



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

German 2

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 High

Unit	Description of Unit and Learning Targets
<p>Unit Title: Bundesliga (German Soccer League)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How can soccer unite people and nations? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify the topic and some isolated facts about the Bundesliga from simple sentences in informational and short fictional texts. Demonstrate understanding of familiar questions, and statements about the Bundesliga from simple sentences in conversations. Interact with others to meet basic needs related to the Bundesliga, using simple sentences and questions most of the time. Present on a Bundesliga team using simple sentences most of the time. Exchange information and perspectives on the global significance of soccer in culturally appropriate ways.
<p>Unit Title: So wohnen wir (Where we live)</p>	<p>Students will...</p>

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is a home? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify the topic and some isolated facts about living arrangements from simple sentences in informational and short fictional texts. • Demonstrate understanding of familiar questions related to housing, and statements about living arrangements from simple sentences in conversations. • Request and provide information by asking and answering practice and some original questions on living arrangements, using simple sentences most of the time. • Express preferences and present on future living arrangements using simple sentences most of the time. • Identify in my own and other cultures some typical products and practices related to the importance of housing. • Use evidence from domestic, and international sources to address the question of homeless children.
<p>Unit Title: Ich mag (nicht)! (Preferences at home)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do I contribute to my family's well being? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify the topic and some isolated facts about house chores from simple sentences in informational and short fictional texts. • Demonstrate understanding of familiar questions and statements related to helping around the house, from simple sentences in conversations. • Request and provide information by asking and answering practiced and some original questions on preferences at home , using simple sentences most of the time. • Express preferences and present on my home responsibilities using simple sentences most of the time. • Identify in my own and other cultures some typical practices related to the importance of helping at home. • Use evidence from domestic, and international sources to address the question of child labor.
<p>Unit Title: Was darf es sein? (Shopping Madness)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does culture influence shopping choices? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify the topic and some isolated facts about shopping and various places to shop from simple sentences in informational and short fictional texts. • Demonstrate understanding of familiar questions and statements related to purchasing, from simple sentences in conversations. • Interact with others to meet basic needs related to shopping routines, using simple sentences and questions most of the time. • Express one's own preferences or feelings about different types of stores and react to those of others using simple sentences most of the time and asking questions to keep the conversation on topic. • Present on a typical German store using simple sentences most of the time. • Communicate with others from the target culture in familiar shopping situations showing basic cultural and linguistic awareness.

	<ul style="list-style-type: none"> Identify options, plan, take steps, and reflect on actions targeting healthy shopping habits.
<p>Unit Title: Alte und neue Freunde (Friends)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What makes a true friend? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify the topic and some isolated facts about friendships from simple sentences in informational and short fictional texts. Demonstrate understanding of familiar questions and statements related to qualities of a good friend from simple sentences in conversations. Request and provide information by asking and answering practiced and some original questions on time spent with friends, using simple sentences most of the time. Express, ask about, and react to preferences, feelings or opinions on qualities of a good friend using simple sentences most of the time and asking questions to keep the conversation on topic. Express preferences and present on the qualities of an ideal friend using simple sentences most of the time. Exchange information and perspectives on friendship in linguistically and culturally appropriate ways.
<p>Unit Title: Wie schmeckt's? (How does it taste?)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How can I make healthy eating choices? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify the topic and some isolated facts about eating habits from simple sentences in informational and short fictional texts. Demonstrate understanding of familiar questions and statements related to food preferences from simple sentences in conversations. Request and provide information by asking and answering practice and some original questions on food preferences and eating habits, using simple sentences most of the time. Express, ask about, and react to preferences, feelings or opinions on restaurants using simple sentences most of the time and asking questions to keep the conversation on topic. Express preferences and present on food preferences using simple sentences most of the time. Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors while visiting a restaurant. Use evidence from domestic, and international sources to address the importance of organic food.