

# GERMAN I 2006

## **COURSE DESCRIPTION**

This course is an introduction to the German language, culture and geography based on a step by step approach. Students will study grammar, vocabulary and pronunciation. They will be introduced to a variety of visuals and realia (authentic materials) which will assist them in learning culture and "Landeskunde" (cultural knowledge and understanding) in order to enrich and enliven their learning process.

## **CORE CURRICULUM CONTENT STANDARDS**

STANDARD 7.1 (COMMUNICATION) 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.

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

## **CUMULATIVE PROGRESS INDICATORS:**

### **7.1 Communication**

**Descriptive Statement:** The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

**The Interpretive Mode,** students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."

**The Interpersonal Mode,** students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.

**The Presentational Mode**, students present through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

### **Novice Learner Range**

#### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.

2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.

3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.

4. Comprehend brief oral exchanges on familiar topics.

- Grade level appropriate health topics (e.g., wellness, feelings and emotions)

- Grade level appropriate science topics (e.g., weather and seasons)

5. Connect the learning of the target language to information studied in other core content areas.

- Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate)

- Grade level appropriate health topics (e.g., nutrition and food groups)

6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.

- Recognition of key words

- Main idea

#### **B. Interpersonal Mode (direct oral or written communication)**

1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.

2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.

3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.

- Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions, and monuments)

- Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins)

- Grade level appropriate science topics (e.g., plant and animal characteristics)

5. Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections.

### **C. Presentational Mode (spoken or written communication for an audience)**

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

2. Copy/write words, phrases, or simple guided texts on familiar topics.

- Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)

- Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things)

3. Present orally or in writing information from age-appropriate, culturally authentic selections.

- Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams)

4. Name and label tangible products and imitate practices from the target culture.

- Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)

- Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

### **Intermediate Learner Range**

#### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.

2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.

3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.

4. Comprehend short conversations and brief written messages on familiar topics.

· Messages contained in media (e.g., illustrated texts, posters or advertisements)

5. Connect the learning of the target language to information studied in other core content areas.

· Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art)

· Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture)

· Grade level appropriate science topics (e.g., life cycle of plants and animals)

6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.

### **B. Interpersonal Mode (direct oral or written communication)**

1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.

2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.

3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.

4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.

· Grade level appropriate math concepts (e.g., buying/selling transactions)

· Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing)

· Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture)

· Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions)

5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

### **C. Presentational Mode (spoken or written communication for an audience)**

1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.

2. Describe in writing using a guided format people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
4. Tell or write about products of the target culture and simulate common cultural practices.
  - Grade level appropriate social studies topics (e.g., culinary contributions, crafts, or artifacts from the target cultures)

### **Novice-High Learner Range**

#### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.
4. Comprehend short conversations and brief written messages on familiar topics.
  - Messages contained in media (e.g., illustrated texts, posters or advertisements)
5. Connect the learning of the target language to information studied in other core content areas.
  - Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art)
  - Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture)
  - Grade level appropriate science topics (e.g., life cycle of plants and animals)
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.

#### **B. Interpersonal Mode (direct oral or written communication)**

1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.

4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.

- Grade level appropriate math concepts (e.g., buying/selling transactions)
- Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing)
- Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture)
- Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions)

5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

### **C. Presentational Mode (spoken or written communication for an audience)**

1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.

2. Describe in writing using a guided format people and things from the home/school environment.

3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.

4. Tell or write about products of the target culture and simulate common cultural practices.

- Grade level appropriate social studies topics (e.g., culinary contributions, crafts, or artifacts from the target cultures).

## **STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.**

**Descriptive Statement:** With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller, more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students, and forms the foundation for student achievement of the culture standard in this document.

**Cultural Products.** The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (a

**Cultural Practices.** The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a

winning touchdown, but shaking the presenter's hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

**Cultural Perspectives.** As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it *that way*" and the explanation for "how can they possibly think *that*?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as a key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal, and presentational

### **Pre-Advanced Learner Range**

**According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.**

#### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.
2. Compare and contrast how the target country(ies) and the U.S. deal with current environmental issues.
3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.
4. Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.

#### **B. Interpersonal Mode (direct spoken and written communication)**

1. 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.
2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).

3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.
4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.
5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

**C. Presentational Mode (spoken and written communication for an audience)**

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.
2. Simulate activities characteristic of the transition between high school and the workplace/university in the target culture.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

- Saying hello and goodbye
- Asking someone's name and giving yours
- Asking who someone is
- Asking someone's age and giving yours
- Talking about places of origin/where someone is from
- Giving telephone numbers/talking about a telephone call
- Expressing feelings/how things are going
- Talking about getting to school, home or other places
- Forming questions
- Talking about interests (sports, activities, games, hobbies, leisure activities)
- Numbers
- Seasons
- Talking about and pointing out family members
- Talking about time and days of the week
- Asking for and giving information
- Saying what you're doing
- Time and talking about times of specific events
- Reporting information/question words
- Talking about school
- Inquiring about details
- Identifying objects
- Describing daily routines
- Sequencing events
- Yes/no, agreeing and disagreeing
- Talking about the weather
- Talking about money, purchases
- Identifying countries and languages spoken there

- Giving information/directions
- Foods, choosing from a menu and ordering at a café
- Offering something to eat and drink
- Making requests
- Giving advice
- Talking about what to do today
- Describing clothing items/make choices about items
- Asking about prices
- Talking about holidays, birthdays, special occasions, gift giving
- Identifying rooms and furniture
- Describing daily activities/obligations/plans
- Talking about film
- Talking about sports/recreational activities/games/sports events
- Describing parts of the body
- Means of transportation/train/travel/travel experience
- Planning a trip

### **INSTRUCTIONAL STRATEGIES:**

- Think-pair-share
- Cooperative learning activities
- Teacher presentations
- Games/team games
- Assessments
- Research projects
- Internet work/virtual city tours/museums/art/news reading
- TPR/TPR storytelling
- Cloze activities
- Interviews
- Problem solving
- Brainstorming
- Reflective thinking
- Autobiography
- Guest speakers
- Roll-playing activities
- Tongue twisters
- E-mail projects/pen-pals
- KWL

### **EVALUATION/ASSESSMENT OF STUDENTS:**

- Paper and pencil tests/quizzes / end of unit tests/quizzes
- Grammar and vocabulary exercises
- Rubrics
- Speaking tests/exercises/audio material evaluations
- Performance/drawings, projects, writings

- Teacher observations/classroom interaction, student participation/involvement
- Peer evaluation/editing
- Contests
- Scripts/readings
- Evaluation forms
- National tests/American Association of German teachers assessments
- Portfolios

### **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:**

- Technology (Internet resources, CD ROMs, videos, audio, CD's etc.
- Authentic realia
- NJ World Languages Curriculum Framework
- Deutsch Aktuell I, EMC Paradigm Publishing, Wolfgang S. Kraft,
- Komm mit, Level I, Holt, Rinehart and Winston
- Professional organizations
- Periodicals
- Cultural readings