



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

**COURSE/GRADE LEVEL(S): German 1
Grades 9-12**

I. Course Overview

This course is designed for true beginning students or for those who have experienced little previous success in the study of a world language. Reading, writing dialogues, working with authentic listening materials, and participating in oral drills and classroom discussions enable students to carry on elementary conversations and write basic compositions, correspondence, and notes. Videos, audiotapes, and electronic media are used, often in connection with the language laboratory, to facilitate the development of communicative skills. These materials also provide insight into the history, geography, and practices of target cultures.

II. Units of Study

- Unit 1: Introductions
- Unit 2: Self and Family
- Unit 3: School
- Unit 4: Activities
- Unit 5: Clothing
- Unit 6: Chores and House
- Unit 7: Food
- Unit 8: Hilde and Guenter

III. Learning Objectives

At the conclusion of this course, students should be able to:

7.1 World Languages

A. Interpretive Mode:

- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- Discuss people, places, objects, and daily activities based on oral or written descriptions.
- Comprehend short conversations and brief written messages on familiar topics.



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- Comprehend conversations and written information on a variety of topics.
- Connect the learning of the target language to information studied in other core content areas.
- Apply knowledge and skills gained in other core content areas to the learning of the target language.
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.
- Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.
- Compare and contrast unique linguistic elements in English and the target language.
- Compare daily practices of people in the target culture(s) with their own.
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.
- Identify aspects of culture presented in photographs, plays, or films.
- Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

B. Interpersonal Mode

- Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
- Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
- Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
- Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
- Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

C. Presentational Mode

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
- Use language creatively in writing for a variety of purposes.
- Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.



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IV. Essential Questions

Unit 1: Introductions

Can I greet and say good-bye to my classmates and my teacher appropriately?

Can I ask classroom appropriate things? Can I communicate my understanding/confusion to the teacher?

Can I understand common teacher directions?

Can I introduce myself to others? Can I introduce people to one another?

Can I tell where I am from and ask others where they are from?

Can I tell where other people are from?

Can I tell my age and ask others their age?

Can I understand and act out commands made by my teacher?

Can I understand and act out commands made by my teacher?

Can I recognize and say the letters of the alphabet in the target language?

Can I connect cues from the second language to my native language?

Can I describe my likes and dislikes? Can I ask others about their likes and dislikes?

Can I describe the likes and dislikes of others?

Can I understand an oral narrative about a character and understand and respond orally to the situation?

Can I put practiced words and phrases together to create a story with the help of my classmates and teacher?

Unit 2: Self and Family

Can I understand basic descriptions of other people in terms of their physical / personality traits?

Can I describe myself and others in terms of physical / personality traits?

Can I describe my family in terms of parents, siblings and extended family?

Can I describe their physical/personality traits?

Can I use descriptions to describe characters in a story?

Can I describe people, and things?

Can I identify different colors?

Can I describe geographical locations?

Do I know German-speaking countries and other European countries and languages?

Can I talk about more than one thing?

Unit 3: School

Can I comprehend and name/describe the classes on my schedule?

Can I state when I have different courses? Can I tell what time it is now? Can I ask/ tell others at what time things are? Can I express the date?

Can I identify items that I need for school and express my need or desire to have them? Can I state what I already have?

Can I compare our schedule and school system at CHS to that of a school in Germany?

Can I read and understand a passage containing pertinent vocabulary?



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Unit 4: Activities

Can I name and understand expressions for common hobbies and activities.
Can I state whether or not I like to do these activities?
Can I describe different types of weather? Can I say what the weather is like right now?
Can I say what I like to do in different types of weather? What do I need for different weather?

Unit 5: Clothing

Can I describe articles of clothing? Can I identify color, fit, and sizes of clothing? Can I express likes or dislikes of clothing and styles. Can I describe the fit of a garment?

Can I discuss what types of clothing are appropriate for various situations, weather, and travel?

How do I shop in German-speaking countries? Can I compare clothing and shopping in Germany with the US? Can I understand sizes, cost comparison and appropriateness?

Unit 6: Chores and House

Can I express which of these activities I do? That other people do? That others and I need/want/have to do?

Can I discuss common household chores? Can I communicate with others to make connections about these activities

Can I ask others what chores they have to do and tell them what I have to do?

Can I state and understand the terms for various chores around the house? Can I state in which area of the house each chore is often done?

Can I describe how a German house compares to my own house?

Can I discuss events that are happening in the future? Can I talk about my future professional plans

Unit 7: Food

Can I identify foods that are common to my daily life? Do I know what is commonly eaten in Germany?

Can I understand what a waiter is asking me? Can I order what I want to and express my food preferences?

Unit 8: Hilde and Guenter

Can I use known vocabulary to understand basic information in a narrative? Can I use context clues to understand words that are unfamiliar?

Can I describe characters in a story and reflect on their actions?

Can I identify places in a house and furnishings?

Can I tell someone else details of the characters and plot of a story?

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V. Key Performance and Benchmark Tasks

Unit 1: Original story or dialog, short quizzes, language lab recordings

Unit 2: Favorite family member description and story, family tree project, authentic assessment essay describing a family member, makeover skit, PPT presentation on a city in the German speaking world, unit test

Unit 3: Unit test

Unit 4: Unit test, authentic assessment presentation about hobbies

Unit 5: Unit test

Unit 6: Unit test, end of year Authentic Assessment Presentation

Unit 7: Unit test

Unit 8: Unit test

In all units, teachers will utilize the following to assess students:

Performance-based assessments for speaking and writing that are rubric-based

Teacher-made quizzes and tests

Classroom participation and preparation

Language lab conversations, listening activities, and interactive media

Participation in class activities

VI. Instructional Materials

Textbooks/Readers

Thematic Short Stories about me

Geni@l AI

Der Fall der gestohlenen Uhr

Teacher-designed culture and vocabulary units