

TOWNSHIP OF UNION PUBLIC SCHOOLS



German V Honors

Curriculum Guide

Curriculum Guide Re Approved December 2018



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German V

WL-521 A & B

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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 two semester course will enable the student to understand German history, culture and geography through the use of film and other media such as music, theater and a variety of texts. The course focuses on cultural context, cinematic technique, and instruction and practice in the writing of careful critical analysis of the films. To this end, appropriate vocabulary, various cultural topics and topics related to the characters, theme, plot, and historical setting will be studied. A general review of grammar, composition and a variety of activities will supplement and reinforce the basic program.

A study of geography, culture and Germany's economy through map work, internet activities, projects and travel films will be the initial course work.

Recommended Textbooks, Resources and Materials

DEUTSCH AKTUELL 3 KALEIDOSCOPE

1. Textbook – Brockman, Stephen, A Critical History of German Film – Studies in German Literature, Linguistics and Culture. 1st Ed., Camden House, 2010.
2. Textbook – Moeller, Jack, Kaleidoskop – Kultur, Literatur und Grammatik. 7th Ed., Houghton Mifflin Company, 2007.
 1. Textbook and Workbook: Moeller, Jack, Adolph, Winnifred R., Mabee, Barbara, Berger, Simone. Kaleidoskop, Kultur, Literatur und Grammatik 7th Edition, Houghton Mifflin Company, New York, 2007
 2. CD program - Kaleidoskop
 3. Video program and activities - Kaleidoskop
 4. Supplemental reading – Teichert, Herman, Teichert, Lovette. Allerlei zum Lesen, D.C. Heath and Company, Lexington, MA.1992
 3. Teacher notes.
4. Library resources.

5. Internet resources – Travel films, documentaries, podcasts, film reviews etc.

Suggested Internet:

1. AATG home page: <http://www.stolaf.edu/stolaf/depts/german/aatg>
2. College Board (SAT and AP information), <http://www.collegeboard.org>
3. Der Spiegel on World Wide Web, <http://eunet.bda.de/int/spon/>
4. Deutsche Welle on the World Wide Web, <http://www.-dw.gmd.de/>
5. German news, germnews@vm.gmd.de
6. Germany on the World Wide Web, <http://www.germany-info.org>
7. Goethe-Institute München home page: <http://www.goethe.de>
6. German and English language newspapers and magazines.

7. Film Aerobics viewing comprehension materials – Each film is accompanied by a guide containing viewing comprehension questions, vocabulary lists, and a synopsis of the action for each segment of a film as well as other activities which serve to reinforce the content of the movie.

8. Film – “Metropolis” and accompanying materials from Film Aerobics Inc.

9. Film – “Der Blaue Engel (The Blue Angel)” and accompanying materials from Film Aerobics Inc.

10. Film – “Die Weisse Rose” and “Sophie Scholl – Die letzten Tage” and accompanying materials from Film Aerobics Inc,

11. Film – “Nirgendwo in Afrika (Nowhere in Afrika)” and accompanying materials from Film Aerobics Inc.

12. Film – “Der Tunnel” and accompanying material from Film Aerobics Inc.

13. Film – “Das Leben der Anderen (The Lives of Others)” and accompanying materials from Film Aerobics Inc.

14. Film – “Marx und Coca Cola” and accompanying materials from Film Aerobics Inc.

15. Film “Goodbye Lenin” and accompanying materials from Film Film Aerobics Inc.

16. Additional Films in the UHS library collection which may be used include – “Lola Rennt”, “Schultz und Schultz”, “Das Versprechen”, “Die Verlorene Ehre

von Katharina Blum”, “Joyeux Noel”, “Das Boot”, “Das Schreckliche Maedchen”, as well as other films which may be added to the school collection.

Course Proficiencies

Students will be able to...

1. Understand the meaning of the new vocabulary and terms associated with various texts and films.
2. Demonstrate an understanding of the various topics stated in the course description.
3. Develop a capacity for analytical film interpretation and comprehension of selected historical epochs and texts.
4. Express ideas intelligibly and communicate thoughts effectively to others in both the oral and written forms of a language.
5. Project, compare, critique and evaluate his/her role in relevant situations occurring in the themes and or plots of the films.
6. Acquire cultural background, so as to better communicate and understand German film, media culture and history.

Curriculum Units

Unit 1: Deutschland gestern und heute

Unit 2: Multikulturelle Gesellschaft

Unit 3: Kommunikation

Unit 4: Familie – Jung und Alt

Unit 5: Arbeit - Zukunft - Engagement

Unit 6: Freizeit und Gesundheit

Unit 7: Stereotypen

Unit 8: Umwelt - Umweltschutz

Pacing Guide- Course

Content

Number of Days

<u>Unit 1:</u>	Deutschland - Gestern und Heute	20
<u>Unit 2:</u>	Multikulturelle Gesellschaft	20
<u>Unit 3:</u>	Kommunikation	15
<u>Unit 4:</u>	Familie - Jung und Alt	40
<u>Unit 5:</u>	Arbeit – Zukunft – Engagement	25
<u>Unit 6:</u>	Freizeit und Gesundheit	25
<u>Unit 7:</u>	Stereotypen	20
<u>Unit 8:</u>	Umwelt – Umweltschutz	15

Unit 1: Deutschland – Gestern und Heute

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<p>What historical circumstances led to the division of Germany and Berlin?</p> <p>What were the major differences between East and West Germany?</p> <p>What social, cultural and economic differences still exist today in the eastern and western parts of Germany?</p>	<p>1. utilize techniques to initiate, maintain, and end conversations 2. gain greater insights into cultural aspects of the Germanspeaking world 3. express advantages and disadvantages to reunification of Germany 4. discuss difficulties eastern Germany is still experiencing, ex. unemployment, prejudices, clichés after having read an interview Bei den Wessis ist jeder für sich 5. define and expand upon Germany's role in the European Community, and read a short news story Kontinent im Kleinformat 6. review grammatical structures: a. position of verbs b. word order: time, manner, place c. position of nicht d. independent and dependent clauses e. conjunctions f. uses of als, wenn, wann g. infinitives with zu h. expressions um...zu, (an)statt...zu, ohne...zu</p>	<p>1. Textbook activities 2. Practice workbook activities 3. Writing, audio and video activities 4. View and discuss the film Das Versprechen – P. Schneider & M. von Trotta and clips from other films dealing with differences between East and West Germany in the 1960's up to the 1990's the write a composition comparing and contrasting the ideas, practices and attitudes of the Germans on both sides 5. listen to and discuss the song Berliner Liedchen – W. Biermann 6. Communicative activities – pair and small groups situations 7. Individual and/or pair reports and research activities using internet, newspapers, library texts and magazines 8. Ancillary materials 9. Practice AP, SAT II or NAATG tests</p>	<p>Daily written homework (text comprehension, grammar). Formal assessments: grammar/vocabulary quizzes and chapter tests Speaking is assessed through partner or group work, in which students express thoughts and opinions on various means of communication. Weekly journal entries related to this chapter</p>

Unit 2: Multikulturelle Gesellschaft

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<p>What are some of the challenges when foreigners immigrate to a foreign country?</p> <p>What are the advantages and disadvantages of assimilation?</p> <p>What is the history of immigration in Germany?</p>	<p>1. utilize techniques to initiate, maintain, and end conversations</p> <p>2. read with comprehension texts and poems dealing with minorities, prejudices and a multicultural society</p> <p>3. discuss difficulties of not speaking the language of the country where one lives</p> <p>4. compare and contrast minorities and multicultural societies in the US and in Germany</p> <p>5. employ appropriate grammatical structure in order to review:</p> <p>a. adjectives: predicate, attributive, used as nouns</p> <p>b. ordinal numbers</p> <p>c. participles as adjectives</p> <p>d. comparison of adjectives and adverbs</p>	<p>1. Textbook activities</p> <p>2. Practice workbook activities</p> <p>3. Writing, audio and video activities</p> <p>4. Communicative activities – pair and small groups situations</p> <p>5. Individual reports and research activities comparing cultural differences in the US and Germany, Austria or Switzerland</p> <p>6. Research a particular perspective/point of view on a given controversial issue relating to minorities, multiculturalism-clarify and defend it or attempt to persuade other through an organized debate</p> <p>7. Ancillary materials</p> <p>8. Practice AP, SAT II or NAATG test.</p>	<p>Daily written homework (text comprehension, grammar).</p> <p>Formal assessments: grammar/vocabulary quizzes and chapter tests</p> <p>Speaking is assessed through partner or group work, in which students express thoughts and opinions on topics related to living in a multicultural society.</p> <p>Weekly journal entries related to this chapter</p>

Unit 3:

Kommunikation

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<p>How have modes of communication changed over time?</p> <p>How do I communicate with friends?</p> <p>How do modes of communication vary?</p> <p>What are positive and negative consequences of modern modes of communication?</p>	<ol style="list-style-type: none"> 1. utilize techniques to initiate, maintain, and end conversations 2. write a postcard or e-mail to a friend 3. express words related to media and advertising 4. understand the role of the Internet in the lives of young Germans 5. read with comprehension a short story Eine Postkarte für Herrn Altenkirch – (B. Honigmann), various studies and authentic news articles 6. employ appropriate grammatical structures using select vocabulary in order to review: <ol style="list-style-type: none"> a. simple past tense b. present perfect tense c. past participles d. past perfect tense e. infinitives without zu f. double-infinitive constructions 	<ol style="list-style-type: none"> 1. Text activities 2. Practice workbook activities 3. Writing, audio and video activities 4. Communicative activities – pair and small group situations 5. Individual or groups reports and research about violence on TV or in film 6. Write a postcard or e-mail to a friend about vacation activities or plans 7. Read German newspaper or magazine articles relating to the thematic unit – summarize /report/pair share 8. View news broadcasts from Germany and cooperatively discuss how they may differ in their perspective or focus from the US. Then create and present a comparison chart. 9. Ancillary materials 10. Practice AP, SAT II or NAATG tests 	<p>Daily written homework (text comprehension, grammar).</p> <p>Formal assessments: grammar/ vocabulary quizzes and chapter tests</p> <p>Speaking is assessed through partner or group work, in which students express thoughts and opinions on various means of communication.</p> <p>Weekly journal entries related to this chapter.</p>

Unit 4: Familie – Jung und Alt

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<p>Why is family so important? What does the family mean to society? How has the family unit changed with time? How do I imagine a future with a family</p>	<ol style="list-style-type: none"> 1. utilize techniques to initiate, maintain, and end conversations 2. compare and contrast German and American family lifestyles through various studies; traditional and modern day 3. discuss relationships with friends 4. read a fairy tale from Grimm Brothers with comprehension 5. express obligations, extend and respond to an invitation, offer help and tell someone what to do 6. describe yourself and others 7. express likes and dislikes 8. review grammatical structures: <ol style="list-style-type: none"> a. nominative forms and uses: subject, predicate noun b. accusative forms c. accusative uses: direct object, prepositions, time (definite and duration), measure, quantity, es gibt d. nouns indication nationality and profession e. indefinite pronoun man 	<ol style="list-style-type: none"> 1. Textbook activities 2. Practice Workbook activities 3. Writing, audio and video activities 4. Communicative activities – pair and small group situations 5. Cooperative role-play: You have found a partner for life-create and perform a realistic dialog based on the given situation 6. Make a list of expressions and phrases to express happiness, being fit, earning money 7. Counsel another student in German on a problem he or she is having with family. 8. Write an AP essay about what friendship means to you and how friendship and family are related 9. Ancillary materials 10. Practice AP, SAT II or NAATG tests 	<p>Daily written homework (text comprehension, grammar). Formal assessments: grammar/ vocabulary quizzes and chapter tests Speaking is assessed through partner or group work, in which students express thoughts and opinions on various aspects of family life. Weekly journal entries related to this chapter.</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
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<p>What behavior concretely defines being young or old? Should all students have to work a part-time job? Are old people respected and revered in western society, as they were in the past</p>	<ol style="list-style-type: none"> 1. utilize techniques to initiate, maintain, and end conversations 2. discuss lifestyles of young people as compared to adults using a survey 3. discuss pros and cons of working while studying at the university 4. describe their lives at age 65 5. read a short story such as Brief aus Amerika J. Bobrowski 6. write an essay describing how one might improve the world 7. employ appropriate grammatical structures in order to review: <ol style="list-style-type: none"> a. subjunctive II (present and past time) b. modals in past time subjunctive (double infinitive construction) c. würde-construction d. conditional sentences e. als of and als wenn constructions 	<ol style="list-style-type: none"> 1. Textbook activities 2. Practice workbook activities 3. Writing, audio and video activities 4. Communicative activities, pair and small groups situations 5. Write an essay describing how you plan to live your life after college studies 6. Read an authentic literary selection, cooperatively – complete a graphic organizer, story grid, mind map or web and paraphrase/retell the story in German from the point of view of an older individual 7. Ancillary materials 8. Practice AP, SAT II, or NAATG tests 	<p>Daily written homework (text comprehension, grammar). Formal assessments: grammar/ vocabulary quizzes and chapter tests Speaking is assessed through partner or group work, in which students express thoughts and opinions on topics related to issues concerning generational differences. Weekly journal entries related to this chapter.</p>
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Unit 5: Arbeit-Zukunft-Engagement

Essential Questions	Instructional Objectives/ Skills and Benchmarks	<u>Activities</u>	Assessments
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	<i>(CPIs)</i>		
<p>What qualities and skills are employers looking for?</p> <p>What are some of the differences between working in Germany vs. the US?</p> <p>How would I find a job in Germany?</p>	<ol style="list-style-type: none"> 1. utilize techniques to initiate, maintain, and end conversations 2. discuss the German school system 3. read and understand a biographical text dealing with a handicapped worker 4. read with understanding a text Dienstag, der 27. September 1960- C. Wolf 5. compare and contrast work situations in the US and in Germany 6. describe their ideal profession and employment 7. employ appropriate grammar structures in order to review: <ol style="list-style-type: none"> a. hin und her b. two-way prepositions c. the verbs legen/liegen, setzen/sitzen, stellen/ stehen, hängen, stecken d. time expressions with the dative case e. da- and wo compounds f. genitive forms 	<ol style="list-style-type: none"> 1. Textbook activities 2. Practice workbook activities 3. Writing, audio and video activities 4. Communicative activities – pair and small groups situations 5. Individual reports and research activities 6. Describe your dream profession/occupation 7. Engage in structured roleplaying activities in German that simulate real life situations, such as job interviews 8. review, study and imitate or duplicate authentic German documentation, such as a resume and job application 9. Describe your room orally or in written form to reinforce grammar structures. 10. Ancillary materials 11. Practice AP, SAT II, NAATG tests 	<p>Daily written homework (text comprehension, grammar).</p> <p>Formal assessments: grammar/ vocabulary quizzes and chapter tests</p> <p>Speaking is assessed through partner or group work, in which students express thoughts and opinions on topics related to employment.</p> <p>Weekly journal entries related to this chapter.</p>

Unit 6: Freizeit und Gesundheit

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<p>What do you like to do in your free time?</p> <p>How important is fitness for you?</p> <p>What kind of vacation do you like to take?</p> <p>What do you know about Berlin ?</p> <p>What do you do for your health?</p> <p>How often do you go to the doctor, eye doctor or dentist?</p>	<p>1. utilize techniques to initiate, maintain, and end conversations</p> <p>2. discuss free time/vacation activities and sports</p> <p>3. build vocabulary of words used in advertising, media, discussions and by teens</p> <p>4. identify famous landmarks in Berlin</p> <p>5. read with comprehension and discuss a short story Die Mittagspause (W. Wondratschek) and poem Vergnügen (B. Brecht) dealing with leisure time activities</p> <p>6. employ grammatical structures in order to review:</p> <p>a. infinitives stems and endings</p> <p>b. present tense endings of regular and stemchanging verbs</p> <p>c. imperative forms</p> <p>d. verbs with separable prefixes</p> <p>e. modal auxiliaries</p> <p>f. meanings of lassen</p> <p>g. future time and future tense</p>	<p>1. Textbook activities</p> <p>2. Practice workbook activities</p> <p>3. Writing, audio and video activities</p> <p>4. Communicative activities – pair/small group situations</p> <p>5. Search the internet for leisure time activities relating to fitness, hobbies, weekend activities as a topic of discussion or writing</p> <p>6. Read, write and answer personal advertisements for newspapers/ magazines</p> <p>7. Compare and contrast leisure time activities performed most frequently by German and American youth using Internet, text, magazines, newspapers etc.</p> <p>8. Plan a party and write an invitation</p> <p>9. Prepare an oral presentation on places of interest in Berlin using internet, magazines, texts etc.</p> <p>10. Create or use a map to plan a walking tour of Berlin in order to give another student directions</p> <p>11. Ancillary materials</p> <p>12. Practice AP, SAT II or NAATG test</p>	<p>Daily written homework (text comprehension, grammar).</p> <p>Grammar and vocabulary quiz.</p> <p>Speaking is assessed through partner or group work, in which students express thoughts and opinions, as well as through the presentation on Berlin.</p> <p>Weekly journal entries related to this chapter.</p>

Unit 7.

Stereotypen

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<p>What are some typical stereotypes that Americans have about Germany? When are stereotypes harmful and when are they beneficial? What can be done to stop hurtful stereotypes?</p>	<ol style="list-style-type: none"> 1. utilize techniques to initiate, maintain, and end conversations 2. compare and contrast using surveys, tables and reports how Germans see themselves today. 3. compare and contrast how others see Germans as well as Americans 4. discuss good friends 5. describe a good day or party keeping different kinds of friends in mind 6. employ appropriate grammatical structures in order to review: <ol style="list-style-type: none"> a. reflexive pronouns b. reflexive verbs and verbs used reflexively c. intensifiers selbst and selber d. relative clauses e. relative pronouns f. extended modifiers g. objective and subjective use of modals 	<ol style="list-style-type: none"> 1. Textbook activities 2. Practice workbook activities 3. Writing, audio and video activities 4. Communicative activities – pair and small group situations 5. Read and discuss authentic texts relating to Germans’ attitudes and perspectives towards themselves and their role in history 6. Identify and pair-share the qualities that make good friends-write a short composition describing your best friend. 7. Ancillary materials 8. Practice AP, SAT II, or NAATG tests 	<p>Daily written homework (text comprehension, grammar). Formal assessments: grammar/ vocabulary quizzes and chapter tests Speaking is assessed through partner or group work, in which students express thoughts and opinions about stereotypes. Weekly journal entries related to this chapter.</p>

Unit 8. Umwelt - Umweltschutz

Essential Questions	Instructional Objectives/ Skills and Benchmarks	Activities	Assessments
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	<i>(CPIs)</i>		
<p>What can be done to reduce greenhouse gas emissions? What can the individual do to improve the environment? Do you think climate change is a problem? Are Germany and the US employing the same measures to combat global warming?</p>	<ol style="list-style-type: none"> 1. utilize techniques to initiate, maintain, & end conversations 2. read with comprehension newspaper articles dealing with the environment; recycling 3. discuss “greenhouse effect” & “throw-away mentality” 4. discuss keeping the environment clean 5. write an essay about what one could do for the environment 6. present topics of environmental issues of interest using the Internet, newspapers, magazines, research etc. 7. compare and contrast recycling programs in the US and in Germany, Austria or Switzerland 8. review grammatical structures: <ol style="list-style-type: none"> a. passive voice b. participle in passive vs. as predicate adjective c. summary uses of werden d. alternatives to passive voice e. subjunctive I (wishes, commands, requests) f. indirect discourse(subjunctive I) 	<ol style="list-style-type: none"> 1. Textbook activities 2. Practice workbook activities 3. Writing, audio and video activities 4. Communicative activities – pair and small groups situations 5. Present individual reports and research activities dealing with the environment-use internet, magazines and newspapers 6. Create a list or plan or ecological solutions to reduce pollution cooperatively discuss, evaluate and place them in order of importance, then forecast positive and/or negative changes that may take place in the next ten years, though oral or written forms, with the use of charts, tables etc. 7. Ancillary materials 8. Practice AP, SAT II or NAATG tests 	<p>Daily written homework (text comprehension, grammar). Formal assessments: grammar/ vocabulary quizzes and chapter tests Speaking is assessed through partner or group work, in which students express thoughts and opinions on topics related to the environment. Weekly journal entries related to this chapter.</p>

New Jersey Core Curriculum Content Standards
Academic Area

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

P-12 World Languages Standards - State of New Jersey

www.state.nj.us/education/cccs/2014/wl/

World Languages Standard in Action - State of New Jersey

www.state.nj.us/education/aps/cccs/wl/action/

1.

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)

[AP German Language 2011 Scoring Guidelines www.collegeboard.com](http://www.collegeboard.com)