



# SCHOOL DISTRICT OF MONROE

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

## German 4

### **Course Description:**

The curriculum for this advanced 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: Intermediate Low - Intermediate Mid

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Gefühlschaos (One person, thousand feelings)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>How are my feelings reflected in different situations?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Identify the topic and related information from simple sentences in short informational and fictional texts.</li> <li>Identify the main idea in short conversations.</li> <li>Request, and provide information in conversations about my feelings and others by creating simple sentences and asking appropriate follow-up questions.</li> <li>Express and ask about feelings and emotions (and what causes those reactions) in various situations by creating simple sentences and asking appropriate follow-up questions.</li> <li>Present information about happiness in my own life, using simple sentences.</li> <li>Compare, in my own and other cultures, lucky charms and the values they have in everyday life.</li> <li>Compare different perspectives on the concept of happiness in various cultures and use appropriate learned behaviors for successful intercultural communication.</li> </ul>
<p><b>Unit Title: Wo die Musik spielt. (Play it again, Mozart!)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>How does music connect to my life?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Identify the topic and related information about music from simple sentences in short informational and fictional texts.</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify the main idea in short conversations.</li> <li>● Request, and provide information in conversations about music preferences by creating simple sentences and asking appropriate follow-up questions.</li> <li>● Express, ask about, and react with some details to personal preferences and feelings, or opinions on music by creating simple sentences and asking appropriate follow-up questions.</li> <li>● Present personal information about the role of music in everyday life, using simple sentences.</li> <li>● Compare, in my own and other cultures, products related to music (musical instruments, songs and musical atmosphere).</li> <li>● Assess options, plan, take steps, and reflect on the impact of music in people's lives.</li> </ul>
<p><b>Unit Title: Zeitreise (How did we ever live without it!?)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>● Why are inventions important for our society?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● Identify the topic and related information about inventors and inventors from simple sentences in short informational and fictional texts.</li> <li>● Identify the main idea in short conversations.</li> <li>● Request, and provide information in conversations about the impact of inventions in everyday life by creating simple sentences and asking appropriate follow-up questions.</li> <li>● Express, ask about, and react with some details to personal preferences and feelings, or opinions on certain inventions by creating simple sentences and asking appropriate follow-up questions.</li> <li>● Research and present information on a certain invention and its impact in today's life, using simple sentences.</li> <li>● Compare the importance of inventions in my own and other cultures, related to everyday life and personal interests.</li> <li>● Assess options, plan, take steps, and reflect on the impact of inventions and inventors addressing an issue of local and global significance.</li> </ul>
<p><b>Unit Title: Deutsche Küche (It's not all Sauerkraut!)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>● How do eating and cooking habits compare across cultures?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● Identify the topic and related information about typical German cuisine from simple sentences in short informational and fictional texts.</li> <li>● Identify the main idea in short conversations.</li> <li>● Request, and provide information in conversations about food preferences in everyday life by creating simple sentences and asking appropriate follow-up questions.</li> <li>● Express, ask about, and react with some details to personal preferences and feelings, or opinions on certain foods by creating simple sentences and asking appropriate follow-up questions.</li> <li>● Research and present information on a typical German dish (ingredients, history and taste) using simple sentences.</li> <li>● Compare in my own and other cultures, foods related to everyday life and personal interests.</li> <li>● Pose a research question, examine and assess domestic, and international sources for evidence, and develop and informed position on the issue of food waste.</li> </ul>

**Unit Title: Fernweh (Let's go to...)**

Essential Question:

- How does travel change my life?

Students will...

Learning Targets:

- Identify the topic and related information about traveling from simple sentences in short informational and fictional texts.
- Identify the main idea in short conversations.
- Request, and provide information in conversations about planning a trip by creating simple sentences and asking appropriate follow-up questions.
- Express, ask about, and react with some details to personal preferences and feelings, or opinions on travel destinations by creating simple sentences and asking appropriate follow-up questions.
- Research and present information on a trip to a German speaking country (cost, places of interest, overnight accommodations, transportation...) using simple sentences.
- Converse with others from the target culture in familiar situations while traveling and show interest in cultural and linguistic similarities and differences.
- Assess options, plan, take steps, and reflect on the impact of traveling as a process of experiencing the world.