



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## German 1

### **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. This course receives .5 credits per trimester.

### **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><b>Unit Title: Das bin ich. Wer bist du? (Identity and Belonging)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>Who am I? Who are you?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Express one's own feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</li> <li>Present basic information about myself using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>Use appropriate rehearsed behaviors, and recognize some obviously inappropriate behaviors in familiar, everyday situations.</li> <li>Choose goals for language learning and use for personal or</li> </ul>

	<p>community life, and then monitor and reflect on progress toward those goals.</p>
<p><b>Unit Title: Was ist in der Schule los? (The Importance of Education)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What is school and why is it important?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Express one's own preferences of classes and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</li> <li>• Present basic information about my school life using a mixture of practiced or memorized words, phrases and simple Sentences.</li> <li>• Identify some typical practices, in my own and other cultures, related to school life.</li> <li>• Identify different personal and community perspectives on school and education.</li> </ul>
<p><b>Unit Title: Familiengeschichten (We are Family)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What makes a family a family?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Express one's own feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</li> <li>• Present basic information about my family using a mixture of practiced or memorized words, phrases and simple sentences.</li> <li>• Use appropriate rehearsed behaviors, and recognize some obviously inappropriate behaviors in familiar, everyday situations.</li> <li>• Identify some typical practices, in my own and other cultures, related to family life.</li> </ul>
<p><b>Unit Title: Alles bunt. (How do I look?)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What factors affect my clothing choices?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Express likes and dislikes related to clothing, using a mixture of practiced or memorized words, phrases, and questions.</li> <li>• Present information about clothing using a mixture of practiced</li> </ul>

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