



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE

CONTENT AREA(S): World Language
COURSE/GRADE LEVEL(S): German 2 / Grades 9-12

I. Course Overview

German 2 continues to stress the skills of language interpretation and production and aims to heighten cultural awareness through literature, media, and authentic experiences. Grammar study is more formalized than it is in level 1. Reading assignments increase comprehension and stimulate discussion. Compositions, oral participation, and presentations give students opportunities to express themselves in everyday situations and to discuss topics that interest them. In addition to the communicative tasks they perform in the language laboratory, students are expected to use the target language in all appropriate classroom situations.

The primary goal of this course is for students to achieve proficiency at the ACTFL Intermediate Low level. The language tools a German 2 student will primarily be developing are writing complex sentences in simple essays, understanding how to use verbs in various basic indicative tenses, presentational communication, selective listening for meaning, and comparing and contrasting cultures.

II. Standards

Aligned with the 2009 New Jersey Core Curriculum Content Standard, 7.1 World Languages:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

In keeping with the Intermediate-Low proficiency range, students should demonstrate the following in each of the three communication modes:

Interpretive:

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

- 7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.II.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.II.A.8 Compare and contrast unique linguistic elements in English and the target language.

Interpersonal:

- 7.1.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.II.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.II.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.II.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational:

- 7.1.II.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.II.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.II.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.II.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

III. Learning Objectives

- Understand the role of travel and how traveling to another country affects the perspectives of our everyday life.
- Understand how to communicate using the Perfekt tense in German and be able to use it to communicate ideas and tell stories in the past tense.

- Understand when to address someone with Sie/du; appropriate use of register while a guest in a German home
- Appreciate the different realities, traditions, methods of transportation of Switzerland, Germany, and the U.S.
- How German teens and adults get around the country and major cities.
- Recognize the importance of living abroad vs. tourism.
- How life is different when living abroad.
- Appreciate the differences in shopping and holiday traditions in Germany
- Understand the role of the youth hostel in Germany and Europe as a whole and how it differs from a hotel
- Be conscious of the different dynamics in schools and communities, contemporary life and personal and public identities across diverse cultures.
- Understand how life is different for young people in Germany in comparison to the U.S.
- Appreciate the different educational systems, traditions, and historical aspects of the target culture.
- Be conscious of the different dynamics in schools and communities, contemporary life and personal and public identities across diverse cultures.
- Art and Literature reflect the culture of their era
- Fables represent ethics and moral values.
- Realize that various factors affect culture and interests, i.e. different school subjects, geography, etc.
- How German cities are organized compared to American cities
- What a typical German farm looks like and what types of crops are typically grown
- Students will recognize that health is important across cultures and nationalities.
- Small steps can go a long way to improve situations.
- Appreciate how people can help.
- Understand and be able to compare relationships and different health-related experiences of the youth in the USA vs. German youth.
- There is much commonality in the definition of health and healthy lifestyles across cultures
- Appreciate the different ways in which people can get and/or remain healthy.
- The role of the athlete as celebrity translates across all cultures.
- Be conscious of the different dynamics in health challenges in contemporary life across communities in diverse cultures.

IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)

Unit 1: Ab ins Ausland! (Off to unknown lands!)

- Why and how do I communicate my past ideas to show their influence on what I do today?
- How do the main idea and supporting details of a mini-novel in German help me to relate better in the German language?
- Can I discuss the attitudes necessary to live successfully in another country?

- How does the geography of Switzerland and Germany impact their economy, transport system and culture? Can I identify similarities and differences in transportation in Switzerland and Germany vs. the USA?
- How can a teen travel or live abroad? What can one learn from this experience that applies to the rest of one's life?

Unit 2: Das Leben der deutschen Jugend (Teen Life)

- How does language relate to culture?
- Do school and activities influence us? How are we defined by our education, traditions, customs and values?
- Do different education systems offer different opportunities and/or interests?
- What does communicating in the German language to speak about daily contemporary life for teenagers and in general add to my overall understanding of culture?

Unit 3: Die deutsche Identität (The German Identity)

- How is the German school day different from the American school day? Do we view extracurricular activities in the same manner?
- Can I use the German language to speak about daily contemporary life?
- How do fables reflect the beliefs of a culture? What other traditions and customs define German identity?
- How does city life vary from Germany to America? Is rural life different in Germany or is a farm just a farm no matter where you are?

Unit 4: Ein Gesunder Lebensstil (A healthy lifestyle)

- What must we do to maintain a healthy life? What are some things that make us sick and how can we cure them?
- Is it important to be healthy? Should we give and accept advice to improve our health?
- How can we volunteer in our community to help the well-being of others?
- How does the idea of physical fitness differ from Germany to America?
- Is our idea of "health" influenced by the media? Why should we view and understand media from other cultures?

V. Key Performance and Benchmark Tasks may include, but are not limited to:

Unit 1:

- ✓ Reading and listening activities may be related to informative texts, contemporary events of the Germanic world, etc.
- ✓ Research on the web the major newspapers of several German-speaking countries.
- ✓ Practice conversations and written information on a variety of topics of both factual and daily events interest including travel, current or past issues and events at home in target countries.
- ✓ Read a short novel in the target language, then answer questions and re-tell it in student's own words while writing it.
- ✓ Student groups respond to visual or written prompts to state what happened in that situation.
- ✓ Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.

- ✓ Focus on word order and structure when writing, generally choosing appropriate vocabulary for familiar topics and transitions words.
- ✓ Engage in short conversations about personal experiences or past events.

Unit 2:

- ✓ Reading and listening activities may include social studies topics such as contemporary personalities from the target culture or specific historical events and sites, or regional nuances found within target countries.
- ✓ Practice conversations and written information on a variety of topics of both academic and social interests including events at home and in school.
- ✓ Read a story in the target language, then re-tell it in student's own words while recording or writing it.
- ✓ Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- ✓ Ask and respond to factual and interpretive questions on school-related topics (such as in an interview setting).
- ✓ Create simple sentences when writing, generally choosing appropriate vocabulary for familiar topics.
- ✓ Engage in short conversations about personal experiences in school and extra-curricular activities.
- ✓ Demonstrate expanded use of vocabulary in the following areas: school schedules and subjects, extracurricular activities, likes and dislikes, chores.

Unit 3:

- ✓ Reading and listening activities may include social studies topics such as contemporary personalities from the target culture or specific historical events and sites, or regional nuances found within target countries.
- ✓ Practice conversations and written information on a variety of topics of both academic and social interests including events at home and in school.
- ✓ Read a story in the target language, then re-tell it in student's own words while recording or writing it.
- ✓ Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- ✓ Ask and respond to factual and interpretive questions on school-related topics (such as in an interview setting).
- ✓ Create simple sentences when writing, generally choosing appropriate vocabulary for familiar topics.
- ✓ Engage in short conversations about personal experiences in school and extra-curricular activities.
- ✓ Demonstrate expanded use of vocabulary in the following areas: school schedules and subjects, extracurricular activities, likes and dislikes, chores.
- ✓ Practice retelling the events of a story including all key plot points and using appropriate vocabulary and grammatical components of the target language.

Unit 4:

- ✓ Provide opinion about healthy choices.

- ✓ Utilize appropriate vocabulary concerning aches and pains in body.
- ✓ Engage in a variety of oral and written tasks using age-appropriate culturally authentic materials. These activities may include summarizing advertisements and/or commercials; dramatization of an instructional presentation; role-playing to give advice.
- ✓ Students discuss and compare healthy vs. non-healthy habits.
- ✓ Student pairs respond to visual prompts in order to create a valid situation in which a healthy or non-healthy choice was made using appropriate vocabulary (i.e. politeness, suggestions, etc.).
- ✓ Apply knowledge and skills gained in other core content areas to the learning of the target language such as health topics (e.g. adolescent health concerns), science concepts (e.g. disease and cures), etc.
- ✓ Write a simple essay with structure, transition words, and using a variety of conjunctions.
- ✓ Provide opinion or analysis of local, national or international news.
- ✓ Read and interpret a variety of online articles regarding health and fitness with a focus on the difference in perspective from Germany to America

Additionally:

- Student should attempt all communication (i.e. verbal, written, electronic) with teacher to be in German about daily tasks (i.e. homework, questions, etc.).
- Teacher will maintain communications to students in target language using appropriate level of grammar and vocabulary in keeping with what the students have learned or are learning to date.
- This practice provides valuable opportunity to immerse the students in target language learning, comprehension and production.
- Teacher will consciously incorporate the global course themes for vocabulary growth: Global Challenges, Science & Technology, Contemporary Life, Personal & Public Identities, Families & Communities, Beauty & Aesthetics.

VI. Units of Study

Unit 1: Ab ins Ausland! (Off to unknown lands!)

Unit 2: Das Leben der deutschen Jugend (Teen Life)

Unit 3: Die deutsche Identität (The German Identity)

Unit 4: Ein Gesunder Lebensstil (A healthy lifestyle)

VII. Instructional Materials may include, but are not limited to:

Authentic sources, i.e. newspapers and e-news from German speaking countries, tourism magazines and articles.

Listening activities / YouTube videos

Additional internet websites for grammar concepts, information, and practice.

Schoology / Language Lab / Google Docs

Smart Board with applications and lessons

Teacher-created materials

Helpful websites:

- www.deutschebahn.de

- www.deutschewelle.de
- www.jugendherberge.de
- www.nthuleen.com/teach/grammar.html
- www.suddeutschezeitung.de
- www.FitforFun.de

Unit 1:

Readings:

- *Arme Anna* by Blaine Ray

Readings and Videos of news reports from:

-www.wdr.de/tv/neuneinhalb/ (news for children online)

Internet Resources:

The German rail system website: www.deutschebahn.de

Unit 2:

Readings:

Das Vorzeichen – Blaine Ray

Die Reise seines Lebens – Blaine Ray

Internet Resources:

- YouTube Shopping Video: *Easy German Episode 6*
- German Youth Hostel Website
- Holiday Tradition Videos on Christmas and Hannukah in Germany
- Deutsche Welle videos

Unit 3:

Readings:

- *Der Bär und das Schweinchen*

- *Rapunzel* von Brüder Grimm

Internet Resources:

- www.sichermitlenni.de

Language Lab

- Keine Panik

Unit 4:

Readings from the following Internet resources, i.e. www.FitForFun.de

Reading on Jürgen Klinsmann, Steffi Graf, Boris Becker, Michael Schuhmacher, und Martina Navratilova, etc.

Language Lab – Keine Panik

Revision Date: Aug 2014