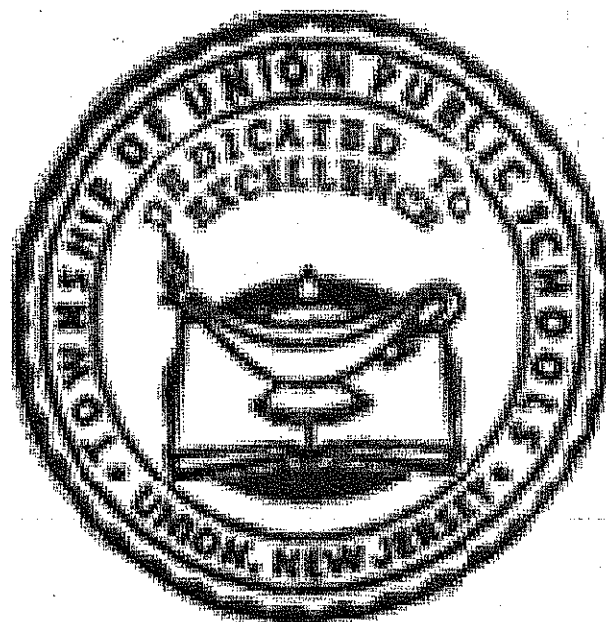
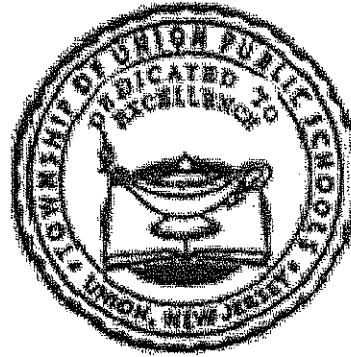


TOWNSHIP OF UNION PUBLIC SCHOOLS



German IV
Curriculum Guide



Board Members

Francis "Ray" Perkins, President

Richard Galante, Vice President

David Arminio

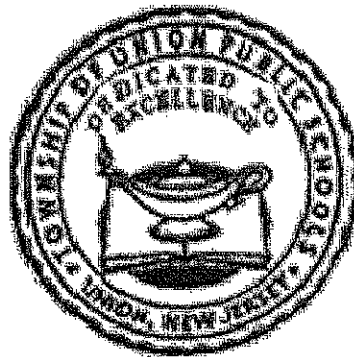
Susan Cooley

Guy Francis

Thomas Layden

Vito Nufrio

Angel Salcedo



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Interim SuperintendentMr. Gregory Tatum
Assistant SuperintendentDr. Noreen Lishak
Director of Special Service.....Ms. Kim Conte
Director of Student Information/TechnologyMs. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science K-2	Ms. Theresa Matthews
Mathematics/Science 3-5	Ms. Deborah Ford
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 8-12	Ms. Mary Malyska
Math 8-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Computer Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

German IV

Curriculum Committee Members

Lucia Cagan

Table of Contents

Title Page

Board Members

Administration

Department Supervisors

Curriculum Committee

Table of Content

District Mission/Philosophy Statement

District Goals

Course Description

Recommended Texts

Course Proficiencies

Curriculum Units

Appendix: New Jersey Core Curriculum Content Standards

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

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

The German IV full year course will review, expand, and refine all the thematic vocabulary and structures learned in previous courses.

Based on the reviewed and acquired information students will improve their communicative proficiency and writing skills.

The geographical, historical, and cultural information pertinent to all German speaking countries will be illustrated by means of authentic texts from a variety of sources.

All the projects based on students' research will contribute to a better understanding of the German speaking countries and their relationship with the world.

Recommended Textbooks

Deutsch Aktuell 3

EMC Publishing

Course Proficiencies

Students will be able to:

- 1. Review and expand vocabulary and structures learned in previous levels**
- 2. Use new vocabulary to understand and communicate information pertinent to the chapters' themes**
- 3. Use new morphological and syntactical structures to express more complex opinions and to better organize the written assignments**
- 4. Improve listening comprehension skills while being exposed to instruction in the target language and to authentic tapes, videos, and other appropriate materials**
- 5. Improve their speaking abilities and use the target language for class discussions**
- 6. Improve their writing abilities and use the target language for short essays and projects**
- 7. Expand their knowledge about all German speaking countries and their cultures**

Curriculum Units

Unit 1: Im Herzen Europas

Unit 2: Gestern und heute

Unit 3: Familie und Nachbarn

Unit 4: Spaß muss sein

Unit 5: Österreich

Unit 6: Spuren der Geschichte

Unit 7: Generationen

Unit 8: Gesundes Leben

Unit 9: Die Nachbarn in Europa

Unit 10: Beziehungen

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> Im Herzen Europas	15
<u>Unit 2:</u> Gestern und heute	15
<u>Unit 3:</u> Familie und Nachbarn	15
<u>Unit 4:</u> Spaß muss sein	15
<u>Unit 5:</u> Österreich	20
<u>Unit 6:</u> Spuren der Geschichte	20
<u>Unit 7:</u> Generationen	20
<u>Unit 8:</u> Gesundes Leben	20
<u>Unit 9:</u> Die Nachbarn in Europa	20

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CP/s)	Activities	Assessments
<p>Ask and give information about countries and continents, personal backgrounds, and vacation experiences.</p>	<ul style="list-style-type: none"> • use communicative strategies • use techniques to initiate, maintain and end conversations • use vocabulary (reviewed and new) in order to describe and identify geographic areas of the world • employ grammatical structures using coordinating 	<ul style="list-style-type: none"> • describe where you live in relationship to the school, city, state, continent • label each country neighboring Germany and the other German speaking countries • partners dialogues using coordinating and subordinating conjunctions • describe the 	<ul style="list-style-type: none"> • communicative activities in written and oral format • quizzes and tests • research projects expanding geographical, historical, and cultural information about Germany

	<p>and subordinating conjunctions, and expressions rendering time</p> <ul style="list-style-type: none">• review and add new geographical and historical information about Germany• organize main ideas about a German writer and one of his novel	<p>events of an entire week using expressions rendering time</p> <ul style="list-style-type: none">• research information in order to expand and detail historical, geographical, and cultural data introduced in this unit	
--	---	---	--

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Gather information and ask about details	<ul style="list-style-type: none">• describe sights in your state, city and in Germany• describe different means of transportation• review and expand forms and use of prepositions requiring the dative case and expressing time• learn the forms and usage of verbs used as nouns• review past tenses• discuss differences in usage of the present perfect and the narrative past• review and expand	<ul style="list-style-type: none">• students will locate cities in German speaking countries• choose a German city and discuss interesting places to visit• in pairs, students will use the present perfect tense to describe their weekend activities• in pairs or small groups students will create sentences using the narrative past and the present perfect tense of regular and irregular verbs	<ul style="list-style-type: none">• communicative activities in written and oral format• quizzes and tests• research projects expanding geographical, historical, and cultural information about Germany

	<p>the information about regular and irregular verbs used in present perfect and narrative past</p> <ul style="list-style-type: none">• review and add new geographical and historical information about Germany• organize main ideas about a German writer and one of his short stories	<ul style="list-style-type: none">• students will create a travel brochure for a well known German tourist attraction of their choice• students will talk about their favorite activities using as many time references as possible• students will create a timeline for each of the texts referring to German historical events	
--	---	--	--

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Describe people, insist on extended family members, and express various moods.	<ul style="list-style-type: none">• learn new vocabulary in order to be able to name members of an extended family and to describe them• expand the vocabulary used to describe means of transportation• learn the equivalents of "when" and the appropriate use of "als", "wenn" and "wann"• review the forms of the relative pronouns• learn how to use relative pronouns when they introduce relative clauses• learn how to express	<ul style="list-style-type: none">• create, describe and compare two family trees• create a questionnaire about an imaginary or real neighbor• use the questionnaire and record the answers from at least two interviews• use the correct equivalent of "when"• in connection with the present perfect and the narrative past• combine the use of relative clauses and compound nouns when relating information about a	<ul style="list-style-type: none">• communicative activities in written and oral format• quizzes and tests• research projects expanding geographical, historical, and cultural information about Switzerland

	<p>polite requests and wishes by using the present subjunctive</p> <ul style="list-style-type: none">• review and expand the information about Switzerland and its main cities.• chart in chronological order the actions described in a short story	<p>family member</p> <ul style="list-style-type: none">• express polite requests and wishes in the context of an imaginary conversation with a waiter• research information about Switzerland and share a simple German summary with the class• research information about Michael Ende and share it with the class	
--	---	---	--

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Talk about leisure time activities	<ul style="list-style-type: none">• learn vocabulary used to describe board games• review the forms and use of the imperative• review and add forms and use of verbs requiring certain prepositions• learn how to use relative pronouns after prepositions• learn how to use "if/then" clauses in present tense• tell the story of a prank• research information about Tirol	<ul style="list-style-type: none">• students will describe, in German, their favorite board games and those of the characters in the reading comprehension parts of the chapter• use the imperative in short dialogues about your daily routine• use verbs requiring certain prepositions in a dialogue pertinent to a theme of your choice• use relative pronouns after prepositions in sentences describing a leisure time activity	<ul style="list-style-type: none">• communicative activities in written and oral format• quizzes and tests• research project expanding geographical, historical, and cultural information about Tirol

		<ul style="list-style-type: none">• explain the use of "if/then" clauses in present tense in a reading comprehension text• retell a story of the prank described in Heinrich Spoerl's: "Der Stiff" and describe a real or imaginary prank played at home• write and present a radio advertisement promoting travel to Tirol	
--	--	---	--

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Ask for advice, information and express preferences	<ul style="list-style-type: none">• learn new vocabulary in order to be able to describe travel experiences• review the comparative of adjectives and learn the forms and usage of the superlative• express preferences using the comparative and superlative forms• learn how to use the "if/then" clauses in past tense• learn the forms and usage of "da-" compounds• research information about three European capitals and compare	<ul style="list-style-type: none">• use the reading comprehension text from "Allerlei" in order to compare the concept of politeness in the German culture to that in the United States• make a list of frequently used adjectives and use their comparative and superlative forms in sentences• write incomplete sentences starting with "if/then" in past tense and trade the papers with a partner who will finish the sentence using the past subjunctive	<ul style="list-style-type: none">• communicative activities in written and oral format• quizzes and tests• research project expanding geographical, historical, and cultural information about European capitals

	<p>the data</p> <ul style="list-style-type: none">• compare German and English nonsense poems	<ul style="list-style-type: none">• read Christian Morgenstern's poems (from "Extra! Extra!") and compare them with one or two poems by Lewis Carroll or Edward Lear	
--	---	--	--

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Introduce yourself and talk about others (include talent, abilities and intentions to pursue various professions)	<ul style="list-style-type: none">• expand vocabulary used to describe a person and his/her plans for the future• learn the forms and usage of modal verbs in present perfect, narrative past, present and past subjunctive• learn how to use the subordinating conjunctions “wann” and “ob”• learn how and when to use double infinitives• review and expand information about Hamburg and Bremen• discuss information	<ul style="list-style-type: none">• students will ask each other to predict what their lives will be like ten years after they graduate from high school (use as many modal verbs as possible)• students will interview their parents about keeping in touch with their former high school friends, and share their findings with the class• working in pairs, write a skit in which a job interview takes place, present the skit and identify the correct and incorrect actions of each interview scenario	<ul style="list-style-type: none">• communicative activities in written and oral format• quizzes and tests• research project expanding information about the Hanseatic League and Johann Wolfgang Goethe

	<p>about the Hanseatic League</p> <ul style="list-style-type: none">• review and expand information about J.W. Goethe's literary masterpieces	<ul style="list-style-type: none">• write at least five reasons why somebody would like to visit Hamburg and Bremen• write one sentence summary of each paragraph from the reading comprehension texts• discuss one of Goethe's famous poems: "Der Erbkönig"	
--	---	--	--

Unit 7:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you describe contemporary and former family dynamics? Describe what you do while commuting in and around big cities</p>	<ul style="list-style-type: none"> • learn new vocabulary useful to describe family members and their daily interaction • learn new vocabulary describing detailed actions during a commute in and into a big city • learn how to use "wo-" compounds • learn how to use regular, irregular and modal verbs passive voice (present tense) structures • learn how to use infinitive clauses with "zu" and "um...zu" • expand the information about one of Germany's most 	<ul style="list-style-type: none"> • interview an older family members and ask them to point out the differences and similarities of former and present family dynamics • discuss what possibilities you might have while commuting in and to a big city • students will ask questions about the data of the interviews by using "wo-" compounds • discuss examples of passive voice and infinitive clauses in the reading comprehension texts 	<ul style="list-style-type: none"> • communicative activities in written and oral format • quizzes and tests • research project about Johannes Gutenberg • research project expanding information about German contemporary short story writers, exemplifying with aspects of Angelika Mechtel's works

	<p>industrialized regions</p> <ul style="list-style-type: none">• acquire and refine information about Gutenberg• analyze and discuss how surrounding realities are rendered in contemporary German short stories	<p>of the chapter</p> <ul style="list-style-type: none">• discuss the new information about Gutenberg and the consequences of his invention• research information and organize it in a presentation about "Nordrhein-Westfalen"	
--	--	--	--

Unit 8:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Talk about health, nutrition and how to avoid stress Discuss protective gear for various sports</p>	<ul style="list-style-type: none">• learn new vocabulary describing good nutrition and healthy habits• learn new vocabulary describing stress consequences and how to avoid it• learn how to describe a sport injury• learn the use of passive voice with modal verbs in the narrative past• learn the correct use of relative pronouns "was" and "wo"• learn the forms and use of the genitive case• expand and refine information about one of the most	<ul style="list-style-type: none">• research eating habits in Germany and compare them with those in the United States• discuss the positive and negative aspects of stress• discuss what school activities are most stressful and compare them to the descriptions in the reading comprehensive texts of the chapter• describe a sport injury and its consequences	<ul style="list-style-type: none">• communicative activities in written and oral format• quizzes and tests• research project about Paracelsus and the modern medicine• research project expanding information about the most well known sightseeing aspects of the Harz region in Germany

	picturesque region of Germany	
--	----------------------------------	--

Unit 9:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>Describe vacations stressing the following aspects: Landscapes, airport arrival and departures, personal items, currencies, make travel related predictions</p>	<ul style="list-style-type: none"> • learn new vocabulary used to describe landscapes and climates • describe weather conditions • talk about a favorite travel destination and discuss possible predictions regarding a summer vacation • review the multiple use of the verb "werden" • talk about the European Union its main cities and the problems of a common currency • learn the word order of adverbials • learn how to use the passive voice when the subject of the sentence is "es" • learn about the "-ung" 	<ul style="list-style-type: none"> • working in pairs students will describe a landscape and ask the partners to identify the described image • use a weather report from a local newspaper and describe the weather conditions • use the internet to talk about weather reports from two German speaking countries • use the internet to learn about the European Union • describe activities starting each sentence with time expressions 	<ul style="list-style-type: none"> • communicative activities in written and oral format • quizzes and tests • research project about Paracelsus and the modern medicine • research project expanding information about the European Union and Straßburg • research project about Johannes Kepler

	nouns from verbs		
--	------------------	--	--

Unit 10:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Describe social issues including election and campaign</p> <p>Express opinions about relationship, contemporary technologies, and cultural trends over time</p>	<ul style="list-style-type: none"> • learn new vocabulary helpful for the description of candidates, relationships, and of actions in social and political environment • discuss vocabulary used to describe modern technology (focus on computer and internet) • learn the forms and usage of the past perfect of regular, irregular and modal verbs • learn how to use past participle as adjectives • learn how to use subordinate clauses introduced by question words 	<ul style="list-style-type: none"> • discuss differences and similarities in student government between schools in the united States and Germany • students will brainstorm reasons why people volunteer and/or get in politics • debate which category of relationships is the most important and the reasons why • use the new vocabulary and structures to discuss the benefits of studying abroad and the relationships developed during 	<ul style="list-style-type: none"> • communicative activities in written and oral format • quizzes and tests • research project about UNESO • research project about studying abroad programs

	<ul style="list-style-type: none"> discuss UNESCO's World Heritage sites 	such programs	
--	---	---------------	--

New Jersey Core Curriculum Content Standards
Academic Area
World Languages: German IV

Intermediate – Mid Learner Range

Cumulative Progress Indicator (CPI #)

Interpretative Mode:	Linguistic:	7.1.IM. A. 1.
	Cultural:	7.1.IM. A. 2, 3, 4, 5, 6, 7, 8
Interpersonal Mode:	Linguistic:	7.1.IM. B. 1, 2, 3, 4
	Cultural:	7.1. IM.B. 5
Presentational Mode:	Linguistic:	7.1. IM. C. 1, 2
	Cultural:	7.1. IM. C. 3, 4, 5

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)