

## **German IV Curriculum** **2008**

### **Course Description:**

This course is designed to expand on both German III and German III Honors; students must first have successfully completed one of these courses before taking German IV.

German IV students explore topics such as the environment, social problems, health, media and technology. They also gain a deeper appreciation for the history and cultural heritage of German speaking countries. Students begin to use language to discuss science, literature and the arts. German language as part of an American/European and Global World is stressed. Current events, current literature, and cultural avenues are researched. Students are challenged to deepen their learning base and prepare themselves for higher education, as well as American and Global job markets.

### **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. (Computer and information 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 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 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
- 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
  - 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 arts 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
- 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 of factual and interpretive questions of a personal nature or on school related topics.
  - -Reactions of a 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)
  - 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 literary 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 literary 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.

## **Technology**

### **A. Basic Computer Skills and Tools**

1. 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.
2. Produce a multimedia project using text, graphics, moving images, and sound.
3. Produce and edit page layouts in different formats using desktop publishing and graphics software.
4. Develop a document or file for inclusion into a website or web page.
5. Merge information from one document to another.

### **B. Application of Productivity Tools**

#### **Social Aspects**

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.

2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

### **Information Access and Research**

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

### **Problem Solving and Decision Making**

9. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
10. 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**

Actively participate in discussion of texts, periodicals, literature and current events. Explore literary works of the target language including (but not limited to) short stories, plays, poetry, folklore, political satire, fables, comics.

1. Memorize a poem, song or part to a literary piece.
2. Write a speech.
3. Record weekly German and/or European current events.
4. Participate in conversations with teacher-students, student-student.

5. Initiate conversations from own experience.
6. Listen to and appreciate music, both current and past.
7. Listen to audio material and respond to narrative, short conversations, and/or true-false statements.
8. Via the internet and periodicals, correspond with German speaking students.
9. Engage in questions and answers with guest speakers.
10. Listen to and read a series of mystery and crime stories.
11. Voice opinions and interpretations on a variety of topics.
12. Research and investigate career paths.
13. 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.
14. Read and listen to readings, puzzles, teasers and challenges from the American Association of German Teachers Archives.
15. Engage in “Menschen und Maechte” historical projects.
16. Create a newspaper.
17. Engage in five-senses writing.
18. Research military/social obligations in German speaking countries.
19. Discuss rights and obligations, pride and prejudices.
20. Research slang and graffiti.
21. Watch German cinema and provide written critique.
22. Explore the German/American Chamber of Commerce, the Goethe Institute, New York, NY and other professional, cultural and business organizations in the greater Metropolitan area.

23. Participate in national contests.
24. Engage in almanac and map work.

### **Interpersonal Mode**

1. Review basic grammar concepts, verb tenses and noun declensions.
2. Expand on Grammar at all levels and incorporate higher level grammar and language structures.
3. Gather information on train/bus schedules. Follow itineraries,
4. make travel plans.
5. Engage in cultural discussions which include (but are not limited to), politics, students, stereotyping, prejudices, intolerance and other contemporary issues.
6. Discuss and analyze family heritage, immigration issues, values and other cross cultural topics to initiate and continue target language immersion.
7. Formulate decisions.
8. Tell jokes and anecdotes.
9. Engage in reminiscing.
10. Express a range of emotions (surprise, relief, resignation). Engage in five- senses writings.
11. Write an autobiographical piece.

### **Presentational Mode**

1. Present Journal writings, current events, research papers, and literary interpretations.
2. Engage in round table discussions about literary works, research, and internet findings and cultural reviews.
3. Present opinions about musical shows, works of art, literature, poetry, political events economics and historical data.
4. Plan a trip through Europe and present this itinerary.

5. Read and recite aloud.
6. Engage in story discussion and analysis.
7. Teach grammar concepts, pronunciation and other topics to reinforce learned concepts.
8. Present computer and media technology.
9. Participate in presentations with peer editing and critiquing.
10. Play games.
11. Describe similarities and differences between products and practices of American and the German-speaking countries.
12. Simulate a European Coffee Cultural scene.

### **Instructional Strategies**

1. Role playing
2. Teacher presentations
3. Student presentations
4. Realia
5. Hand-in-Hand activities
6. TPR-Story Telling
7. Audio Work
8. Call and Response
9. Cloze activities
10. Research projects
11. Brainstorming
12. Open-ended discussions

Debates

13. Think-pair-share
14. Cooperative learning activities
15. Computer and media technology
16. Peer evaluation
17. Visuals – props, gestures, pictures, etc.
18. Print and non-print materials
19. Paired activities and small group learning
20. Story discussion and analysis
21. Immersion/natural speech patterns
22. Interviews
23. Professional educational and community resources

### **Evaluation/Assessment of Students**

Traditional and holistic assessment of student progress through real-life activities, performances, free-writing responses and reactions, and multimedia presentations.

The use of rubrics for graded exercises.

National Tests/American Association of German Teachers Level Tests

### **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.

### **Resources/Bibliography**

New Jersey State Curriculum Standards, New Jersey Department of Education

Deutsch Aktuell III/IV, EMC Paradigm Publishing, Saint Paul, MN