



West Windsor-Plainsboro Regional School District
German 4H/5H/AP
Curriculum A

Unit 1: Leisure Time

Content Area: World Language

Course & Grade Level: German 4H/5H/AP

Summary and Rationale

Students will learn how to express themselves when discussing leisure activities. Students will read authentic newspapers, magazines, poems, short stories, and essays.

Recommended Pacing

36 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard: Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's 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

Standard: Global and Cultural Awareness

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.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.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"> ● Leisure activities vary from culture to culture. ● Other cultures may affect our knowledge and choices of leisure activities. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do our choices in leisure activities define who we are? ● How are American and German teenagers different in their choices of leisure activities? ● How does the media of today influence the choices we make? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● vocabulary related to leisure time ● infinitive stems and endings, present tense of regular and stem changing verbs and modal auxiliaries ● uses of present tense of haben, sein, werden, wissen in the present tense ● imperative forms ● separable prefix verbs ● present tense, use and the meaning of the modal auxiliaries ● meanings of lassen. ● future time with present and future tense and future tense of modals. ● use of subjunctive, including indirect discourse. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● ask and answer questions about leisure time ● interpret authentic texts efficiently and ask for certain tasks to be done ● identify the text type and talk about the structure and purpose of such texts ● describe data ● find main topics or themes, features in the text or chart, locate some key grammatical features or expressions, and answer some study questions 	
Evidence of Learning	
<p>Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and Supportive assessments in class to monitor student progress</p> <p>German 4H students will be assessed at the Intermediate High Level</p>	
Resources	

Core Resource:

<https://apclassroom.collegeboard.org/>

Suggested:

Kaleidoskop, Moeller, Berger & Wieden, 9th Edition, 2017

ZDF, ARD - Public German TV

Goethe Institut (<https://www.goethe.de/en/index.html>)

Deutsche Welle (<https://www.dw.com/de>)

Authentic video, audio and textual resources

Unit 2: How Science and Technology affects our lives

Content Area: World Language

Course & Grade Level: German 4H/5H/AP

Summary and Rationale

Students explore the effects of science and technology on people’s lives in German speaking communities. As a teen in today’s world, I am developing my identity. How do scientific and technological developments shape my present and my future?

Recommended Pacing

36 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author’s purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
Standard: Presentational Mode of Communication	
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Science both creates and resolves changes in contemporary society ● Technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities ● Technology affects society and the quality of life ● Science and Technology affect the values and ethics of a community 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How have the changes in society due to the Internet been beneficial? ● How has the fast-paced society of today changed our lives? ● What factors drive innovation and discovery in the fields of science and technology? ● How do scientific and technological developments impact our lives? ● How important is the role of ethics in scientific developments? 	
Objectives	
Students will know: <ul style="list-style-type: none"> ● the simple past tense, including irregular weak verbs + haben, strong verbs, and sein and werden ● the present perfect tense versus the simple past ● the past participles ● infinitives without zu 	

- the double infinitive construction with modals, sehen und lassen.

Students will be able to:

- describe the technology they use in their daily lives
- explain how technology and science has evolved
- ask and answer questions about science and technology
- express opinions related to the fields of science and technology
- explain the role of the Internet in the lives of young Germans
- employ a wide variety of text types and styles
- express themselves orally by asking and answering questions, acting in skits, and role-playing
- understand and interpret authentic cultural texts

Evidence of Learning

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

German 4H students will be assessed at the Intermediate High Level

Resources

Core Resource:

<https://apclassroom.collegeboard.org/>

Suggested:

Kaleidoskop, Moeller, Berger & Wieden, 9th Edition, 2017

ZDF, ARD - Public German TV

Goethe Institut (<https://www.goethe.de/en/index.html>)

Deutsche Welle (<https://www.dw.com/de>)

Authentic video, audio and textual resources

Unit 3: Germany in the Past and Today

Content Area: World Language

Course & Grade Level: German 4H/5H/AP

Summary and Rationale

Students will learn to express themselves and give opinions concerning the educational systems of the United States and Germany. Historic events in Germany, the advantages and disadvantages of the Reunification of Germany will be discussed and analyzed.

Recommended Pacing

36 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
Standard: Presentational Mode of Communication	
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Educational systems are different throughout the world. ● Educational systems reflect the values of a society. ● German history and the reunification of Germany changed the lives of many people. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does the educational system of a country reflect its values? ● How has Germany changed due to the reunification? ● How has Reunification changed society? ● How did the two Germanys work out their differences to become one? 	
Objectives	
Students will know: <ul style="list-style-type: none"> ● the position of the finite verb and nicht ● word order: time, manner and place ● independent clauses and coordinating conjunctions, as well as two part conjunctions (aber, sondern, als, wenn, wann) ● dependent clauses: indirect statements and questions ● infinitives with zu and expressions (um...zu, anstatt...zu, ohne...zu) 	

Students will be able to:

- ask and answer questions about the impact of the historic events in German speaking countries
- analyze historic events in German speaking countries and gain greater insights into cultural aspects of the German-speaking world
- talk and write about a European school, in which students study in one of five European Languages, thus forming a miniature European Union
- describe the literal meaning of a text
- describe data related to the unit's theme

Evidence of Learning

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

German 4H students will be assessed at the Intermediate High Level

Resources**Core Resource:**

<https://apclassroom.collegeboard.org/>

Suggested:

Kaleidoskop, Moeller, Berger & Wieden, 9th Edition, 2017

ZDF, ARD - Public German TV

Goethe Institut (<https://www.goethe.de/en/index.html>)

Deutsche Welle (<https://www.dw.com/de>)

<https://www.zeitklicks.de/top-menu/zeitstrahl/navigation/topnav/jahr/1945/>

Film: " Good bye Lenin" , "Das Leben der Anderen", "Das Wunder von Bern"

Authentic video, audio and textual resources

Unit 4: Families and Relationships in Different Societies

Content Area: World Language

Course & Grade Level: German 4H/5H/AP

Summary and Rationale

As a teen in today's world, I am developing my identity. How does my family, my community, my education and my environment shape my present and my future?

Students will learn to express themselves when discussing topics such as relationships with family, colleagues, life partners, and the vocabulary of the emotions and feelings used to describe these relationships

Recommended Pacing

36 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
CPI #	Cumulative Progress Indicator (CPI)

7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard:

Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Instructional Focus

Unit Enduring Understandings

- Relationships are a reflection of a culture.
- The forming of relationships is a natural part of life.
- Educational communities, social networks, human geography, traditions and values, global citizenship and family structure play a major role in our identity.

Unit Essential Questions

- What constitutes a society in German speaking societies?
- What are some important aspects of family values and family life in German speaking societies?
- What challenges do families face in today's world?
- How are relationships different in the United States and Germany?
- How are the roles of the people of a relationship different in different countries?

Objectives

Students will know:

- meanings and uses of der words, nominative and accusative case.
- the indefinite article ein and kein, and the definite article, nominative and accusative.

- nouns indicating nationalities and professions.
- masculine N nouns in accusative cases.
- units of measurement and quantity, time expressions with accusative case.
- possessive adjectives and direct objects.
- personal and demonstrative pronouns, nominative and accusative.
- indefinite pronoun (man); interrogative pronouns (wer and was).

Students will be able to:

- make plans and invite someone to come along.
- say what they like and whether they do or do not want more.
- express obligations, extend and respond to an invitation; offer help and tell others what to do.
- give information about themselves and others; describe themselves and others; express likes and dislikes.
- talk about past events.
- express enthusiasm or disappointment.
- elaborate on statements about the family in German speaking and their own communities
- describe the literal meaning of a text
- describe data
- apply appropriate communication strategies in interpersonal speaking
- compare and contrast their community with the German speaking community
- explain how families shape their identity and their community

Evidence of Learning

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

German 4H students will be assessed at the Intermediate High Level

Resources

Core Resource:

<https://apclassroom.collegeboard.org/>

Suggested:

Kaleidoskop, Moeller, Berger & Wieden, 9th Edition, 2017

ZDF, ARD - Public German TV

Goethe Institut (<https://www.goethe.de/en/index.html>)

Deutsche Welle (<https://www.dw.com/de>)

Authentic video, audio and textual resources

Unit 5: Music

Content Area: World Language

Course & Grade Level: German 4H/5H/AP

Summary and Rationale

Students will learn to express themselves when discussing and comparing American and German composers and types of music. Students will explore the role/importance of music in German speaking communities.

Recommended Pacing

36 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard: Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Instructional Focus

Unit Enduring Understandings

- Music is a reflection of a society.
- Historical events can be reflected in music.
- The media of today can influence the music of countries.

Unit Essential Questions

- What causes music to be different in different countries?
- How do communities value music?
- How has the media of today influenced music?

Objectives

Students will know:

- forms of the dative case, including nouns in the plural, masculine N nouns, personal pronouns, demonstrative pronouns, interrogative pronouns (wer), verbs, prepositions (contractions also), adjectives.
- word order of direct and indirect objects

Students will be able to:

- discuss the German music scenes from classical to hip-hop

- express themselves more accurately and idiomatically in both oral and written form, and gain greater insights into cultural aspects of the German-speaking world
- describe the literal meaning of a text
- describe data

Evidence of Learning

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

German 4H students will be assessed at the Intermediate High Level

Resources

Core Resource:

<https://apclassroom.collegeboard.org/>

Suggested:

Kaleidoskop, Moeller, Berger & Wieden, 9th Edition, 2017

ZDF, ARD - Public German TV

Goethe Institut (<https://www.goethe.de/en/index.html>)

Deutsche Welle (<https://www.dw.com/de>)

<https://www.goethe.de/de/kul/mus.html>

Authentic video, audio and textual resources