

TOWNSHIP OF UNION PUBLIC SCHOOLS



German - 7th Grade Cycle

Curriculum Guide

Curriculum Guide Re Approved December 2018



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German – 7th Grade Cycle

Curriculum Committee Members

Susan Roberts

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**

Course Description

This is a six week introductory German course designed to give each student exposure to the German language and culture.

Recommended Textbooks

Exploring German

Course Proficiencies

Students will be able to...

...understand the widespread influence of the German language and cultures.

...develop positive attitudes toward an appreciation of the German speaking people, their language and culture, through the use of the learning materials provided.

...pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.

...accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues and dictations.

...accurately identify the German speaking countries, their capitals and major cities, geographic features and historic landmarks.

... create and respond to simple phrases, questions and sentences frequently used in the classroom and respond accordingly, including; greetings, expressions of courtesy, sound out the alphabet using the correct pronunciation, days, months and seasons of the year, expressions of weather, numbers – 0 – 100 and classroom objects and classroom commands.

Curriculum Units

Unit 1: Introduction to the German world

Unit 2: Greetings

Unit 3: The Numbers (0-100)

Unit 4: The Days and Months

Unit 5: The Weather and Seasons

Unit 6: Classroom Objects and Commands



Pacing Guide- German 6th Grade Cycle

<u>Content</u>	Number of Days
<u>Unit 1:</u> Introduction to the German Speaking World	5 days
<u>Unit 2:</u> The Greetings	5 days
<u>Unit 3:</u> The Numbers	5 days
<u>Unit 4:</u> The Days and Months	5 days
<u>Unit 5:</u> The Weather and Seasons	5 days
<u>Unit 6:</u> Classroom Objects and Commands	5 days

Unit 1: Introduction to the German speaking world

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. What are the German speaking countries? 2. What is the value of learning German? 3. What are cognates? 4. What German cognates do I already know? 5. How are German and English related to each other? 6. How does knowing German effect my educational and career options? 	<ol style="list-style-type: none"> 1. Identify the benefits of studying another language and culture. 2. Describe the origin of the German language and where it is spoken in the world. 3. Identify the German speaking countries of the world, their capitals and major cities, geographic features and historic landmarks. 4. Talk about new vocabulary through the recognition of cognates 5. Compare German and English pronunciation of vowels and intonation 6. Pronounce and recognize the sounds of the German alphabet. 	<ol style="list-style-type: none"> 1. Discuss the influence of the Germanic language and culture. 2. Discuss German speaking countries where German is spoken. 3. Create maps of the German speaking countries identifying cities and geographic features. 4. Discuss jobs related to Foreign Languages. 5. Find current events in the newspaper/internet about a German Speaking country or person. 6. Identify flags and symbols of the German speaking countries 7. In groups of three, find cognates in different categories. (animals/goods/etc.) 8. Global Toss – Pass an inflatable globe to a classmate, each time the ball is tossed the next letter is stated. 9. Recite/Sing the alphabet (march). 10. Spelling Bee. 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Quiz 4. Oral responses 5. Participation 6. Oral presentation 7. Observation 8. Questioning 9. Map activity 10. Group work 11. Games 12. Songs

Unit 2: Greetings (Greetings/Courtesy/Introductions)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I greet someone in German? 2. How do I ask someone his/her name and tell him/her my name? 3. How do I ask how someone is feeling and express how I am feeling? 4. When do I use the formal and informal forms f you (du vs. Sie) 5. How do I tell someone my age or ask for his or her age? 	<ol style="list-style-type: none"> 1. Introduce yourself and say how you are and where you are from. 2. Use formal and informal greetings (du vs. Sie). 3. Greet people according to the time of day. 4. Tell your age, phone number and the date. 5. Use courtesy expressions. 6. Ask for and give information. 	<ol style="list-style-type: none"> 1. Ausweiss – Complete the application for a passport in German. 2. Human Bingo – Getting to know you. 3. Exchange names and present basic introductions. 4. Create a conversation asking and exchanging basic personal information. 5. Complete a crossword puzzle using the Greetings and Expressions of Courtesy vocabulary. 6. Mein Tag Story – create a story about your day inserting at least 10 phrases from this unit. 	<ol style="list-style-type: none"> 1. Class work 2. Homework 3. Quiz 4. Participation 5. Portfolio assessments 6. Dialogues/Role plays 7. Listening comp. 8. Dictation 9. Video clips 10. Performance based assessments 11. Oral presentations

Unit 3: Numbers (0 – 100)

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I express the numbers from 0-9 in German? 2. What pattern appears in the teens in German? 3. How are the numbers from 21-99 formed in German? 4. What are the similarities and differences between German numbers and English numbers? 	<ol style="list-style-type: none"> 1. Count 2. Perform basic mathematical functions 3. Relate numbers to geometric figures 4. Comprehend costs in a store setting – The Euro. 5. Give your phone number 6. Talk about the weather. 7. Talk about important dates. 	<ol style="list-style-type: none"> 1. Call and Response 2. Fly swatter Activity 3. Number Challenge 4. I'm thinking of a number game 5. Crossword puzzles/word searches 6. Conduct a survey 7. Identify the prices of store items from actual German food stores, clothing shops, etc. 8. Identify age, house number, telephone number, birthday. 9. Practice with sequencing. 10. Textbook scavenger hunt. 11. Bingo 	<ol style="list-style-type: none"> 1. Class work 2. Homework 3. Quiz 4. Participation 5. Portfolio assessments 6. Dialogues/Role plays 7. Listening comp. 8. Dictation 9. Video clips 10. Performance based assessments 11. Oral presentations

1. Unit 4: The Days and Months

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<ol style="list-style-type: none"> 1. How are days and months expressed in German? 2. What are the origins of the names of the days and months in German? 3. What similarities exist between the English and German names for the seasons and months? 4. How do I express a date in German? 5. How do I ask someone when his/her birthday is? 6. How do I tell someone when my birthday is? 	<ol style="list-style-type: none"> 1. Recognize and say the days of the week. 2. Describe the mythological derivations of the days of the week. 3. Recognize and say the months of the year. 4. Recognize and say seasons of the year 5. Say the day and date using ordinal numbers. 6. Ask when and say when someone has a birthday. 	<ol style="list-style-type: none"> 1. Create a German calendar page with month, days, and dates. 2. Ask and answer when students have their birthdays. 3. Create a birthday by month chart. 4. Days of the week game 5. Months of the year game 6. Today, tomorrow, yesterday practice 7. Partner practice with “When is” ... question, and on (day) response. 	<ol style="list-style-type: none"> 1. Class work 2. Homework 3. Quiz 4. Participation 5. Portfolio assessments 6. Dialogues/Role plays 7. Listening comp. 8. Dictation 9. Video clips 10. Performance based assessments 11. Oral presentations

Unit 5: The Weather and Seasons

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none">1. What are the names of the seasons in German?2. What months fall into each season?3. How do I ask for weather conditions in German?4. How do I express weather conditions in German?	<ol style="list-style-type: none">1. Ask about the weather2. Describe weather conditions.3. Ask the season of the year.4. Identify seasons of the year.5. Match weather conditions and seasons of the year.6. Recognize noun/verb relationship in regard to weather.	<ol style="list-style-type: none">1. Create flash cards that represent various weather conditions2. Create posters representing and labeling the seasons of the year.3. Give a weather forecast for various German speaking cities.4. Weather item game (sunglasses, umbrella, scarf, etc.)5. Build weather cubes with weather images on sides.6. Draw noun/verb flashcards.	<ol style="list-style-type: none">1. Class work2. Homework3. Quiz4. Participation5. Portfolio assessments6. Dialogues/Role plays7. Listening comp.8. Dictation9. Video clips10. Performance based assessments11. Oral presentations

Unit 6: Classroom Objects and Commands

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. What are the names of common classroom objects in German? 2. How do I say, "That is a....." in German? 3. What are the genders of German objects? 4. What are the definite and indefinite articles in German? 5. How do I express classroom commands in German? 	<ol style="list-style-type: none"> 1. Ask about and identify objects in complete German sentences. 2. Label articles by type and gender 3. Give and follow simple classroom commands in German. 	<ol style="list-style-type: none"> 1. What is in my backpack? Identification game. 2. Classroom object Bingo 3. Classroom commands Simon says 4. Label objects in the room 5. Crossword puzzles/Word Searches 6. Who has...? game 	<ol style="list-style-type: none"> 1. Class work 2. Homework 3. Quiz 4. Participation 5. Portfolio assessments 6. Dialogues/Role plays 7. Listening comp. 8. Dictation 9. Video clips 10. Performance based assessments 11. Oral presentations

New Jersey Core Curriculum Content Standards
Academic Area

http://www.state.nj.us/education/cccs/2004/s3_lal.pdf

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

New Jersey Scoring Rubric

Cycle Rubrics

German Role Play Rubric				
	SEHR GUT 4 pts	GUT 3 pts	AUSREICHEND 2 pts	UNGENÜGEND 1 pts
Skit requirements met Content Mastery Requirements- Each actor spoke using complete sentencing/questioning. Vocabulary, verbs and phrases from the chosen chapter's voc.	All of the content requirements were met. Utilizes a wide variety of vocabulary. Takes risks and expands length of sentences by using connectors.	All or about 90% of the content requirements were met. Utilizes a variety of vocabulary and sentences are simple.	Most (about 75%) of the content requirements were met. Utilizes limited or minimal vocabulary expressions and sentences are short.	Many content requirements were not met. Utilizes limited vocabulary, some of which is inaccurate or irrelevant to the task.
Neatness/Accuracy of Written Copy	The final draft is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. Little to no spelling or grammar errors. It looks like the student took great pride in it.	The final draft is readable, neat, and attractive. It may have one or two erasures and a few spelling or grammar errors, but they are not distracting. It looks like the student took some pride in it.	The final draft is readable and some of the words are attractive. It looks like parts of it might have been done in a hurry. Many errors in spelling and grammar that may impede on comprehensibility.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care how it looked like. Many errors in spelling and grammar impede on comprehensibility.
Time Management	Stayed focused during writing and practice times. Student was engaged and collaborated with group members. S/he was never off-task and made excellent use of time.	Stayed focused the majority of the time during writing and practice times. Mostly contributed to group writing/planning having to be reminded 1 time to refocus.	Was playful during group planning and did not collaborate as directed. Had to be redirected to task more than 1 time. Did not make "best" use of time.	Was playful and distracted others during group planning. Did not contribute to group planning of skit. Allowed group members to do his/her share of the work. Wasted time.
Spkg Clarity/Fluency/Pronunciation	Speaks clearly and distinctly all the time with no unnatural pauses or distractions. Perfect or nearly perfect pronunciation.	Speaks clearly and no distinctly most of the time with one unnatural pause/distraction. Good German pronunciation, with only a couple words mispronounced.	Speaks clearly and distinctly during half of the presentation with some unnatural pauses/distractions. Several German words are mispronounced.	Often mumbles and cannot be understood OR has multiple distractions and unnatural pauses. More than half of German words are mispronounced.
Preparedness	Student is completely	Student seems pretty	The student is somewhat	Student does not seem at

prepared and has obviously rehearsed. Minimal dependency on script.

prepared but might have needed a couple more rehearsals. Reliant on script that may impede on the fluidity of the skit.

prepared, but it is clear that rehearsal was lacking. Lots of hesitation and reliance on script that greatly impedes on the fluidity of the skit.

all prepared to present. Script may not be completed or student may not have his or her copy of the script.

Class Group Performance					
	A 4 pts	B 3 pts	C 2 pts	D 1 pts	F 0 pts
VOCABULARY	A Student will read all of their words correctly.	B Student will read at least 8 of their words correctly.	C Student will read at least 5 of their words correctly.	D Student will read at least 3 of their words correctly.	F Student could not read any of their words.
PARTICIPATION	A Student actively participates in group gatherings daily all week long.	B Student participates at least 4 times during the week.	C Student participates at least 3 times during the week.	D Student participates at least 2 times during the week.	F Student did not participate at any time during the week.
LISTENING SKILLS	A Student actively listens during each group gatherings all week.	B Student was reminded 1 time to pay attention during group gatherings all week.	C Student was reminded 2-3 times to pay attention during group gatherings all week.	D Student was reminded 4-5 times to pay attention during group gatherings all week.	F Student was continually reminded to pay attention during group gatherings all week.
COMPREHENSION	A Student was able to respond correctly to all questions about the story.	B Student was able to respond correctly to 3 questions about the story.	C Student was able to respond correctly to 2 questions about the story.	D Student was able to respond to 1 question about the story.	F Student was unable or unwilling to respond to any questions about the story.
ORAL READING	A	B	C	+	F

Student will read the passage with no errors

Student will read the passage with no more than 1 error.

Student will read the passage with no more than 2-3 errors.

Student will read the passage with no more than 4 errors.

Student was unable or unwilling to read the passage.