentence construction.</li> <li>● Differentiate responses to questions, statements and commands.</li> <li>● Write short notes and letters using the appropriate cultural format.</li> <li>● Ask formulaic questions using the interrogatives “how,” “who,” “where,” and “from where.”</li> </ul>	
Evidence of Learning	
<b>Assessment:</b> Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
Resources	
<p><b>Suggested Resources:</b></p> <p>Technology (internet resources, Videos, audio CDs, etc.)</p> <p>Online Magazine – <a href="http://www.spiegel.de">www.spiegel.de</a></p> <p>Online Newspaper – <a href="http://www.welt.de">http://www.welt.de</a></p> <p>Deutsche Welle - <a href="http://dw.de">http://dw.de</a></p> <p>Goethe Institut: - <a href="http://goethe.de">http://goethe.de</a></p>	



## Unit 2: My School

**Content Area: World Language**

**Course & Grade Level: German 1, 9-12**

### Summary and Rationale

As they explore school life in German-speaking areas of the world, students will acquire topical vocabulary and language functions needed to discuss the theme. Their conversations will be brief and often at a word or "chunk" level, which is appropriate for beginning language learners.

### Recommended Pacing

23 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.

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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

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<b>Standard: Standards for Presentational Mode of Communication</b>	
<b>Novice High learners</b> 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.	
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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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The choices they make in selecting courses and extra-curricular activities informs future decisions.</li> <li>● There are both differences and similarities between German and American schools.</li> <li>● There are common, recurring structures in German.</li> <li>● There are a lot of cognates in German, but there is not always a one-to-one correspondence.</li> <li>● Culture influences the word and language structures that we use.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can school play a role in discovering who I am?</li> <li>● How is school life in Germany different from and/or similar to my country?</li> <li>● How is German like English? How is it different?</li> <li>● How might German culture help me to understand more about the German language?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● Topical vocabulary expressions related to school life.</li> <li>● How to conjugate a few irregular and regular verbs needed to talk about school life.</li> <li>● The significance of word order in German statements and questions to determine parts of speech.</li> <li>● How to form plurals.</li> <li>● How to tell time using the 24-hour clock.</li> <li>● The Euro system.</li> <li>● The different types of schools available to students.</li> <li>● How school supplies, courses, schedules, the school year and the grading system differ between Germany and the United States.</li> </ul>	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>● Answer direct questions using appropriate subject and verb agreement.</li> <li>● Begin to ask some formulaic questions using appropriate German word order as they interact with the teacher and with classmates.</li> </ul>	

- Talk about the times of their classes using the 24-hour designation.
- “Purchase” school supplies using Euros.
- Understand that grades and interests affect students’ choices of schools after grade 5 in Germany.
- Will chart and discuss in basic terms the similarities and differences between German and American school supplies, school schedules, courses, the school year and the grading system.

#### **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:**

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

Online Magazine – [www.spiegel.de](http://www.spiegel.de)

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Deutsche Welle - <http://dw.de>

Goethe Institut: - <http://goethe.de>

Realia: German school schedules, German report cards

Visuals (Backpack with school supplies)



## Unit 3: My Family and Home

**Content Area: World Language**

**Course & Grade Level: German 1, 9-12**

### Summary and Rationale

During the course of this unit, students explore home life. They learn how to describe their homes, their family members, and their possessions. Further, they consider the influence that their families have on their choices and their outlook.

### Recommended Pacing

23 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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There are subtle and significant differences between the American and German cultures that influence home life.</li> <li>• Their homes, family structures, and customs make a statement to others about who they are.</li> <li>• They do not need to know all the words and structures to communicate in German with others. Rather, they need to listen actively, observe closely, and use basic communication strategies to make themselves understood and to understand written and oral language.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How is life in German-speaking countries different and yet similar from my experiences in the United States?</li> <li>• How do I communicate to others information about my home and my family?</li> <li>• What should I do to make sense of what I am listening to?</li> <li>• How do I make myself clearly understood? How do I handle a situation when I am stuck? What do I do to keep the conversation going?</li> <li>• How is German like English and how is it different?</li> <li>• How does knowing about how Germans live help me to understand more about the language?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>• Comprehension strategies and apply them when reading texts.</li> <li>• Formulaic questions and appropriate responses to questions regarding family and home life.</li> <li>• Names of rooms of a house and furniture.</li> <li>• Prepositions of location.</li> <li>• Names and relationships among family members.</li> <li>• Adjectives for describing people and things.</li> </ul>	

- Forms of the verb “möchten”.
- Singular subject pronouns and possessives.

**Students will be able to:**

- Use comprehension strategies as they scan authentic texts dealing with families, homes, and food and understand the gist of those texts.
- Answer and begin to ask basic, formulaic questions about their families and their homes.
- Create a multimedia presentation of their bedrooms, the furniture in their room, and their possessions.
- Express preferences using the verb “möchten”.
- Describe their possessions using the adjectives (mein, dein, sein and ihr).

**Evidence of Learning**

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

**Resources**

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Realia: German school schedules, German report cards

Visuals (Backpack with school supplies)

## Unit 4: Shopping for Clothes

**Content Area: World Language**

**Course & Grade Level: German 1, 9-12**

### Summary and Rationale

As they continue to gain additional vocabulary and structures in German, students will investigate how German teenagers dress and compare their likes and dislikes. They will explore how their selection of clothes and where they choose to shop make a statement about who they are?

### Recommended Pacing

23 days

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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Clothing might make a statement about who they are and sometimes that statement reflects culture.</li> <li>● Certain occasions/events require appropriate clothing choices.</li> <li>● There are similarities and past differences of clothing in both cultures.</li> <li>● There are traditional forms of dress that can stereotype nationalities.</li> <li>● There are differences and similarities between German and the USA shopping customs</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Does clothing really make a statement about who I am or am I merely following peer pressure?</li> <li>● How do I determine what is appropriate to wear at certain occasions/events? Is the criteria the same for everyone? If not, why not?</li> <li>● What do traditional forms of dress tell me about stereotyping nationalities?</li> <li>● How are business' practices (hours of operations, days) and special sales different/similar in Germany and the USA?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● Express wishes when shopping for clothing items.</li> <li>● Describe and comment on clothes.</li> <li>● Talk about trying on clothes and provide feedback.</li> <li>● Definite and indefinite article agreement in the accusative case when expressing wishes for clothing shopping.</li> <li>● Separable verb prefixes and word order in the sentence when talking about trying on clothes.</li> <li>● How to use direct object pronouns when giving compliments and responding to them regarding clothes.</li> <li>● Several verbs that change stems in the 2nd and 3rd person singular to discuss and describe clothing.</li> <li>● Reapply previous knowledge to use the informal and formal "you" to discuss clothing.</li> <li>● Begin to recognize another way to say "I like" using the verb "gefallen" which takes the dative case, to express clothing preferences by using adjectives..</li> </ul>	

**Students will be able to:**

- Express likes and dislikes when shopping for clothing.
- Comment and describe clothes using formulaic phrases and sentences with direct object pronouns.
- Give and respond to compliments regarding clothing.
- Interact with clerks in order to try on clothing and shoes, and they will make purchases.

**Evidence of Learning**

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

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## Unit 5: Leisure Time Activities

**Content Area: World Language**

**Course & Grade Level: German 1, 9-12**

### Summary and Rationale

Students will examine their leisure time activities in light of how their choices influence their health and well-being? Further, they will consider what those choices say about their character.

### Recommended Pacing

22 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.

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7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
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7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands
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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.

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
<b>Standard: Standards for Presentational Mode of Communication</b>	
<b>Novice High learners</b> 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.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Geography and cultural norms have a profound impact on which leisure-time activities people pursue.</li> <li>● Although German and American schools have many similarities, attitudes towards academics and sports follow cultural mores.</li> <li>● The activities that people choose determine aspects of their personality.</li> <li>● Academic intelligence does not always ensure success in school.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does where you live impact your lifestyle?</li> <li>● Are you a well-rounded person? Why or why not?</li> <li>● Can school ever be a stress-free experience? If so, how? If not, why not?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● Expressions for likes and dislikes.</li> <li>● Degrees of enthusiasm.</li> <li>● Names of various leisure time activities.</li> <li>● Time expressions</li> <li>● Expressions for stating opinions when discussing extra-curricular activities.</li> <li>● Expressions to state agreement and disagreement.</li> <li>● The formal you (Sie) and informal you (du) forms when talking about music, hobbies and sports.</li> <li>● How to recognize cognates when they read to aid them in comprehension of free time activities.</li> <li>● Conjugate regular present tense when discussing their leisure time activities (example - spielen - to play).</li> <li>● That verbs with stems ending in -d, -t, or -n do not follow a regular pattern in the 2nd and 3rd person singular.</li> </ul>	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>● Discuss their interests and express likes and dislikes to the topic of extra-curricular activities.</li> <li>● State when they do various activities.</li> </ul>	



- Ask for an opinion, express their own opinion, agree and disagree.
- Continue practicing the difference between addressing adults and classmates with the formal and informal "you".
- Recognize cognates as they read about free time activities.

#### **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:**

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

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Goethe Institut: - <http://goethe.de>

FIFA.com

<http://www.fussballd21.de/300298.asp>

## Unit 6: Making Plans

**Content Area: World Language**

**Course & Grade Level: German 1, 9-12**

### Summary and Rationale

What do my choices for leisure time activities say about my character and interests?

### Recommended Pacing

22 days

### New Jersey Student Learning Standards for World Language

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

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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
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**Standard: Standards for Interpersonal Mode of Communication**

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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
<b>Standard: Standards for Presentational Mode of Communication</b>	
<b>Novice High learners</b> 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.	
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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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The plans they make may both reflect and determine aspects of their personality.</li> <li>• Becoming better organized may help them to enjoy other activities with friends.</li> <li>• What they eat and drink when they are with their friends does affect their bodies and health.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do the plans I make reflect and determine my personality?</li> <li>• Why do I need to be organized? How does it affect my daily life?</li> <li>• Am I healthy? How do I know?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>• How to ask questions to find out how someone is feeling and respond appropriately.</li> <li>• How to tell clock time and learn the more informal way of telling time (half past, quarter to).</li> <li>• How to talk about when they do things.</li> <li>• How to ask and respond to questions regarding where they are going and what you are doing there.</li> <li>• How to make plans using the verb “möchten” – would like to.</li> <li>• How to use all forms of the modal verb “wollen” – to want and how this verb is conjugated in the sentence and the other verb is placed at the end of the sentence in infinitive form when talking about where they want to go and what they want to do.</li> <li>• How to read a menu and be able to order food and beverages, talk about how something tastes and pay for the check.</li> <li>• How to use two stem-changing verbs “nehmen” (to take) and “essen” to eat when ordering food.</li> </ul>	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Ask appropriate questions and respond to those questions.</li> <li>• Tell time in an informal manner.</li> <li>• Talk about when they do things.</li> <li>• Ask and respond to questions regarding location and activity.</li> <li>• Use the correct forms of the verbs “möchten,” “wollen,” “nehmen,” and “essen” when making plans and ordering food.</li> <li>• Read a menu and order food and beverages.</li> </ul>	

- Talk about how food tastes and ask for the check.

#### **Evidence of Learning**

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

#### **Resources**

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## Unit 7: Food Shopping

**Content Area: World Language**

**Course & Grade Level: German 1, 9-12**

### Summary and Rationale

Food is often connected to culture. What we eat and prepare at home reflect our origins.

### Recommended Pacing

22 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.

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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.

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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>The marketing strategies used by a store's public relations office influence our daily choices and therefore have an effect on our health and well-being.</li> <li>The food pyramid varies according to culture.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>Why are clients attracted to certain stores and not to others?</li> <li>How do our shopping purchases reflect our lifestyle?</li> <li>What do I need to know to be a skillful cook?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>Key vocabulary related to shopping for food.</li> <li>How to use questions related to shopping for food.</li> <li>The cultural aspects of food shopping habits in German-speaking countries.</li> <li>The practice of reusable shopping bags.</li> <li>The practice of recycling food packaging.</li> <li>The forms of the verb "sollen" (should/supposed to) in relation to asking what should be done or telling someone what to do.</li> <li>How to form the imperative to give commands for the second person singular and plural ("du" and "ihr" – you) forms when telling a person or persons what to do.</li> <li>How to use vocabulary to express quantities when making purchases.</li> <li>How to say that they want something else when shopping for food.</li> <li>The reasons for using the conjunctions ("weil" or "denn" – because) and the appropriate word order.</li> <li>How to form and use the past tense of "sein" – (to be) in appropriate situations.</li> <li>The names of foods in each category of the new food pyramid.</li> </ul>	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>Ask questions when going shopping for food.</li> <li>Compare and contrast the food shopping habits of people in German speaking countries and the US in a T-chart.</li> </ul>	

- Express the different forms of the verb “sollen” (should/supposed to) when asking what should be done or telling someone what to do.
- Give and follow commands to others when shopping for food.
- Simulate a shopping experience and ask for specific quantities of food or beverages.
- Explain that they want something else when food shopping.
- Explain and give reasons why they cannot go somewhere using the conjunction (because) “denn” or “weil” and use the appropriate order of words for the sentence.
- Describe the stores they visited and the items they bought in each location.
- Interpret the new food pyramid guidelines to create their own food pyramid.

#### **Evidence of Learning**

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

#### **Resources**

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Food Pyramid Chart

## Unit 8: An American in Munich

**Content Area: World Language**

**Course & Grade Level: German 1, 9-12**

### 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 get around, how to help others with directions and suggestions for places to visit. Further, they consider the similarities and differences between life in a German city and life in their community in the United States.

### Recommended Pacing

22 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
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>By investigating the architecture, structures and layout of a city they begin to uncover its history, people and culture.</li> <li>Although Munich is similar to their own hometown, it has differences that reflect the cultural practices and perspectives of the German people.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How does a city's architecture reflect the lifestyle and history of its citizens?</li> <li>How is Munich different from and/or similar to my own hometown?</li> <li>How can German culture help me to understand more about the German language?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>The names of public buildings and cultural sites in Munich.</li> <li>The layout of the city.</li> <li>How to navigate the city on foot and by using public transportation options.</li> <li>Prepositions of location.</li> <li>Descriptive adjectives.</li> <li>The forms of the verb "wissen" and its uses.</li> <li>The dative case contraction forms of zu + dem = zum and zu + der = zur (to the – masculine, feminine and neuter forms).</li> <li>The formal command of "Sie".</li> <li>The names and descriptions of various eating establishments and the local food selections</li> <li>The use of "kein" to negate a word</li> <li>Expressions used when ordering something to eat and drink in a restaurant and café</li> <li>Expressions of preference and opinion using the conjunction "dass".</li> <li>The architectural styles of various buildings and monuments in Munich.</li> </ul> <b>Students will be able to:</b>	

- Ask for and give directions around Munich using an authentic map of the city.
- 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 when inquiring about the location of various places and buildings in Munich.
- Order something to eat and drink in a restaurant and cafe using appropriate vocabulary, structures
- Express preferences and say that they do not want a particular food or beverage.
- Use the accusative case to say they don’t want any more of a particular food or beverage.
- 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**

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Maps of Munich and other city maps