Grade 8 German

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **1 Year**
Status: **Published**

Brief Summary of Unit

The third year of the middle school world language sequence provides students the opportunity to reach higher levels of proficiency in the target language with increased focus on accuracy when communicating. In grade 8 conversational World Language courses, students continue to develop language skills through the modes of interpersonal communication, presentational speaking, presentational writing, interpretive listening and interpretive reading. Emphasis is placed on the most frequently used words in the target language, preparing students to become conversationally proficient. In all languages, special attention is paid to the use of various tenses used in situationally appropriate contexts to promote authentic communication. Global perspective is encouraged through exposure to the target cultures, their values, and traditions. Content presented in this course is rooted in the six AP Language and Culture themes as the organizing vehicle to develop knowledge:

- Families and Communities
- Contemporary Life
- Personal and Public Identities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

The depth and breadth through which these themes are presented are based on the proficiency level target for the students at this level (Novice High). The pacing of the unit is contingent on student acquisition of the language as related to their ability to communicate spontaneously, read, write and engage in discussion on the topic(s) presented.

During the second semester, recommendations for high school placement are determined by proficiency level, engagement, class participation and overall performance in World Language and Language Arts courses.

The ability to communicate effectively in more than one language and the perspectives brought about by an understanding of other cultures are vital to the success of our students in a variety of careers. When taking this course, students develop their understanding of the interrelationship between language and culture leading to a purposeful appreciation of cultural diversity. Students who demonstrate proficiency in a second language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

Revision Date: June 2022

Essential Questions

Essential Questions/Enduring Understandings

How can I learn to see things from another culture's point of view?

Why is having a culturally informed perspective important?

What strategies can help me to understand what I am reading?

What strategies can help me to understand when I am listening?

What is circumlocution and how can I use it to communicate my thoughts orally and in written form?

How does my culture compare with cultures where the target language is spoken?

What is my current proficiency level and how can I develop the skills to "level up"?

What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?

What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?

How can I exchange information and ideas in conversations?

How can I meet my needs or address situations in conversations?

How can I express, react to, and support preferences and opinions in conversations?

How can I present information to narrate about my life, experiences and events?

How can I present information to give a preference, opinion or persuasive argument?

How can I present information to inform, describe, or explain?

Theme: Contemporary Life

How is contemporary life influenced by cultural products, practices, and perspectives?

What are the preferences of the target culture as related to entertainment, travel and leisure?

How are lifestyles of my peers in the target culture (as related to entertainment, travel and leisure) similar to or different from mine?

What are the customs and values of the target culture? How are they similar to and different from my own?

Theme: Personal and Public Identities

How can I be culturally sensitive toward others?

How can I respect others' heritage?

How can I promote inclusivity?

Theme: Beauty and Aesthetics

How do the arts (music, architecture, visual arts, performing arts, fashion) reflect cultural perspectives?

Theme: Science and Technology

How does technology affect my life and the lives of those in the target culture?

Theme: Families and Communities

How is my community similar to and different from communities I am learning about in the target country?

How is my family similar to and different from communities I am learning about in the target country?

What are traditional family customs and values of the target culture and how do they compare with mine?

Theme: Contemporary Life

How is contemporary life influenced by cultural products, practices, and perspectives?

What are the preferences of the target culture as related to entertainment, travel and leisure?

How are lifestyles of my peers in the target culture (as related to entertainment, travel and leisure) similar to or different from mine?

What are the customs and values of the target culture? How are they similar to and different from my own?

Theme: Personal and Public Identities

How can I be culturally sensitive toward others?

How can I respect others' heritage?

How can I promote inclusivity?

Theme: Global Challenges:

How is my immediate environment different than and similar to the environment of the target culture?

What are some basic environmental issues challenges the target culture faces?

What are possible solutions to those challenges?

Theme: Beauty and Aesthetics

How do the arts (music, architecture, visual arts, performing arts, fashion) reflect cultural perspectives?

Theme: Science and Technology

How does technology affect my life and the lives of those in the target culture?

Standards

Proficiency Target (based on New Jersey Student Learning Standards – World Languages)

grade 8: Novice High

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style

are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [*Practice*] - Use technology to enhance productivity increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [*Practice*] - Demonstrate creativity and innovation.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

WRK.K-12.P.9 [*Practice*] - Work productively in teams while using cultural/global competence.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The WL content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

7.1.NH.IPRET	Interpretive Mode of Communication Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
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.
7.1.NH.IPERS	Interpersonal Mode of Communication

	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
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.
7.1.NH.PRSNT	Presentational Mode of Communication
	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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.

Students Will Know/Students Will be Skilled At

Students will know that it is important to be culturally sensitive.

Students will know that learning about other cultures aids in understanding the importance of tolerance, inclusivity and respect.

Students will know that increased proficiency in the interpretive mode is developed through reading and listening activities.

Students will know that increased proficiency in the interpersonal mode is developed through spontaneous communication via speaking and listening activities.

Students will know that increased proficiency in the presentational mode is developed through spontaneous communication via speaking and writing activities.

Students will know that making comparisons between their own communities, families and customs and those of the target culture will enhance cultural awareness and understanding.

Students will know that students will progress along the proficiency continuum at different rates.

Students will know that it is common for a learner to plateau at a level as they gain more skills and knowledge, enabling them to move up to the next level.

Students will know that students will progress at different rates on the various modes of communication.

Students will know that the Can Do Statements describe the specific language tasks that learners are likely to perform at various levels of proficiency and can be used to gauge their present levels of proficiency.

Students will be skilled at listening, speaking, reading and writing based on their current levels of proficiency with the goal of reaching proficiency targets for communication by the end of the course.

Students will be skilled at listening and reading in the target language with the intent to understand.

Students will be skilled at learning how to communicate in written and oral form at their own rate using skills they have acquired through discussions and readings.

Students will be skilled at asking for clarification when the received message is unclear.

Students will be skilled at developing reading comprehension skills through decoding, identification of main ideas, and use of context clues.

Students will be skilled at developing listening comprehension through authentic, meaning-based and consistent exposure to the target language.

Students will be skilled at written and oral production at varying levels based on ACTFL proficiency guidelines.

Students will be skilled at engaging in situationally appropriate communication with increasing proficiency.

Students will be skilled at making connections and comparisons between the target culture and their own.

Learning Plan

Practices that promote (interpretive communication) LISTENING AND READING:

Students continue to be exposed to and incorporate high frequency words such as: THERE IS/ARE, TO BE PLEASING/TO LIKE, TO BE, TO WANT, TO HAVE, TO GO, TO PUT, TO BE ABLE TO, TO GIVE, TO SAY, TO KNOW (something), TO SEE, TO GIVE) as they may come up naturally during class discussions. (Additional Examples of HIGH FREQUENCY WORDS: https://tprsbooks.com/wp-content/uploads/2016/04/200_spanish_hi-frequency_words.pdf)

Comprehensible target language input (CI) is provided by the teacher through reading and listening on a consistent basis.

To reinforce literacy skills, students receive reinforcement in the mechanics of decoding, reading for meaning and using context clues as their teacher leads them in reading and understanding various texts in the target language independently and/or as a class.

Short stories, news articles, embedded readings, excerpts from novels, basal text, rooted in high frequency

vocabulary and expressions that will help students to continue to develop literacy skills.

Practices that promote (presentational communication) STUDENT PRODUCTION of SPOKEN and WRITTEN language:

Differentiate expectations for student output (in speaking and writing).

Utilize charts and tables as references to assist students in visualizing and understanding correct verb usage and structure, as needed.

Practices that promote (interpersonal communication) SPONTANEOUS AND INTERACTIVE PRODUCTION of SPOKEN or WRITTEN language:

Daily classroom routines are incorporated that reinforce student ability to use situationally appropriate vocabulary and expressions when responding to routinely asked questions and/or unit related questions.

Personalize questions and model accuracy to support students when they are interacting / providing responses to questions posed.

Facilitate class generated discussions and stories to personalize the learning process and encourage student to student interaction..

Provide cues to help students see that their message may not be clear; include facial expressions, repetition of the message, follow up or clarifying questions, playing out the message or restating the message to indicate an obvious mistake, and pop-up grammar.

Link to instructional resources folders for each language in this level can be accessed via this link: https://drive.google.com/drive/folders/1pWIKClVCuFIZk9wtFJKfgr_-UcGlJkVS

Any resources, not included in the current CORE BOOK LIST, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Evidence/Performance Tasks

When taking a World Language, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the communicative modes (Interpretive, Presentational and Interpersonal) demonstrates the development of

communicative proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill. The following proficiency targets guide teachers and students in working to approach, meet and even exceed proficiency levels by the end of the course.

Proficiency Targets:

(based on New Jersey Student Learning Standards – World Languages)

- Grade 8: Novice High

World Language Grading Criteria (https://docs.google.com/document/d/1y7OyuTLBtQERmp7zi6cODQQQ27Lp7QKZO52yadqXaRQ/edit) As we modify this document, changes will be updated via access to this link.

Interpretive Reading/Listening, Presentational Writing, Interpersonal Speaking Rubrics folder (https://drive.google.com/drive/folders/1PmK86jQv7NnwZ_LHFQ8PazpEjgGUn89y?usp=sharing)As we modify this document, changes will be updated via access to this link.

Interpretive Assessments are designed to measure STUDENT COMPREHENSION within LISTENING AND READING:

Students will interpret what they hear and read at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels

Presentational Assessments are designed to measure STUDENT PRODUCTION of SPOKEN and WRITTEN language (rehearsed)

Students will produce output (speaking and writing) at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels

Interpersonal Assessments are designed to measure SPONTANEOUS STUDENT PRODUCTION of SPOKEN or WRITTEN language (no preparation)

Students will produce output (speaking) and engage in conversation at their own rate, with the goal of personal improvement as students advance through ACTFL PROFICIENCY levels.

The Can-Do Benchmarks Indicators are used by students for self-assessment purposes throughout the year to

assist students in setting proficiency goals as related to progression toward state proficiency target recommendations.

Grade reporting for World Language classes reflects each individual student's ability to demonstrate proficiency in the following areas: Interpretive Listening/Reading, Interpersonal speaking, Presentational Writing/Speaking, Participation and Performance. The weight of each communicative mode is based on the number of years the student has studied the language with increased accountability for demonstration of development in the interpretive mode at the novice level and a systematic approach to accountability in all modes as the student progresses into the more advanced levels of instruction.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

The link that connects to district approved textbooks and resources utilized in this course can be found on the Curriculum and Instruction webpage: CORE BOOK LIST . Any additional resources, not included in the current Core Book List, must be explicitly presented to and reviewed by the supervisor the week before the resource is included into lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1auAf_ekbjIuHu29eh8Vy7_p7cASUjs_JQ6IhEjFoibk/edit?usp=sharing