



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE

CONTENT AREA(S): World Languages / German 3

COURSE/GRADE LEVEL(S): 9, 10, 11, 12

I. Course Overview

Through frequent class discussions, oral presentations, and communicative tasks undertaken in the language lab, students improve their speaking abilities and listening comprehension skills. The reading of novels, short stories, historical writings, biographical portraits, and authentic journalism seeks to further develop the language interpretation abilities of students. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations, listening, reading, speaking and writing.

II. Standards

2009 New Jersey Core Curriculum Content Standards - World Languages - Intermediate-Mid

7.1: 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 studied with their own, and participate in home and global communities.

III. Learning Objectives

Should correspond to the ACTFL Proficiency Guidelines for the *Intermediate-Mid* Learner Range in the *Interpersonal*, *Interpretive*, and *Presentational* aspects of each:

- A. Language Comprehensibility
- B. Language Comprehension
- C. Language Control
- D. Vocabulary Use
- E. Communication Strategies
- F. Cultural Awareness

These are articulated in greater detail below in terms of Language Interpretation and Language Production Skills:

Language Interpretation Skills

The Intermediate-Mid language learner understands and communicates at the sentence level and can *use strings of sentences* independently to:

- Identify the main idea and some supporting details when reading.

- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
 1. Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
 2. Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
 3. Analyze the use of verbal and non-verbal etiquette (i.e. gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
 4. Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects and daily activities.
 5. Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
 6. Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
 7. Infer the meaning of some unfamiliar words in some new contexts.
 8. Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Language Production Skills

The Intermediate-Mid language learner understands and communicates at the sentence level and can *use strings of sentences* independently to:

- Ask and answer questions related to everyday life.
 - Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.
1. Use digital tools to participate in short conversation and to exchange information related to targeted themes.
 2. Give and follow a series of oral and written directions, command, and requests for participating in age- and level-appropriate classroom and cultural activities.
 3. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
 4. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
6. Synthesize and 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. Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
8. Use language creatively to respond in writing to a variety of oral or visual prompts.
9. Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
10. 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.

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

Unit 1:

- How are we defined by our traditions and culture?
- Do different educational systems promote different professions?
- How does a person acquire a language and does the culture help us to learn the language?
- Why is it useful to utilize idiomatic language to discuss contemporary life?

Unit 2:

- What is the importance of the North Sea and its surrounding areas?
- Why is it important to maintain relationships even when there are conflicting ideologies?
- What are some general stereotypes that human beings face and how can we combat them?
- Can we accept and manage the consequences that personal choices create? How? Why?

Unit 3:

- How does culture influence social ideas and norms?
- What are basic cultural differences between USA and Germany? How do various cultures compare and/or influence each other?
- How do we respect generational differences and does technology influence inter-generational understandings?
- What do different generations have to offer one another?

Unit 4:

- How does diversity manifest itself in professional relationships and how can these types of relationships be improved?
- What are the commonalities and differences among professions?
- What can individuals do to take a break and regenerate? Is this even necessary?
- Why is it important to socialize with colleagues? Should socialization have limits?

V. Key Performance and Benchmark Tasks

Unit 1:

- ✓ Reading and listening activities may include social studies topics such as specific contemporary 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 current or past issues and events at home or in target countries.

- ✓ Write to apply knowledge and skills gained in other core content areas to the learning of the target language such as social studies topics (e.g. map skills), health topics (e.g. adolescent health concerns), mathematics concepts (e.g., problem solving with metric units), science concepts (e.g., using real-time data to predict weather conditions).
- ✓ Listen to a story in the target audience, 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 of a personal nature or on school-related topics (such as in an interview setting).
- ✓ Create simple paragraphs when writing, generally choosing appropriate vocabulary for familiar topics.
- ✓ Engage in short conversations about personal experiences or events such as family organization and celebrations and coming of age customs.
- ✓ Use Language Lab to create electronic presentations to demonstrate understanding and knowledge learned; present to class.

Unit 2:

- ✓ Have discussions in pairs or groups concerning environmental and ecological issues.
- ✓ Give a series of oral and written directions, commands, and requests.
- ✓ Student groups respond to visual or written prompts to state what characters do in situations.
- ✓ Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- ✓ Engage in short conversations about personal experiences or events where students have made choices and faced consequences.
- ✓ Practice and demonstrate knowledge learned from readings utilizing a Smart Board Jeopardy interactive game.
- ✓ Apply knowledge and skills gained in other core content areas to the learning of the target language

Unit 3:

- ✓ Use language creatively in formulating questions to elicit extended responses to a variety of visual and auditory prompts.
- ✓ Respond to and interact with authentic student-created presentations on contemporary issues.
- ✓ Compare/contrast German and US social norms.
- ✓ Watch a movie in the target language and be able to grasp information about cultural aspects.
- ✓ Read and interpret online articles in the target language.
- ✓ Interview a native German-speaking person and relate information learned.
- ✓ Students do targeted listening activities with songs that have missing lyrics so they must fill in the missing words.
- ✓ Jigsaw reading activities in groups of four to communicate by sharing missing information.
- ✓ Apply knowledge and skills gained in other core content areas to the learning of the target language such as Social Studies and Science.

Unit 4:

- ✓ Discuss professions and careers that require proficiency in a language other than English and identify the skills that correspond to those fields.

- ✓ Engage in a variety of oral and written tasks using age-appropriate culturally authentic materials. These activities may include summarizing plot and characters; dramatization of principal scenes in a text; role-playing
- ✓ State opinions about the text.
- ✓ Student pairs respond to visual prompts in order to create a valid situation in which a relationship was harmed and/or salvaged using appropriate vocabulary (i.e. politeness, forgiveness, blame, etc.)
- ✓ Apply knowledge and skills gained in other core content areas to the learning of the target language such as social studies topics (e.g. map skills), business topics, etc.

VI. Units of Study

Unit 1: Pastimes

Unit 2: The Environment

Unit 3: Cultural Comparisons

Unit 4: Work & Play

VII. Instructional Materials - including, but not limited to:

Keine Panik (episodes)

Gefahr am Strand

Online website: Ticket nach Berlin with related activities

(<http://www.goethe.de/lrn/prj/tnb/fo1/fo1/deindex.htm>)

Written and visual advertisements in the target language.

Biographies and other readings concerning famous contemporary Germans.

Short story: Ich muss für meinen Sohn nachsitzen.

Novel: Elvis in Koeln

Authentic Videos regarding Karnaval from YouTube, etc.

Art books and representations online

Newspaper articles from authentic German sources

Website Articles regarding the tradition of Karnaval

Language Lab

Google Docs, Google Maps

Smart Board with teacher-generated applications and lessons

Bank of vocabulary and questions and other teacher-generated materials

YouTube videos related to weather, transportation, culture, etc.

YouTube videos focusing on the North Sea demonstrating geography, culture, foods, tourist attractions, etc.

YouTube videos with related songs performed by original artists

YouTube documentaries in regard to career paths in Germany.

Online website: Ticket nach Berlin with related activities

(<http://www.goethe.de/lrn/prj/tnb/fo1/fo1/deindex.htm>)

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

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