

TOWNSHIP OF UNION PUBLIC SCHOOLS



German I

Curriculum Guide

Curriculum Guide Re Approved December 2018



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TOWNSHIP OF UNION PUBLIC SCHOOLS
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Assistant Superintendent.....Ms. Ann Moses
Director of Student Information/TechnologyMs. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2 Ms. Maureen Corbett

Language Arts/Social Studies 3-5 Mr. Robert Ghiretti

Mathematics/Science 3-5Ms. Theresa Matthews

Guidance K-12/SACMs. Nicole Ahern

Language Arts.....Ms. Randi Moran

Math 8-12.....Mr. Jeremy Cohen

Science 6-12.....Ms. Maureen Guilfoyle

Social Studies/Business.....Ms. Libby Galante

Gifted & Talented / Computer Technology K-8.....Ms. Ann Hart

World Language/ESL/Career Education.....Ms. Yvonne Lorenzo

Art/MusicMr. Ronald Rago

German I

**Susan Roberts
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Curriculum Committee Members

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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.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This course develops communicative skills in German and teaches the students about German-speaking countries and cultures. Cultural topics and dialogues will serve as the point of departure for conversation and written exercises. The students will connect, reinforce and acquire information to and from other disciplines. Students will be able to demonstrate understanding of the nature of language by comparing their own language and culture with that of the language studied. Students will also be able to use German beyond the school setting, listening to music and radio, read magazines and newspapers, gather information via internet, view films, travel and speak to family members or friends.

Recommended Textbooks

**Deutsch Aktuell 1 Textbook and Workbook.
Course Proficiencies**

Students will be able to...

1. Utilize basic strategies for communication
2. Greet and say farewell
3. Ask and tell someone's name
4. Introduce someone else
5. Count from 0 to 1000
6. Ask and tell someone's age
7. Add and subtract numbers
8. Give telephone numbers
9. Use the verb *sein* in all forms
10. Say the alphabet
11. Spell words and vocabulary thus far learned
12. Ask and tell how things are going
13. Inquire where someone is from
14. Ask where someone lives
15. Recognize cognates in German and English
16. Use the letter β
17. Use personal pronouns
18. Use the familiar and formal pronouns *du*, *ihr* and *Sie*
19. Use present tense forms of regular verbs
20. Use and follow basic classroom commands

Curriculum Units

Unit 1: Greetings and Introductions

Unit 2: Family / At Home

Unit 3: Hobbies and Interests

Unit 4: School

Unit 5: The City

Unit 6: Food and Dining

Unit 7: Shopping

Unit 8: Festivals and Holidays

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1: Greetings and Introductions</u>	<u>22.5</u>
<u>Unit 2: Family / At Home</u>	<u>22.5</u>
<u>Unit 3: Hobbies and Interests</u>	<u>22.5</u>
<u>Unit 4: School</u>	<u>22.5</u>
<u>Unit 5: The City</u>	<u>22.5</u>
<u>Unit 6: Food and Dining</u>	<u>22.5</u>
<u>Unit 7: Shopping</u>	<u>22.5</u>
<u>Unit 8: Festivals and Holidays</u>	<u>22.5</u>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I greet and say farewell to someone? 2. How do I ask and tell someone's name? 3. How do I introduce someone else? 4. How do I ask and tell someone's age? 5. How do I give telephone numbers? 6. How do I ask and tell how things are going? 7. How do I inquire where someone is from? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Use and follow basic classroom commands 4. Answer and talk on the phone 5. Ask for and give information 6. Talk about what to do and what you are doing 7. Give telephone numbers 8. Talk about your age and someone else's age 9. Use numbers from 10 – 1,000 10. Talk about the days of the week 11. Form questions using verb first construction 12. Form questions using interrogative pronouns 13. Use definite articles in nominative case 	<ol style="list-style-type: none"> 1. Carry on a brief conversation with a fellow student. 2. Sing the alphabet song. 3. Interview a classmate about where they are from, phone etc. 4. Play TPR number game. 5. Drill and practice. <ol style="list-style-type: none"> a. repetition b. Pronunciation of student's German names and other related vocabulary. 6. Online activities for greetings 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening Comprehension and Written

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I talk about and point out family members? 2. How do I answer the telephone? 3. How do I talk about the time of day and day of the week? 4. How do I ask for and give information? 5. How do I say what I am doing? 	<ol style="list-style-type: none"> 1. Utilize techniques to initiate and maintain basic conversations 2. Employ basic strategies for communication 3. Talk about and point out family members. 4. Answer a telephone call. 5. Inquire about times of specific events 6. Report information 7. Express times of the day 8. Tell time 9. Use expressions <i>zu Hause/nach Hause</i> 	<ol style="list-style-type: none"> 1. Drill and practice 2. puzzles; word search, crossword, etc. 3. complete arithmetic problems 4. Family tree 5. Carry on dialogue provided by teacher. 6. Time telling exercises 7. Online activities for time and days of the week 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Family Trees 6. Quizzes 7. Tests – Listening Comprehension and Written

Unit 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I ask and tell what someone is doing? 2. How do I talk about what interests me? 3. How do I express likes and dislikes? 4. How do I inquire about times of specific events? 5. How do I report information? 	<ol style="list-style-type: none"> 1. Utilize techniques to initiate and maintain basic conversations 2. Employ basic strategies for communication 3. Ask and tell what someone is doing 4. Talk about what interests you 5. Express likes and dislikes using <i>gern</i> 6. Use the verb <i>haben</i> 7. Inquire about times of specific events 8. Report information 9. Express times of the day 10. Tell time 11. Use word order for statements 	<ol style="list-style-type: none"> 1. Time telling activities. 2. Communicative activities – pairs and small groups. 3. Write a brief dialogue. 4. Audio/Video Activities. 5. Online activities for telling time 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening Comprehension and Written

Unit 4

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I talk about school? 2. How do I identify classroom objects? 3. How do I describe a daily routine? 4. How do I sequence events? 5. How do I agree and disagree with statements? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Identify classroom objects 3. Talk about the Gymnasium, Realschule, Hauptschule 4. Talk about school subjects and grades 5. Tell time 6. Describe daily routines and the school day 7. Discuss what to do after school 8. Describe a class schedule 9. Use verb “sein” correctly in a sentence 11. Understand the accusative case of definite articles and be able to use it 12. Understand and use question words wer, wen, was 13. Know basic facts about German geography 	<ol style="list-style-type: none"> 1. Drill and practice. 2. “Picture Walk” identify various classroom objects 3. Simon says 4. Bingo and other word games 5. Classroom role play 6. Stundenplan design 7. Online activities for school and classroom objects 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening Comprehension and Written

Unit 5

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I talk about the weather? 2. How do I discuss a purchase? 3. How do I identify countries and languages spoken there? 4. How do I ask where someone is from? 5. How do I give information? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Talk about the weather 4. Tell months and seasons 5. Identify countries and languages spoken there 6. Discuss a purchase 7. Ask where someone is from 8. Give information 9. Use indefinite articles in nominative and accusative case 10. Identify and use plurals forms of nouns 11. Use negation properly 12. Use question word phrases Wie viel and Wie viele 13. Identify places in Berlin 	<ol style="list-style-type: none"> 1. Travel Video 2. Map Labeling 3. Interpreting a weather map. 4. Student created Role Play 5. Weather Reporting 6. Drill and Practice 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening Comprehension and Written

Unit 6

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I choose from a menu and order at a café? 2. How do I offer something to eat and drink? 3. How do I express likes and dislikes? 4. How do I make requests? 5. How do I give advice? 6. How do I talk about what to do today? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Choose from a menu and order in a café 4. Offer something to eat and drink 5. Express likes and dislikes, how food tastes 5. Name foods, beverages and various ice creams 6. Make requests 7. Give advice 8. Talk about what to do today 9. Talk about eating establishments 10. Use modal auxiliaries 11. Use future tense verb werden 12. Use forms of negation, kein and nicht 13. Be familiar with the Euro currency 	<ol style="list-style-type: none"> 1. Drill and Practice 2. Conduct interviews 3. Create a menu 4. Student created Role-play. 5. Restaurant Review. 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Menu writing 5. Speaking and communicative activities, paired group, and individual. 6. Quizzes 7. Tests – Listening Comprehension and Written

Unit 7

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I make suggestions? 2. How do I ask about price? 3. How do I describe and choose clothing items? 4. How do I write a letter or card? 5. How do I talk about a department store? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Make suggestions 4. Ask about prices 5. Describe and choose clothing items 6. Write a letter and a card 7. Talk about a department store 8. Identify colors 9. Use verbs with a stem vowel change 10. Use verb wissen 11. Use words for emphasis 	<ol style="list-style-type: none"> 1. Internet Shopping Activity 2. Clothing Race 3. TPR 4. Puzzles, word searches, crosswords 5. TPRS story writing 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening Comprehension and Written

Unit 8

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I talk about birthday presents? 2. How do I congratulate someone? 3. How do I identify rooms and furniture? 4. How do I describe daily activities? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain conversations 3. Talk about birthday presents and gift ideas 4. Congratulate someone 5. Talk about special occasions and birthdays 6. Identify rooms and furniture 7. Describe daily activities 8. Use possessive adjectives 9. Use personal pronouns in accusative case 10. Use accusative prepositions 11. Talk about Austria – cities, geography, neighbors 	<ol style="list-style-type: none"> 1. Plan a birthday party 2. Develop a floor plan 3. TPR prepositions exercise 4. Student created Dialogue 5. Drill and Repetition 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening Comprehension and Written

New Jersey Core Curriculum Content Standards
Academic Area

<http://www.state.nj.us/education/apps/cccs/wl/>

Scoring Rubric

<http://www.state.nj.us/education/archive/frameworks/worldlanguages/appendb.pdf>

Appendix B

Sample of Assessment Rubrics

Rubrics for Oral Evaluation

	0	1	2	3	4	5
Pronunciation	no response	barely intelligible	numerous errors, difficult to understand	understandable, much native language interference	understandable, minimum native language interference	no conspicuous mispronunciations
Structure	no response	many errors, little sentence structure	numerous errors interfere with communication	frequent errors do not hinder communication	good, several errors	excellent, very few or no errors
Vocabulary	no response	inadequate	limited to basic words, often inaccurate	functional, fails to communicate complete meaning	adequate	precise, varied
Listening Comprehension	no response	recognizes simple memorized phrases	comprehends slow or directed speech	comprehends simplified speech	understands speech well, requires some repetition	understands nearly everything
Speaking/Fluency	no response	fragmented, barely intelligible	able to use routine expressions	incomplete sentences, communicates meaning with frequent errors	adequately conveys meaning, several errors	natural, very few errors or no errors

Rubrics for Written Evaluation

- 6/95 Extremely well written
Excellent content
Excellent usage of grammar
- 5/90 Very well written
Strong content
Nearly accurate usage of grammar
- 4/85 Well written
Good content
Good usage of grammar, but watch errors
- 3/80 Comprehensible
Content satisfactory
Numerous grammar errors and continue to make same errors
- 2/75 Content elementary
Essentially understandable use of language, however
Made several major errors in grammar
- 1/65 Content extremely weak
Made an effort but really made too many major errors making it very hard to understand