

TOWNSHIP OF UNION PUBLIC SCHOOLS



German III

Curriculum Guide

Curriculum Guide Re Approved December 2018



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TOWNSHIP OF UNION PUBLIC SCHOOLS
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DEPARTMENT SUPERVISORS

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German III

Curriculum Committee Members

Carmen C. Armenciu

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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 expands and develops communicative skills in German and teaches the students more about German-Speaking lands and cultures. Cultural topics and dialogues will serve as the point of departure for extensive conversation and projects, both oral and written. Extensive speaking, listening, reading, and writing skills in the target language will be emphasized.

Recommended Textbooks

**Deutsch Aktuell II
(Chapters 5 – 12)
Textbook and Workbook**

Course Proficiencies

Students will be able to...

1. Comprehend, interpret, read basic dialogues and texts
2. paraphrase verbally or in writing the content of each reading
3. utilize and apply new, more complex vocabulary and grammatical structures in their speaking and writing activities
4. write in the target language, using correct vocabulary, grammar and adequate stylistic level
5. share his/her own ideas, analyses, interpretations and commentaries on cultural subjects in written form
6. participate in conversations assigned by the teacher on different topics
7. actively express their opinions in partner/group conversations
8. expand his/her knowledge and understanding of social and cultural aspects in German speaking countries

Curriculum Units

Unit 1: Guten Appetit
(Food & Dining)

Unit 2: Einkaufen
(Shopping)

Unit 3: Hobbys & Interessen
(Hobbies & Interests)

Unit 4: Fest & Feiertage
(Festivals & Holidays)

Unit 5: Kommunikation
(Communication)

Unit 6: Berufe & Gesundheit
(Professions & Health)

Unit 7: Fahren
(Driving)

Unit 8: Jugend
(Teenagers / Young People)

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Food and dining (Guten Appetit !)</u>	<u>15</u>
<u>Unit 2: Shopping (Einkaufen)</u>	<u>17</u>
<u>Unit 3: Hobbies and Interests (Hobbys & Interessen)</u>	<u>30</u>
<u>Unit 4: Festivals and Holidays (Feste & Feiertage)</u>	<u>25</u>
<u>Unit 5: Communication (Kommunikation)</u>	<u>22</u>
<u>Unit 6: Health (Gesundheit)</u>	<u>23</u>
<u>Unit 7: Driving (Fahren)</u>	<u>23</u>
<u>Unit 8: Teenagers / Young People (Jugend)</u>	<u>24</u>

Unit 1: Food and dining

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> -Where can I find a good restaurant in the neighborhood? -How do you make reservations? -Is this table taken? -May I see the menu? -What is the house specialty? -What would you recommend? -Would you like to order anything else? -May I have the bill please? 	<ul style="list-style-type: none"> - engage students in basic communicative activities - apply newly learned vocabulary in your conversations -identify foods items - order meals in a restaurant - describe various eating establishments - discuss a menu and table settings - express likes and dislikes related to different foods and beverages - compare German and American meals and mealtimes - learn and practice new grammatical structures: Genitive case, additional 'der'-words 'dieser' and 'welcher' 	<ul style="list-style-type: none"> - with a partner/group write a dialog about eating in a restaurant and then present it to the class - set a table -describe and discuss differences between German and American restaurants including foods, dining customs and service - create a list of five items that you would enjoy taking on a picnic 	<p>Speaking, writing and communicative activities</p> <ul style="list-style-type: none"> -daily homework assignments -quiz and test - pair and group presentations related to the dialogue held at a restaurant -Project : create a menu

Unit 2: Shopping

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> -How can I get to the ... department? -How do I get to the ... floor? -How do I ask for the price of an item? -What is on my shopping list? -How much do I have to buy? -Where can I find ...? 	<ul style="list-style-type: none"> - use phrases and expressions to start, maintain and end conversations communicative strategies - use newly learned vocabulary in their conversations - make a shopping list - talk about going shopping - request and pay for items - describe various stores; department, supermarket and farmers' markets - identify fruits and vegetables - use grammatical structures with demonstrative pronouns - formulate questions using interrogatives /question words 	<ul style="list-style-type: none"> - write a dialog about shopping in a bakery, at the butcher shop or in an open-air market - create a shopping list for a party you are planning - read a story about shopping at a grocery store in Germany and answer comprehension questions - describe why you like or dislike certain fruits and vegetables - describe a department store and some items you can purchase in various departments 	<p>Daily homework assignments Quizzes and test Speaking, writing and communicative activities, paired, group and individual</p>

Unit 3: Hobbies and Interests

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> -What are your hobbies? -What are some of your areas of interest? -Do you practice sport? Which one? What is your favorite sport. -Why do you like ...? -When do you do ...? -How long do you practice? -What is your daily schedule? -What is a Rockmobil? 	<ul style="list-style-type: none"> - employ basic communicative strategies - use specific vocabulary to initiate, maintain and end conversations - discuss hobbies and interests - talk about daily activities (in- and outdoors) - sequence daily events - talk about a sports competition - discuss musical instruments - use grammatical structures: Adjectives as nouns and adjectives after 'der'- words - review antonyms, sentence formation and present perfect tense 	<ul style="list-style-type: none"> - write a paragraph describing an ideal summer day - describe in detail your favorite sport and/or hobby - read a story about a survival training and canoeing and answer comprehension questions - describe your school band include the number of players, musical instruments represented and how often practice takes place -talk ab out the Rockmobil and its role in promoting music 	<ul style="list-style-type: none"> Homework assignment Quizzes and tests Speaking, writing and communicative activities, paired, group and individual

Unit 4: Feste und Feiertage

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>-What holidays do you celebrate?</p> <p>-What is your favorite holiday and how do you celebrate it?</p> <p>-Why do you like that particular holiday?</p> <p>-Did you attend a German holiday? When and with whom?</p>	<ul style="list-style-type: none"> - employ basic communicative strategies - use specific vocabulary to initiate, maintain and end conversations - talk about special events and identify holidays - describe a festival - use appropriate holiday greetings - learn about history of German holidays - use grammatical structures: Adjectives after 'ein'-words, 'nichts', 'etwas', 'viel', adjectives not preceded by articles, adjectives following quantity words 	<ul style="list-style-type: none"> - describe everything there is to see and do at typical Oktoberfest - read and listen to a story about celebrating a German holiday and answer comprehension questions - use electronic information sources to research German holidays and present (in written and verbal form) the results 	<p>Daily homework assignment</p> <p>Quizzes and test</p> <p>Speaking, writing and communicative activities, paired, group or individual</p>

Unit 5: Communication

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>-What do you write on an envelope when sending a letter to a German speaking country?</p> <p>-What type of mail can be used to send a letter?</p> <p>-Why do you like electronic communication?</p> <p>-Did your computer become indispensable?</p>	<ul style="list-style-type: none"> -read and address an envelope - identify frequently used mail related terms - describe daily papers and weekly magazines published in German speaking countries and the United States - discuss computer-related topics - talk about major radio stations and communications - employ grammatical structures: Prepositions requiring dative or accusative case, use 'da-' and 'wo-' compounds - review: Dative and accusative prepositions (meaning and usage), adjective endings 	<ul style="list-style-type: none"> - Marking period project: create the script for a commercial advertising a German product. - write a post card to a friend or relative - address an envelope to a pen pal in Germany - read and listen to a dialog about sending e-mails and text messages and answer comprehension questions - read an article from a German newspaper or magazine and report back about the content 	<p>Daily homework assignment</p> <p>Quizzes and test</p> <p>Speaking, writing and communicative activities, paired, group and individual</p>

Unit 6: Health

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> -How are you feeling? -Do you have a fever? -Do you have any allergies? -What medicines do you take? -Do you need new glasses? -What profession do you intend to practice? -What do you like best about your future professional choice? 	<ul style="list-style-type: none"> - explain health-related problems - describe how you feel - state a complaint - use vocabulary referring to illnesses in complex sentences - identify occupations and describe - use the past perfect tense in written and oral form - distinguish between 'da' and 'dahin' versus 'dort' and 'dorthin' 	<ul style="list-style-type: none"> - read about a visit to the dentist an ophthalmologist and a family doctor - describe your own experience while going to the dentist, ophthalmologist and a family doctor - read about and discuss career paths of German youths, compared with those in the US - role-play in groups: 'Going to the doctor', 'Staying home because of illness' 	<p>Homework assignment</p> <p>Quizzes and test</p> <p>communicative activities speaking, writing - paired, in group or individual</p>

Unit 7: Fahren

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> -Do you like to drive? -Do you love cars? -Would you like to live in a city which relies only on public transportation? -How can you describe the traffic on your way to school? -How do the Germans drive? 	<ul style="list-style-type: none"> - describe car parts - talk about a car - describe a traffic situation or an accident - discuss what to do when a bike or another vehicle doesn't work - talk about buying a present for someone - utilize verbs with prepositions in the accusative and dative cases - use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> - identify the parts of the car - describe your favorite car - describe the differences and similarities of a driver's course in Germany and the US - write a brief narrative about a breakdown and what you can do to remedy the situation - role-play buying a moped - read about traffic and driving in Germany - identify road signs 	<ul style="list-style-type: none"> Homework assignments Quizzes and test Speaking, writing and communicative activities, paired, group and individual -Project: Write an essay describing a traffic situation caused by an accident

Unit 8: Young people

Essential Questions	Instructional Objectives/Skills and Benchmarks (CPIs)	Activities	Assessments
<p>-What are your main concerns regarding the ways the environment is dealt with?</p> <p>-Do young people play an important role in protecting the environment?</p> <p>-Are you or your friend involved in environmental issues? How? Why? Why not?</p>	<ul style="list-style-type: none"> - identify and talk about career objectives - read and discuss the characteristics of the city life (bring arguments for and against living in a big city) - discuss reading interests of German youths - talk about and compare the customs and behavior of German and American youths - list some the most famous castles in Germany - review formation of questions - practice writing complete sentences 	<ul style="list-style-type: none"> - discuss some of the problems faced in their city – environment, traffic, health - make a list of items you consume which you can recycle more effectively - write a paragraph about challenges facing teens in the US - read about the lives of different German teenagers and the challenges they face - read and discuss about the ways the environment is treated in the US and in German speaking countries - read about famous castles in Germany 	<p>Homework assignment</p> <p>Quizzes and test</p> <p>communicative activities, speaking, writing - paired, in group or individual</p> <p>Project – Famous castles in Germany – Neuschwanstein, Herrenchiemsee</p>

New Jersey Core Curriculum Content Standards

World Languages

German III

Intermediate – Mid Learner Range

7.1. IM. A.: Interpretive Mode

Cumulative Progress Indicator (CPI #)

- 7.1.IM.A.1.** Compare and contrast information contained in cultural authentic materials using electronic information sources related to the target language
- 7.1.IM.A.2.** Demonstrate comprehension of oral and written instruction connected to daily activities and to some unfamiliar situations through appropriate response.
- 7.1.IM.A.3.** Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture to determine the meaning of the message.
- 7.1.IM.A.4.** Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5.** Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6.** Compare and contrast the main idea, theme, main character and setting in readings from age- and level-appropriate, cultural authentic materials.
- 7.1.IM.A.7.** Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8.** Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1. IM. B.: Interpersonal Mode

Cumulative Progress Indicator (CPI #)

- 7.1.IM.B.1.** Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2.** Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3.** Use appropriate gestures, intonations, and common idiomatic expressions of the target culture language in familiar and some unfamiliar situations.
- 7.1.IM.B.4.** Ask and respond to factual and interpretative questions of a personal nature, on school-related topics, and on some unfamiliar topics.
- 7.1.IM.B.5.** Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1. IM. C.: Presentational Mode

Cumulative Progress Indicator (CPI #)

- 7.1.IM.C.1.** Synthesize information related to the cultural products, cultural practices, and cultural perspective associated with targeted culture to create a multimedia-rich presentation on target themes to be shared visually with a target language audience.
- 7.1.IM.C.2.** Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3.** Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4.** Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5.** Compare the cultural perspectives of the target culture with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Also see link: <http://www.state.nj.us/education/aps/cccs/wl/action>

New Jersey Scoring Rubric

1. Generic Rubric for Collaborative Work
2. Generic Rubric for Oral Presentations – Simple Answers
3. Generic Rubric for Oral Presentations – Cultural Role Play
4. Generic Rubric for Written Material – General
5. Generic Rubric for Written Material – Creative Writing
6. Rubric for Assessing the Quality of Portfolios
7. Holistic Rating Scale
8. Analytical Rating Scale

See New Jersey Assessment Booklet (Appendix B: Generic Rubrics for World Languages) – link below

World Languages, Assessments - State of New Jersey

www.state.nj.us/education/archive/frameworks/.../appendb.pd..