

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## **German III Honors Curriculum Guide**

Curriculum Guide Re Approved December 2018



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# ***German III Honors***

## **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**

### **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. read, comprehend and interpret basic dialogues and texts
2. paraphrase verbally or in writing the content of each reading
3. apply and comprehend new, more complex vocabulary and grammatical structures in their daily activities
4. write in the target language, utilizing correct vocabulary, grammar and appropriate stylistic level
5. share in written form his/her own ideas, analyses, interpretations and commentaries on cultural subjects
6. actively express their opinions in group conversations
7. share opinions in class discussions assigned by the teacher within a set time frame
8. expand his/her knowledge and understanding of social and cultural aspects in Germany and other 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>	<b>Number of Days</b>
<u>Unit 1: Guten Appetit (Food and dining)</u>	<b>15</b>
<u>Unit 2: Einkaufen (Shopping)</u>	<b>17</b>
<u>Unit 3: Hobbys &amp; Interessen (Hobbies and interests)</u>	<b>30</b>
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Unit 1: Food and Dining

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-How do you inquire about a good restaurant?</li> <li>-How do you make reservations at a restaurant?</li> <li>-Is this table taken?</li> <li>-May I see the menu?</li> <li>-How do you ask for the bill?</li> <li>-What can we have right away?</li> <li>-What would you recommend?</li> <li>-What else would you like to order?</li> </ul>	<ul style="list-style-type: none"> <li>- employ basic communicative strategies</li> <li>- apply newly learned vocabulary in their conversations</li> <li>- identify foods</li> <li>- compare German and American mealtimes and different types of meals</li> <li>- describe various eating establishments</li> <li>- discuss a menu and table settings</li> <li>- express likes and dislikes regarding foods and beverages</li> <li>- order meals in a restaurant</li> <li>- learn new grammatical structures: Genitive case, additional 'der'-words 'dieser' and 'welcher'</li> </ul>	<ul style="list-style-type: none"> <li>- in groups write a dialog about eating in a restaurant and present it to the class</li> <li>- set a table</li> <li>- describe differences between German and American restaurants including foods, dining customs and service</li> <li>- make a list of and describe five items you would take along on a picnic</li> </ul>	<p>Homework assignments</p> <p>Speaking, writing and communicative activities, paired, in group or individual presentations</p> <p>Quizzes and test</p> <p>Project : Create a menu</p>

**Unit 2:**

Shopping

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

**Unit 3:**      Hobbys und Interessen

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-What are your hobbies?</li> <li>-What are you interested in?</li> <li>-Why do you like ...?</li> <li>-When do you do ...?</li> <li>-How long do you practice?</li> <li>-What is your daily schedule?</li> <li>-What is a Rockmobil?</li> </ul>	<ul style="list-style-type: none"> <li>- employ basic communicative strategies</li> <li>- utilize newly learned vocabulary in your conversations</li> <li>- discuss hobbies and interests</li> <li>- talk about daily activities (in- and outdoors)</li> <li>- sequence daily events</li> <li>- talk about a sports competition</li> <li>- discuss musical instruments</li> <li>- learn new grammatical structures: Adjectives as nouns and adjectives after 'der'- words</li> <li>- review antonyms, sentence formation and present perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>- interview a partner about their hobbies and interests and then share the information with the class</li> <li>- describe in detail your favorite sport and/or hobby</li> <li>- describe your school band including the number of players, musical instruments represented and how often practice takes place</li> <li>- read a story about survival training and competition and answer comprehension questions</li> <li>-talk about the Rockmobil – as way in Germany of promoting music and assisting teenagers in practicing a music instrument</li> </ul>	<ul style="list-style-type: none"> <li>- daily homework</li> <li>-quizzes and tests</li> <li>- written paragraphs</li> </ul> <p>Speaking, communicative paired, group and individual activities</p>

**Unit 4:** Festivals and Holidays

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-What holidays do you celebrate?</li> <li>-What is your favorite holiday, why do you like it and how do you celebrate it?</li> <li>- Have you been to an Oktoberfest or did you attend any other German holiday?</li> <li>-What do you know about the Oktoberfest?</li> </ul>	<ul style="list-style-type: none"> <li>- employ basic communicative strategies</li> <li>- use specific vocabulary to initiate, maintain and end conversations</li> <li>- talk about special events and identify holidays</li> <li>- describe a festival</li> <li>- use appropriate holiday greetings</li> <li>- learn about history of German holidays</li> <li>- learn new grammatical structures: Adjectives after ' ein'-words, 'nichts', 'etwas', 'viel', adjectives not preceded by articles, adjectives following quantity words</li> </ul>	<ul style="list-style-type: none"> <li>- describe everything there is to see and do at a typical Oktoberfest</li> <li>- read and listen to a story about celebrating a German festival and answer comprehension questions</li> <li>- with a partner research on the internet about German holidays and present results to the class</li> <li>-write a story about a funny thing that happened during a holiday/festival you attended</li> </ul>	<ul style="list-style-type: none"> <li>Homework assignment</li> <li>Quizzes and test</li> <li>Speaking, writing and communicative activities, paired, in group and individual</li> </ul>

**Unit 5:**

Communication

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-What do you write on an envelope when sending a letter to a German speaking country?</li> <li>-What type of mail can be used to send a letter?</li> <li>-Why do you like electronic communication?</li> <li>-Did your computer become indispensable?</li> </ul>	<ul style="list-style-type: none"> <li>- read and address an envelope</li> <li>- identify frequently used mail related terms</li> <li>- describe daily papers and weekly magazines published in German speaking countries and the United States</li> <li>- discuss computer-related topics</li> <li>- talk about major radio stations and communications</li> <li>- learn new grammatical structures: Prepositions requiring dative or accusative case, and their usage in combination with the 'da-' and 'wo-' compounds</li> </ul>	<ul style="list-style-type: none"> <li>- address an envelope to a pen pal in Germany</li> <li>- write a post card to a friend or relative</li> <li>- read and listen to a dialog about sending e-mails and text messages and answer comprehension questions</li> <li>- research on internet , read an article from a German newspaper or magazine and present the connect to your classmates</li> <li>-talk about the radio station Deutsche Welle as the major promoter of German language and culture</li> </ul>	<p>Homework assignment</p> <p>Speaking, writing and communicative activities, paired, group and individual</p> <p>Quizzes and tests</p> <p>Project: create a dialogue as a text message conversation</p>

**Unit 6:      Health**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-How do you feel?</li> <li>-Do you have a fever?</li> <li>-Do you have any allergies?</li> <li>-What medicines do you take?</li> <li>-Do you need new glasses?</li> <li>-What profession do you intend to practice?</li> <li>-What do you like best about your future professional choice?</li> </ul>	<ul style="list-style-type: none"> <li>- discuss health-related problems</li> <li>- describe how you feel</li> <li>- incorporate newly learned vocabulary in your discussions referring to illnesses or when stating a complaint</li> <li>- in complex sentences use vocabulary pertaining to illnesses</li> <li>- identify different professions and describe them</li> <li>- use the past perfect tense in written and oral form</li> <li>- distinguish and use correctly in activities :‘da’ and ‘dahin’ versus ‘dort’ and ‘dorthin’</li> </ul>	<ul style="list-style-type: none"> <li>- read about a visit to the dentist an ophthalmologist and a family doctor</li> <li>- describe your own experience while going to the dentist, ophthalmologist and a family doctor</li> <li>- read about and discuss career paths of German youths, compared with those in the US</li> <li>- role-play in groups create a little skit : ‘Going to the doctor’, ‘Staying home because of illness’</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes and tests</li> <li>Homework assignment</li> <li>Role-play activity</li> <li>Speaking, writing and communicative activities, paired, in group and individual</li> </ul>

**Unit 7:     Driving**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-Do you enjoy driving?</li> <li>-What is your favorite car?</li> <li>-Would you prefer driving a car or using public transportation and why?</li> <li>-How would you describe the traffic on your way to school?</li> <li>-How do the Germans drive?</li> </ul>	<ul style="list-style-type: none"> <li>- describe parts of a car</li> <li>- talk about different cars and car advertisements</li> <li>- describe a traffic situation or an accident</li> <li>- discuss about bringing your car or bike to a repair shop when it doesn't work</li> <li>- talk about buying a present for someone</li> <li>- learn common verbs used with certain prepositions in the accusative and dative cases</li> <li>- connect sentences using coordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>-identify the parts of the car</li> <li>-identify road signs</li> <li>-describe your favorite car</li> <li>-research on internet or in newspaper for ads and advertisements regarding cars</li> <li>-compare driving conditions in Germany vs the USA</li> <li>-read about traffic and driving in Germany</li> </ul>	<ul style="list-style-type: none"> <li>-Daily homework assignment</li> <li>-quizzes and tests</li> <li>Speaking, writing and communicative activities, paired, group and individual</li> <li>-Project: Write an essay describing a traffic situation caused by an accident</li> </ul>

**Unit 8:** Young People

Essential Questions	Instructional Objectives/Skills and Benchmarks (CPIs)	Activities	Assessments
<p>-Are reading habits of American teenagers similar or different from the German teenagers?</p> <p>- What are some of the concerns teenagers have nowadays?</p> <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"> <li>- identify and talk about career objectives</li> <li>- read about and discuss the characteristics of city life (bring arguments for and against living in a big city)</li> <li>- discuss the reading interests of German youths</li> <li>- compare and discuss about customs and behavior of German and American youths</li> <li>- read about some the most famous castles in Germany</li> <li>- review the formation of questions</li> <li>- practice writing complete sentences by following the word order rules</li> </ul>	<ul style="list-style-type: none"> <li>- in pairs or groups, share opinions about some of the environmental problems in your city or town - traffic, health, recycling etc.</li> <li>- list items you can recycle more effectively</li> <li>- write a short essay about challenges teens in the US are facing nowadays</li> <li>- read about the lives of different German teenagers and the challenges they face – discuss and compare to the challenges teenagers face here in the USA</li> <li>- read about and compare environmental policies in the US and in German speaking countries</li> <li>- research and read on the internet about famous castles in Germany</li> </ul>	<ul style="list-style-type: none"> <li>-Homework assignment</li> <li>-Quizzes and test</li> <li>-Speaking, writing and communicative activities, paired, group and individual</li> <li>Project : Famous castles in Germany:- Neuschwanstein, Herrenchiemsee</li> </ul>

## New Jersey Core Curriculum Content Standards

### World Languages

#### German III Honors

#### **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](http://www.state.nj.us/education/archive/frameworks/.../appendb.pdf)  
[www.state.nj.us/education/archive/frameworks/.../appendb.pdf...](http://www.state.nj.us/education/archive/frameworks/.../appendb.pdf)