



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

Unit 1: The World Of Work

Content Area: World Language

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

Summary and Rationale

Students will learn to express themselves when discussing the work environment, professions, and the education needed for different types of employment.

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.
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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.

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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

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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

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"> ● My future occupation may be affected by current likes and dislikes, as well as my choices in education ● Applying for a job is a multi-step process ● The role of governmental institutions in Germany compared to the United States is different . 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How will my future occupation be determined? ● How do I apply for a job? ● How does my country approach its problems and challenges compared to Germany? ● How do the German people face issues such as unemployment, disability? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● time expressions with the dative case ● uses of the verbs: legen/liegen, setzen/sitzen, stellen/stehe, hängen, stecken. ● hin/her: where to, where from ● two way prepositions ● the genitive case:, including forms, uses, prepositions ● expressions of indefinite time ● dative as a substitute for the genitive <p>Students will be able to:</p> <ul style="list-style-type: none"> ● engage in peer discussions and evaluations about the German school system ● apply for jobs and perform job interviews ● understand a presentation of features sought by prospective employers. ● understand different choices of school systems in Germany and how they affect the future of young people in German speaking countries ● understand the repercussions of the increasing globalization of business, showing the need for employees to be qualified to work in other countries. ● find main topics or themes, features in the text or chart, locate some key grammatical features or expressions, and answer some study questions ● 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>)

Authentic video, audio and textual resources

Unit 2: Multicultural Society

Content Area: World Language

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

Summary and Rationale

Students will learn to express themselves when discussing the advantages and disadvantages of a multicultural society and how people are affected if they are immigrants and do not speak the language.

Recommended Pacing

36 days

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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Multicultural societies evolve as a result of their multicultural composition ● Multicultural communities process change in a variety of ways (e.g assimilation, acculturation, etc) ● History reflects current immigration policies. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How is an open border policy different for different countries? ● How do Germany's policies compare with the United States' policies? ● How do immigrants influence the language and culture ? ● Why do people leave their homes? ● What factors affect their decisions? ● What supports and challenges do people encounter when immigrating to German speaking countries and the United States? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● vocabulary related to linguistic and cultural identity ● the different types of adjectives and their usages (predicative, attribute, preceded) ● adjectives used as nouns and participles 	

- the comparison of adjectives and adverbs
- ordinal numbers

Students will be able to:

- reflect on the most influential factors that determine our identity
- recognize a wide variety of text types and styles, and become sensitive to some of the issues and problems of contemporary life in German-speaking countries.
- develop a deeper interest in the German language and in the culture of the German-speaking countries.
- understand texts like an autobiography, statistics, poems and short stories, all dealing with the topic of the multicultural society.

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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Film: "Almanya - Willkommen in Deutschland"

Authentic video, audio and textual resources

Unit 3: Generations: Young and Old

Content Area: World Language

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

Summary and Rationale

Students will learn to express themselves when comparing the lives of the older generation with the youth of today. Discussion will be about how values have changed and the fears/anxieties of the young versus the old.

Recommended Pacing

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Instructional Focus

Unit Enduring Understandings

- Fear and anxiety of young adults are universal feelings.
- Uncertainty affects people's feelings in all societies.
- The generation gap becomes smaller as we age.
- Values may change as we grow older.

Unit Essential Questions

- How does our cultural background affect our feelings of fear and anxiety?
- How are the causes of uncertainty different in present day Germany and the United States?
- How do people change their attitudes/values as they grow older?
- How do we shape and form our identities?
- What turning points determine our individual pathways to adulthood?

Objectives

Students will know:

- the forms and uses of subjunctive (present time subjunctive of main verbs, past time subjunctive, modals in past time subjunctive with double infinitive construction)
- als ob and als wenn constructions
- construction of würde (would)

Students will be able to:

- discuss and understand the values and anxieties of young people today, reasons why some work part-time.
- improve their ability to understand conversational German.
- will become sensitive to some of the issues and problems of contemporary life.
- interpret a story about a son who emigrated to America and the misunderstandings that appear through his letters.
- describe pictures and compare to similar images or views of places and activities, and explain how the picture relates to the topic

Evidence of Learning

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Unit 4: Stereotypes

Content Area: World Language

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

Summary and Rationale

Students will learn to express themselves when discussing stereotypes and prejudices through discussions in relation to contemporary life, as well as during historical eras.

Recommended Pacing

36 days

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Instructional Focus

Unit Enduring Understandings

- Stereotypes and prejudices differ with different societies.
- Culture and traditions may cause prejudice.
- Historical events may be a consequence of prejudice

Unit Essential Questions

- How do a society's culture and traditions make them have different prejudices?
- How can prejudices and stereotypes affect history?

Objectives

Students will know:

- the usage of reflexives (pronouns, verbs, with parts of the body and clothing)
- intensifiers (selbst, selber)
- reciprocal use of reflexives and einander
- relative clauses and pronouns
- extended modifiers
- objective and subjective use of modals

Students will be able to:

- increase their active and passive vocabularies
- demonstrate their knowledge of the cultural texts and literary selections
- strengthen their knowledge of German grammar and increase their ability to use standard, acceptable language in everyday situations

- become more familiar with issues of contemporary life in Germany

Evidence of Learning

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Unit 5: Environmental, Political, and Societal Challenges

Content Area: World Language

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

Summary and Rationale

As a teen in today's ever-changing world, I am developing my identity as a global citizen. How do current social, political and environmental challenges shape my present and my future?

Students will learn to express themselves through discussions concerning the environment, global warming, and the greenhouse effect.

Recommended Pacing

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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)
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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"> ● Economic developments and environmental challenges often impact society and politics on a larger scale, which in turn individual families and communities. ● Individuals can positively or negatively influence the world around them. ● Possible solutions address contemporary global challenges. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do environmental, political, and societal challenges positively and negatively impact communities? ● What role do individuals play in identifying and potentially solving complex societal issues? ● How do challenging issues affect a society's culture? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Vocabulary related to environmental, political, and economic challenges ● How to express agent and means ● The subjunctive in wishes, commands, and requests 	

- Indirect discourse (statements, questions, commands)
- A summary of the uses of werden

Students will be able to:

- Interpret and express opinions about the answers young people give to the question about what they do to save the environment.
- Express sensitivity to environmental issues and problems in German-speaking countries.
- Communicate thoughts on topics of general interest, both orally and in writing.
- Interpret modern German short stories and prose found in newspapers, letters, books, and magazines.
- Ask and answer questions about the role of a free market in the development of a global economy
- Reflect on the connection between human activities and the environment
- Provide detail in making statements about the global challenges caused by the changes in human population
- Give examples of how the government and individuals can contribute to the social welfare of a 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 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