



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

German (Grade 8)

Course Description:

The curriculum for this introductory elective course is developed from the [Wisconsin Standards for World Languages](#). Students will be exposed to the cultures of German speaking countries and practice skills related to: reading, writing, speaking and listening. Grades are determined by performance assessments, quizzes, tests, projects and daily work.

Mastery Standards:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Expected [proficiency level](#) at the end of this course: Novice Mid

Unit	Description of Unit and Learning Targets
<p>Unit Title: Das bin ich. Wer bist du? (Identity and Belonging)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">Who am I? Who are you?	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">Identify some basic facts about myself and others from memorized words, and phrases with the support of visuals and gestures in informational and fictional texts and conversations.Request and provide information about myself and others by asking and answering a few simple questions using a mixture of practiced or memorized words, phrases, and simple sentences.Express one's own feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.Present basic information about myself using a mixture of practiced or memorized words, phrases and simple sentences.Use appropriate rehearsed behaviors, and recognize some obviously inappropriate behaviors in familiar, everyday situations.Choose goals for language learning and use for personal or community life, and then monitor and reflect on progress toward those goals.

<p>Unit Title: Was ist in der Schule los? (The Importance of Education)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is school and why is it important? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify some basic facts about schools and education from memorized words, and phrases with the support of visuals and gestures in informational and fictional texts and conversations. • Request and provide information about schools, school schedules and education by asking and answering a few simple questions using a mixture of practiced or memorized words, phrases, and simple sentences. • Express one's own preferences of classes and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. • Present basic information about my school life using a mixture of practiced or memorized words, phrases and simple Sentences. • Identify some typical practices, in my own and other cultures, related to school life. • Identify different personal and community perspectives on school and education.
<p>Unit Title: Familiengeschichten (We are Family)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What makes a family a family? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify some basic facts about families from memorized words, and phrases with the support of visuals and gestures in informational and fictional texts and conversations. • Request and provide information about my own family as well as others by asking and answering a few simple questions using a mixture of practiced or memorized words, phrases, and simple sentences. • Express one's own feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. • Present basic information about my family using a mixture of practiced or memorized words, phrases and simple sentences. • Use appropriate rehearsed behaviors, and recognize some obviously inappropriate behaviors in familiar, everyday situations. • Identify some typical practices, in my own and other cultures, related to family life.
<p>Unit Title: Alles bunt. (How do I look?)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What factors affect my clothing choices? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify some basic facts about clothing from memorized words, and phrases with the support of visuals and gestures in informational and fictional texts and conversations. • Request and provide information about different articles of clothing by asking and answering a few simple questions using a mixture of practiced or memorized words, phrases, and simple sentences. • Express likes and dislikes related to clothing, using a mixture of practiced or memorized words, phrases, and questions. • Present information about clothing using a mixture of practiced or memorized words, phrases and simple sentences. • Identify in my own and other cultures some typical articles of clothing.

	<ul style="list-style-type: none"> Identify different personal and community perspectives on an issue of sustainability (producing, consuming and repurposing clothing)
<p>Unit Title: Mein Alltag (Daily Routines)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What is my typical day? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify some everyday activities and times from memorized words, and phrases with the support of visuals and gestures in informational and fictional texts and conversations. Request and provide information about daily routines by asking and answering a few simple questions using a mixture of practiced or memorized words, phrases, and simple sentences. Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words, phrases, and questions. Present personal information about everyday life and activities using a mixture of practiced or memorized words, phrases and simple sentences. Identify some typical practices in my own and other cultures related to familiar everyday life.
<p>Unit Title: Berlin</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How did the end of WWII affect Germany? What lasting effect did this division in Germany have on the Germany of today? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify some basic facts about post war Germany from memorized words and phrases when they are supported by visuals in informational texts. Request and provide information by asking and answering a few simple questions about Berlin using a mixture of practiced or memorized words, phrases, and simple sentences. Present information about Berlin and post war Germany using a mixture of practiced or memorized words, phrases and simple sentences. Exchange information and perspectives on the issue of war in culturally appropriate ways.