

Hopatcong Borough Schools

German III

Grades 10 – 11

Curriculum – 2008

German III

Course Description:

This course is designed to allow students to explore the world around them by exposing them to both the German language and culture, while building on the fundamentals taught in German II or German II Honors. Although students continue to learn the nuisances of German grammar, this course focuses more heavily on verbal, oral, and aural communication and understanding via German-language stories and dialogues, individual and group activities and presentations, as well as various cooperative learning situations. They will critically read and discuss appropriate literature as they increase their vocabulary, reading and conversational abilities. This course also emphasizes student understanding and appreciation of German-speaking cultures and drawing comparisons between student culture, school culture and overall American culture to German-speaking cultures by way of film and music clips, assorted print sources and advertisements, and other authentic props.

Level II topics will recur from time to time. Students will be able to address them on a more sophisticated level as their command of vocabulary and structure grows with each year of foreign language study. Research is required.

Core Curriculum Content Standards:

- All students will be able to communicate in at least one world language in addition to English. they will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own. (Communication 7.1)
- All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices. (Culture 7.2)
- All students will use computer applications to gather and organize information and to solve problems. (Technological Literacy 8.1)

Cumulative Progress Indicators:

Interpretive Mode (understanding and interpretation of spoken or written communication)

- Demonstrate comprehension of oral and written instructions connected to daily activities 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.
 - Eye contact and interpersonal social distance
 - Table manners and telephone practices
- Discuss people, places, objects, and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)
- Comprehend conversations and written information on a variety of topics.
 - Academic and social interests
 - Current or past issues and events at home or in the target country
- Apply knowledge and skills gained in other core content areas to the learning of the target language.
 - Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country)
 - Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture)
 - Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems)
 - Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions)
- 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.
 - Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)
- Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
- Investigate how geography and climate influence the lives of people in the target culture(s) country(ies).
- Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
- Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

Interpersonal Mode (direct spoken or written communication)

- Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- 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.
 - Reactions to an incident occurring in school or an event taking place in the school, community, or world
 - Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms)
 - Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)
- Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs)
- Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
- Identify professions and careers that require proficiency in a language other than English
 - Career preparation skills needed to engage in these professions
- Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
- Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.
- Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
- 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.

Presentational Mode (spoken or written communication for an audience)

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media)
- Use language creatively in writing to respond to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)
- Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
 - Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)
- Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
 - Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices)
- Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
- Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

Basic Computer Skills and Tools

- Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
- Create documents including a resume and a business letter using professional format.
- Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
- Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
- Produce a multimedia project using text, graphics, moving images, and sound.
- Produce and edit page layouts in different formats using desktop publishing and graphics software.
- Develop a document or file for inclusion into a website or web page.
- Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
- Merge information from one document to another.

Application of Productivity Tools

Social Aspects

- Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
- Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- Make informed choices among technology systems, resources, and services in a variety of contexts.
- Use appropriate language when communicating with diverse audiences using computer and information literacy.

Information Access and Research

- Select and use specialized databases for advanced research to solve real world problems.
- Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
- Evaluate information sources for accuracy, relevance, and appropriateness.
- Compose, send, and organize e-mail messages with and without attachments.

Problem Solving and Decision Making

- Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
- Identify, diagnose, and suggest solutions for non-functioning technology systems.
- Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
- Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

Suggested activities that address these standards may include (but are not limited to):

Interpretive Mode

- Introductory activity- construct a personalized poster collage answering ten questions in writing (using the target language) and pictures
- Listen to audio samples and respond to narratives, short conversations, and/or true-false statements
- Use computer programs/internet to answer written and verbal questions on various topics and receive instant feedback
- Familiarize oneself with slang
- Study “Bildungswege” in German speaking countries
- Read/interpret non-written input (comics, advertisements, etc.)
- Introduction to selected music pieces as part of ongoing weekly cultural experience
- Study selected figures important to German history and society
- Direct research topics including (but not limited to)
 - famous German-speaking cities and countries
 - personalities from the fields of literature, music, art, history, politics, science, etc.
 - military/social obligations in German-speaking countries
 - economy, stock market, and industry of German-speaking countries
- Explore literary works of the target language including (but not limited to)
 - short stories
 - plays
 - poetry
 - folklore
 - political satire
 - fables
- Create mathematical equations in the target language
- Discuss and interpret mass transit times and tickets
- Plan a trip through German speaking countries/Europe
- Introduction of cultural experience via the study of customs, traditions, holidays, and cuisine
- Create coats of arms
- Study recipes and their origins for home preparation and class presentation
- Celebrate international food festival
- Engage in cross cultural activities
- Explore German-American heritage
- Explore students’ extracurricular sports and hobbies
- Conduct various student surveys including (but not limited to)
 - school subjects
 - homework
 - sports and hobbies
 - pets
 - heritage
- Visit appropriate target language websites
- Visit appropriate target field sites

Interpersonal Mode

- Participate in conversation of teacher-student, student-student interaction
- Initiate conversations from own experience
- Inquire about details
- Formulate and express decisions/opinions
- Propose solutions to problems
- Tell jokes and anecdotes
- Express a range of emotions
- Discuss the role of stereotyping in developing and perpetuating prejudices, intolerance, and other contemporary cultural issues
- Discuss cultural groups within German-speaking countries
- Discuss various “hot topics,” such as the environment, social problems, health, media, politics, and technology
- Analyze alphabet oral and written spelling patterns
- Review alphabet, numbers, colors, weather to initiate and continue target language immersion
- Review time: days, months, seasons, telling standard & military time to initiate and continue target language immersion
- Review basic greetings, classroom commands, praise words, etc. to initiate and continue target language immersion
- Discuss and analyze important information (setting, main characters, plot, etc.) from grade-level target-language stories
- Circumlocution games
- Discuss explore students’ extracurricular sports and hobbies
- Discuss and describe grade-level grammar and language structures

Presentational Mode

- Present introductory poster collage activity
- Write creatively in the target language to respond or react to a variety of oral and visual prompts
- Describe similarities and differences between the products and practices of America and the German-speaking countries
- Present the results of various student surveys, research topics and projects
- Prepare and present a report on the influence and contributions of German-speakers to the global community

Instructional Strategies:

- Vocabulary Bingo, battleship and other individual/group games
- Teacher/student presentations
- Language Buddies - partners who assist with vocabulary and dialogue reinforcement
- Jigsaw – a cooperative learning structure which combines individually studied content areas to form an assembled finished product
- Computer and media technology
- Research projects
- Drafting, writing, editing, publishing
- Peer evaluation
- Visuals – props, gestures, pictures, etc.
- TPR Activities
- Print and nonprint materials
- Obtain news from German newspapers/periodicals
- Paired activities and small group learning
- Guided reading
- Reading aloud
- Story discussion and analysis
- Problem solving
- Reflective thinking
- Group discussions concerning German culture and civilization
- Immersion/natural speech patterns
- Interviews
- Cross-curricular activities
- Professional educational and community resources
- Guest speakers

Evaluation/Assessment of Students:

- Chapter/Unit quizzes and tests
- Rubrics
- Free-writing responses and reactions
- Multimedia presentations
- Peer evaluation/editing
- Social and historical themed projects
- Personal communication – individual, small group, discussion, interview settings
- Teacher observations/classroom interaction, student participation/involvement

Evaluation/Assessment of Curriculum:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

Resources/Bibliography:

- Authentic Realia
- Cultural Readings
- Hamilton, Heidi E. et al. Doing Foreign Language. Upper Saddle River: Pearson Education, 2005.
- Hopatcong Borough Schools Curriculum Guides
- New Jersey State Curriculum Standards, New Jersey Department of Education
- Periodicals
- Professional Organizations
- Sprecht, Roland H. et al. Deutsch Aktuell 3, Fourth Edition. Saint Paul: EMC/Paradigm, 1999.
- Technology (Internet resources, CD ROMs, videos, audio, CDs, etc.)