

TOWNSHIP OF UNION PUBLIC SCHOOLS



German II

Curriculum Guide

Curriculum Guide Re Approved December 2018



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TOWNSHIP OF UNION PUBLIC SCHOOLS
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German II

Curriculum Committee Members

Agata Kania-Cyburt

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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 will start with a review of the basic structures, which were developed in the GERMAN ONE course. The acquisition of an adequate vocabulary will be emphasized. The linguistic skills acquired in the previous level will be reinforced and advanced. Reading of selected graded texts will continue. 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.

Recommended Textbooks

Deutsch Aktuell 1 Textbook and Workbook
Deutsch Aktuell 2 Textbook and Workbook

Course Proficiencies

Students will be able to...

1. understand instructions and simple explanations
2. follow and execute commands given in the target language
3. understand the general meaning of passages which may contain some unfamiliar vocabulary items
4. answer questions based on passages after hearing it spoken at a normal rate of speed
5. express thoughts intelligibly and communicate ideas and desires to others
6. imitate models of the target language and reproduce near-native pronunciation
7. recite and respond to questions containing familiar vocabulary and expressions
8. use correct basic grammatical forms in simple sentences about familiar topics
9. speak for several minutes on a topic of choice and summarize a brief anecdote
10. recognize familiar sounds and words
11. select an appropriate translation for familiar words and sentences
12. read unfamiliar material with understanding and answer written questions on the material
13. communicated thoughts in written form using reasonably correct structures
14. write on topics suitable to his/her linguistic development: paragraph, dialogue, describe a picture, a friendly letter, dictation, correct answers to familiar questions
15. compare/contrast aspects of the German-speaking lands including such topics: cuisine/eating habits, geography, legends/fairy tales, customs, holidays/festivals

Curriculum Units

Unit 1: Hobbies and obligations at home

Unit 2: Sports and body description

Unit 3: Means of transportation and places in a city

Unit 4: Traveling and airport facilities

Unit 5: Camping and youth hostel

Unit 6: Vacation and weather forecast

Unit 7: Weekly activities, farm and animals

Unit 8: Music and musical instruments

Pacing Guide- Course

Content**Number of Days****Unit 1:** Hobbies and leisure-time activities

24

Unit 2: Sports and body description

26

Unit 3: Means of transportation and places in a city

25

Unit 4: Traveling and airport facilities

24

Unit 5: Camping and youth hostel

23

Unit 6: Vacation and weather forecast

23

Unit 7: Weekly activities, farm and animals

20

Unit 8: Music and musical instruments

15

Unit 1;

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none">• What kind of movies do you like?• How often do you see a movie and who accompanies you when you go to see one?• What do you usually do during a weekend?• Which is your favorite hobby and why do you prefer it?	<ul style="list-style-type: none">• employ basic communicative strategies• utilize techniques to initiate, maintain and end conversations• talk about a film• reasons for seeing or not seeing a particular film• express likes and dislikes• describe weekend activities and hobbies• verbs with separable prefixes• compound nouns• command forms	<ul style="list-style-type: none">• write and rehearse dialog about inviting a friend to a movie• be able to communicate with a partner about films you like and/or dislike• listen to a dialog pertinent to the theme and answer questions which demonstrate the listening comprehension ability	<ul style="list-style-type: none">• accuracy of written and oral expression• creativity of dialogues• accuracy of usage vocabulary words, grammatical structures• timely completion of tasks• contribution and frequency of involvement in dialogues and group activities

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What sports do you like and/or dislike? • When and with whom do you watch your favorite games? • What sport do you practice? • When and where do you practice your favorite sport? • How does one of your friends look like? • What is the most popular and most widely played sport in Germany? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about sports • talk about recreational activities • describe parts of the body • talk about a soccer game • use of indirect object • order of objects in a sentence • use of dative prepositions • personal pronouns in the dative case 	<ul style="list-style-type: none"> • write a description of a sport that you are interested in • write a description of a friend or relative • be able to communicate with a partner about sports you like and/or dislike • listen to a dialog pertinent to the theme and answer questions which demonstrate the listening comprehension ability 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What means of transportation do you prefer when travelling to a big city? • What special places do you usually visit in an unknown city? • What means of transportation can somebody use in a big city? • What did you like and/or dislike in during your last longer trip? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about means of transportation • describe different places in a city • give directions • talk about your travel experience • learn the forms of the present perfect tense of regular verbs • learn the forma of the present perfect tense of irregular verbs • discuss the use of the present perfect tense in German and English 	<ul style="list-style-type: none"> • describe (in oral and written form) the means of transportation used by a student (who lives in a big German city) in order to arrive to school • be able to communicate with a partner about the means of transportation that you like and those you dislike • listen to a dialog pertinent to the theme and answer questions which demonstrate the listening comprehension ability 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Where would you like to travel by plane? • How can a person arrive to an airport? • What do you usually put in your luggage when preparing for a long trip? • How should an airport be in order to run efficiently? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • discuss travel plans • describe airport facilities • identify pieces of luggage • sequence events • describe means of transportation • use comparison of adjectives and adverbs • review questions, sentence formation and personalized questions 	<ul style="list-style-type: none"> • write and rehearse a dialog about traveling to and within Germany • be able to communicate with a partner about various travel situations • listen to a travel dialog and answer comprehension questions 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • When and where have you been camping? • What are the advantages and disadvantages of staying in a youth hostel? • What would you like to do during an ideal school trip? • What is your daily routine during a summer camping experience? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • ask for information • talk about youth hostels and camping facilities • express likes and dislikes when describing a trip • talk about travel experiences • employ reflexive verbs • use correct word order of dative and accusative cases • review sentence formation and completion and use opposites 	<ul style="list-style-type: none"> • write a description of a real or imaginary trip • write a dialog about staying in a youth hostel in Germany • describe activities available at a youth hostel or campground listen to a dialog describing camping gear and answer comprehension questions 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 6:

Essential Questions	Instructional Objectives/ Skills	Activities	Assessments
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and Benchmarks <i>(CPIs)</i>			
<ul style="list-style-type: none"> • How is the weather like during your favorite season? • How was the weather like during your last vacation? • What unexpected event did you experience in your last trip and/or vacation? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • ask for information • talk about past events • discuss weather conditions • plan and describe a trip • employ grammatical structures for reporting events • using the narrative past tense of regular and irregular verbs review sentence formation, present perfect tenses of regular and irregular verbs and use of direct and indirect objects 	<ul style="list-style-type: none"> • write a dialog about planning a vacation • investigate different forms of transportation to the vacation spot listen to a dialog describing a trip and answer comprehension questions • describe the weather during your vacation 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities • accuracy of usage vocabulary words

Unit 7:

Essential Questions	Instructional Objectives/	Activities	Assessments
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	Skills and Benchmarks (CPIs)		
<ul style="list-style-type: none"> • What household chores do you like and/or dislike? • How often do you have to do household chores? • What pet do you have or would you like to have? • What are the advantages and disadvantages of living on a farm? • What are the advantages and disadvantages of living in a city? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about obligations and household chores • describe daily activities • identify animals • talk about a farm • discuss life in a big city • express likes and dislikes • employ grammatical structures using select vocabulary, with the past tense of modals and infinitives used as nouns • review formation of interrogative sentences 	<ul style="list-style-type: none"> • write a brief description of the pet • write and rehearse dialog about household chores • create a story about animals on a farm • discuss rendering animal sounds • listen to a dialog about life in a German city and answer comprehension questions 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 8:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What type of music do you like? • What music instrument do you play or would you like to play? • When, where and how often do you practice? • Which is your favorite band and why do you like it? • When and where have you been to a concert? • Who is your favorite German composer and musician? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about music you like and/or dislike • talk about modern and classical instruments • talk about concerts you like or dislike to attend • review sentence formation • review modal auxiliaries • review possessive adjectives • Review preposition requiring the dative case 	<ul style="list-style-type: none"> • describe (in oral and written form) a music instrument you play or would like to play • be able to communicate with a partner about your favorite concert listen to a dialog pertinent to the theme and answer questions which will illustrate the listening comprehension abilities 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities • accuracy of usage vocabulary words and grammatical structures

New Jersey Core Curriculum Content Standards

Academic Area

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

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

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

Rubric 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

INDIVIDUAL EVALUATION
New Jersey Department of Education

New Jersey Registered Holistic Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • May lack opening and/or closing 	<ul style="list-style-type: none"> • Generally has opening and/or closing 	<ul style="list-style-type: none"> • Opening and closing 	<ul style="list-style-type: none"> • Opening and closing
.	<ul style="list-style-type: none"> • Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> • Attempts to focus • May drift or shift focus 	<ul style="list-style-type: none"> • Usually has single focus 	<ul style="list-style-type: none"> • Single focus 	<ul style="list-style-type: none"> • Single focus • Sense of unity and coherence • Key ideas developed 	<ul style="list-style-type: none"> • Single, distinct focus • Unified and coherent • Well-developed
.	<ul style="list-style-type: none"> • No planning evident; disorganized 	<ul style="list-style-type: none"> • Attempts organization • Few, if any, transitions between ideas 	<ul style="list-style-type: none"> • Some lapses or flaws in organization • May lack some transitions between ideas 	<ul style="list-style-type: none"> • Ideas loosely connected • Transition evident 	<ul style="list-style-type: none"> • Logical progression of ideas • Moderately fluent • Attempts compositional risks 	<ul style="list-style-type: none"> • Logical progression of ideas • Fluent, cohesive • Compositional risks successfully overcome
.	<ul style="list-style-type: none"> • Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> • Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> • Repetitious details • Several unelaborated details 	<ul style="list-style-type: none"> • Uneven development of details 	<ul style="list-style-type: none"> • Details appropriate and varied 	<ul style="list-style-type: none"> • Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> • No apparent control • Severe/ numerous errors 	<ul style="list-style-type: none"> • Numerous errors 	<ul style="list-style-type: none"> • Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> • Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> • Excessive monotony/ same structure • Numerous errors 	<ul style="list-style-type: none"> • Little variety in syntax • Some errors 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 	<ul style="list-style-type: none"> • Numerous serious errors 	<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Non-Scoreable	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.				

Responses	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information 	<ul style="list-style-type: none"> • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers 	<ul style="list-style-type: none"> • Variety of type, structure, and length • Correct construction 	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation