

# Contemporary German Issues H Course Overview

Content Area: **World Language**  
Course(s): **CONTEMPORARY GERMAN ISSUES**  
Time Period: **Full Year Course**  
Length: **180 Days**  
Status: **Published**

## Cover

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EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

Contemporary German Issues Honors

Course Number: 1225

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Course Adoption: Spring 2019

Curriculum Adoption: Summer 2019

## **Course Overview**

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The **Contemporary German Issues Honors** curriculum is designed to enable learners to meet the Intermediate-Low Level of proficiency as defined by the American Council on the Teaching of Foreign Languages and the New Jersey World Language Student Learning Standards. It is designed to move students along the proficiency continuum from Novice-High to Intermediate-Low. Teachers use the ACTFL rubrics for proficiency assessment. Students will demonstrate, through multiple forms of assessments, their ability to communicate in the target language within the novice to intermediate range in the interpretive, interpersonal and presentational modes of communication. The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities, is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies. This course includes the following High-Impact Instructional Strategies:

- 21st Century Learning Skills
- Research-Based Effective Teaching Strategies
- Differentiation, Including Enrichment
- Response to Intervention Strategies (Tiers 1, 2, 3)
- Specially Designed Instruction
- English Language Learner Strategies

## **Modifications**

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### **Special education students**

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace
- Taking a class under a pass/fail condition
- Permission to write dictated questions before composing responses
- Permitting examinations to be read orally, dictated, or typed; alternative test formats

### **English language learners**

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

## **Students at risk of school failure**

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (in writing, orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs
- Regular and timely check-ins and correspondence to elicit support from counselor and family

## **Gifted and talented students**

- Differentiated instruction
- Higher level contest
- Use of higher grammatical structures
- Pair with native speakers

## **Students with 504 plans**

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

## **Materials and Resources**

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### **German magazines**

Essen & Trinken  
Bravo Sport  
Geolino  
Zeit Leo

## **Content Specific Standards**

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## NJSLS World Language

**Novice High learners** sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

### **INTERPRETIVE**

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

### **INTERPERSONAL**

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

### **PRESENTATIONAL**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with

everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

## **INTERPRETIVE**

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

## **INTERPERSONAL**

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in

other content areas.

7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

### **PRESENTATIONAL**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

## **Interdisciplinary Standards**

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### [NJSLs SOCIAL STUDIES](#)

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

## 6.2 World History: Global Studies by the End of Grade 12

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

### 6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### [NJSLs Visual and Performing Arts](#)

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

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### **Career Readiness, Life Literacies, and Key Skills**

[NJSLs Career Readiness, Life Literacies, and Key Skills](#)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market

## **Computer Science and Design Thinking**

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### [NJSLs Computer Science and Design Thinking](#)

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

### Pacing Guide

MP	Theme	Context(s)	Essential Questions
MP1	Science and Technology: Your Future with Artificial Intelligence	<p>Artificial intelligence in the workplace;</p> <p>AI and transportation, at home;</p> <p>AI in schools and at universities;</p> <p>AI during leisure time activities, such as traveling</p>	<ul style="list-style-type: none"> <li>• How will life change with artificial intelligence?</li> <li>• How will the workplace, your daily life, your education, travel, and transportation be affected?</li> <li>• What role will human beings play in the future with artificial intelligence?</li> <li>• What will be the relationship between machines and humans?</li> <li>• What are some advantages and disadvantages of artificial intelligence?</li> </ul>
MP2	Personal and Public Identities: Gen Z: Where are we going?	<p>Education and professional training in different countries;</p> <p>comparison of various systems in the world;</p> <p>Personal qualifications and goals;</p> <p>Demands of the future labor market;</p> <p>Personal and professional development for Gen Z</p>	<ul style="list-style-type: none"> <li>• What does the future hold?</li> <li>• How do our schools prepare us for future challenges?</li> <li>• What can we learn from educational systems in other countries?</li> <li>• How do our generation's challenges compare to the past?</li> <li>• How effective is professional training for jobs that don't exist yet?</li> <li>• How does our current system prepare your generation for the professional world of the future?</li> <li>• Which personal qualifications will you need to develop to be successful in your personal &amp; professional life?</li> </ul>
MP 3	Contemporary Life: Rights and	Discussing social responsibilities	<ul style="list-style-type: none"> <li>• What are you allowed to do at various ages in different</li> </ul>

	Responsibilities	<p>Reflecting on volunteer work</p> <p>Discussing options of military or social service</p> <p>Identifying arguments in favor and in position to military and social service</p> <p>Expressing an opinion orally and in writing, participating in a debate</p> <p>Describing consequences and results</p> <p>Comparing options of military and social service in different countries</p> <p>Comparing past and present obligations, describing what you are allowed to do at various ages in different countries</p> <p>Learning about different laws in different countries</p> <p>Comparing the concept of legal adulthood in various countries</p>	<p>countries?</p> <ul style="list-style-type: none"> <li>• What role does volunteer work play in your life?</li> <li>• What role does volunteer work play in the life of people in German speaking countries?</li> <li>• What demands does society have of young people in different countries?</li> <li>• What is the value of giving back to society?</li> <li>• What are the advantages or disadvantages of having a military draft?</li> </ul>
MP 4	Personal and Public Identities: Finding Your Way	<p>Searching for meaning in life</p> <p>Escape</p> <p>Wishes</p> <p>Meeting expectations</p>	<ul style="list-style-type: none"> <li>• How do you feel about society's expectations? What are your own personal goals in life?</li> <li>• How does society help you or keep you from meeting your personal goals for achieving happiness?</li> <li>• What role do friendships and relationships play in your life?</li> <li>• How accepting or tolerant are we of people with different goals in life?</li> </ul>

		Setting your own personal goals	
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## **Formative and Summative Assessment**

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### **FORMATIVE ASSESSMENTS**

Marzano Scale  
Thumbs Up, Thumbs Down  
Mini whiteboards  
Google Voice Calls  
Ticket out the Door/Exit Tickets  
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)  
Four Corners  
Sequence Cards  
Snowball Fight  
Window Panes  
Planned speaking assessments  
Postcard  
List Three Things  
Venn Diagram  
Hand In, Pass Out  
Write It Down  
Think Pair Share  
Think Write Pair Share  
Doodle It  
Two Roses and a Thorn  
Twitter Voting  
Backchannel/Todaysmeet  
Digital Cork Board: Padlet  
Jigsaw Groups  
Answer the Essential Question (Verbally or Written)  
Make Predictions  
Self-Assessment  
Web/Concept Map  
ePortfolio Check  
Journal Entry  
Inside-Outside Circle  
One Sentence Summary  
Sentence Frames  
Talk a Mile a Minute  
Tic-Tac-Toe/Think-Tac-Toe  
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have  
Numbered Heads Together

Gallery Walk  
Just Like Me (Stand up if you....)  
Stand up, Hand up, Pair up

## **SUMMATIVE ASSESSMENTS**

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSLs.

Interpretive Task  
Interpersonal Task  
Presentational Writing/Speaking Task

## **BENCHMARK ASSESSMENTS**

Midterm and Final Exams

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

ePortfolios

Students upload evidence of linguistic and cultural proficiency, use Can Do Statements to identify proficiency in each of the modes of communication, and set goals about moving to increased proficiency.

## **ALTERNATIVE ASSESSMENTS**

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Main idea identification for Interpretive reading/listening task

Essay writing instead of interpersonal oral tasks

Narrations for comprehension check

Oral dictations

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

## **Grading Procedures and Evaluation**

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### **GRADING GUIDELINES**

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

<b>A</b>	<b>Excellent</b>	<b>Advanced Proficient</b>
<b>B</b>	<b>Good</b>	<b>Above Average Proficient</b>
<b>C</b>	<b>Fair</b>	<b>Proficient</b>
<b>D</b>	<b>Poor</b>	<b>Minimally Proficient</b>
<b>F</b>	<b>Failing</b>	<b>Partially Proficient</b>

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

### **Grading Weights for Quarter Grades**

10% Homework

10% Classwork/Participation

30% Presentational and interpersonal speaking

50% Interpretive and presentational writing

Final grades are weighted as follows:

Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

## COURSE EVALUATION

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

### **Other Information**

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#### **World Language**

#### **Contemporary German Issues Honors**

**Course No.** 1225

**SCED:** 24259 German Conversation and Culture

German Conversation and Culture courses provide students with an introduction to the German language and the culture(s) of German-speaking people, placing greater emphasis on speaking and listening skills while deemphasizing writing and reading the language.

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1225	050	H	11-12	5.00	210	Elective	Spring 2019

## **PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS**

#### **NJ Student Learning Standards**

Career Readiness, Life Literacies and Key Skills

Comprehensive Health and Physical Education

Language Arts Literacy

#### **NJ Student Learning Standards**

SMathematics

Science

SSocial Studies

#### **NJ Student Learning Standards**

Computer Science and Design S  
Thinking

Visual and Performing Arts S

SWorld Languages P

