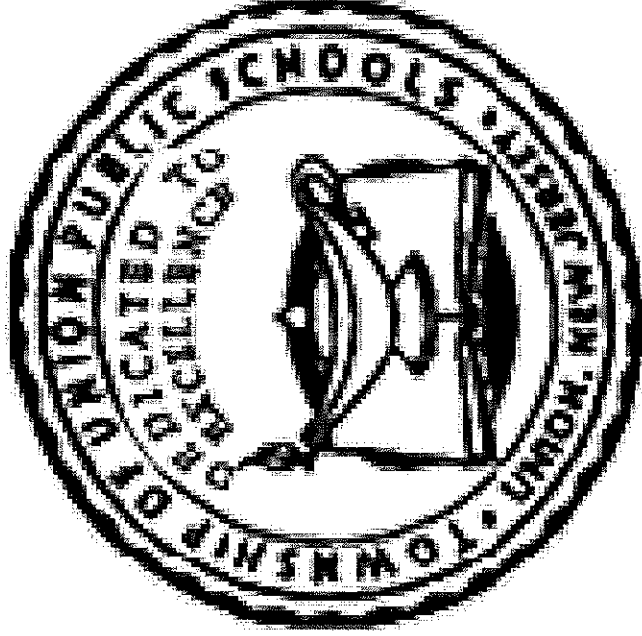


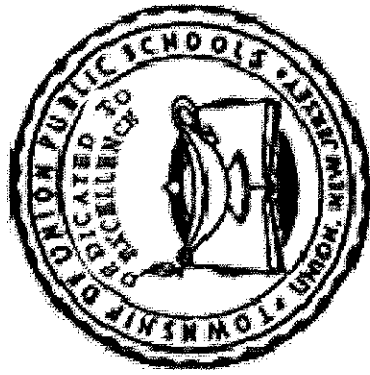
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**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**German II Honors  
Curriculum Guide**

Curriculum Guide Approved June 2016



## **Board Members**

**Vito Nufrio, President**

**David Arminio, Vice President**

**Steven Le**

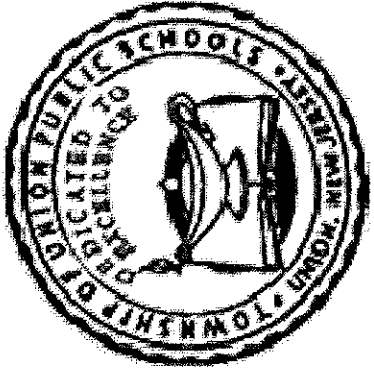
**Guy Francis**

**Ronald McDowell**

**Jeff Monge**

**Angel Salcedo**

**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**

Administration

Superintendent .....Mr. Gregory Tatum

Assistant Superintendent .....Dr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/Technology .....Ms. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

## DEPARTMENT SUPERVISORS

All Academic Areas K-2 .....	Ms. Maureen Corbett
Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Theresa Matthews
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

# ***German II Honors***

**Curriculum Committee Members**

**Agata Kania-Cyburt**

# Table of Contents

<b>Title Page</b>
<b>Board Members</b>
<b>Administration</b>
<b>Department Supervisors</b>
<b>Curriculum Committee</b>
<b>Table of Content</b>
<b>District Mission/Philosophy Statement</b>
<b>District Goals</b>
<b>Course Description</b>
<b>Recommended Texts</b>
<b>Course Proficiencies</b>
<b>Curriculum Units</b>
<b>Appendix: New Jersey Core Curriculum Content Standards</b>

## **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**

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

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Hobbies and leisure-time activities	24
<u>Unit 2:</u> Sports and body description	26
<u>Unit 3:</u> Means of transportation and places in a city	25
<u>Unit 4:</u> Traveling and airport facilities	24
<u>Unit 5:</u> Camping and youth hostel	23
<u>Unit 6:</u> Vacation and weather forecast	23
<u>Unit 7:</u> Weekly activities, farm and animals	20
<u>Unit 8:</u> Music and musical instruments	15

## Unit 1:

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

## Unit 2:

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

### Unit 3:

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

**Unit 4:**

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



### Unit 5:

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

### Unit 6:

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

## Unit 7:

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

### Unit 8:

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

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
<b>Pronunciation</b>	no response	barely intelligible	numerous errors, difficult to understand	understandable, much native language interference	understandable, minimum native language interference	no conspicuous mispronunciations
<b>Structure</b>	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
<b>Vocabulary</b>	no response	inadequate	limited to basic words, often inaccurate	functional, fails to communicate complete meaning	adequate	precise, varied
<b>Listening Comprehension</b>	no response	recognizes simple memorized phrases	comprehends slow or directed speech	comprehends simplified speech	understands speech well, requires some repetition	understands nearly everything
<b>Speaking/Fluency</b>	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
<b>Content &amp; Organization</b> (see below)	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>
	<ul style="list-style-type: none"> <li>Minimal response to topic; uncertain focus</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to focus</li> <li>May drift or shift focus</li> </ul>	<ul style="list-style-type: none"> <li>Usually has single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> </ul>	<ul style="list-style-type: none"> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> </ul>
	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transition evident</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> </ul>
	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Details effective, vivid, explicit, and/or pertinent</li> </ul>
<b>Usage</b> (see below)	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/ patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Sentence Construction</b> (see below)	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/ same structure</li> <li>Numerous errors</li> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Mechanics</b> (see below)	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>



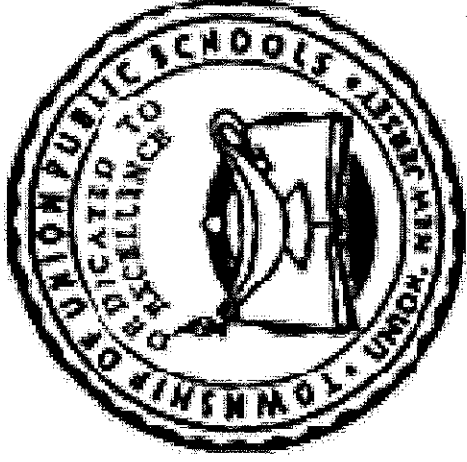
	<b>NR = No Response</b>	Student wrote too little to allow reliable judgment of his/her writing.
<b>Non-Scoreable Responses</b>	<b>OT = Off Topic/ Off Task</b>	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	<b>NE = Not English</b>	Student wrote in a language other than English.
	<b>WF = Wrong Format</b>	Student refused to write on the topic, or the writing task folder was blank.

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



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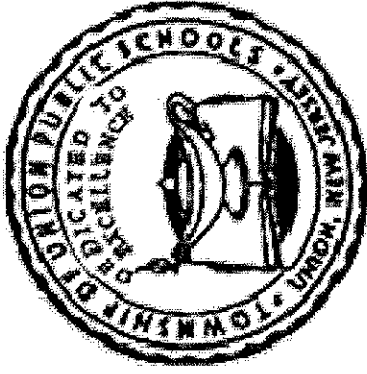
TOWNSHIP OF UNION PUBLIC SCHOOLS



**German III**

**Curriculum Guide**

Curriculum Guide Approved June 2016



## **Board Members**

**Vito Nufrio, President**

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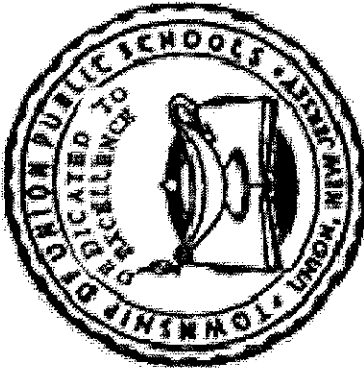
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# ***German III***

**Curriculum Committee Members**

*Carmen C. Armenciu*

# Table of Contents

Title Page	1
Board Members	2
Administration	3
Department Supervisors	4
Curriculum Committee	5
Table of Content	6
District Mission/Philosophy Statement	7
District Goals	8
Course Description	9
Recommended Texts	9
Course Proficiencies	10
Curriculum Units	11-20
Appendix: New Jersey Core Curriculum Content Standards	21-23



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- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
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- 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 &amp; Interessen)</u>	<u>30</u>
<u>Unit 4: Festivals and Holidays (Feste &amp; 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 (CP/Is)	Activities	Assessments
<ul style="list-style-type: none"> <li>-Where can I find a good restaurant in the neighborhood?</li> <li>-How do you make reservations?</li> <li>-Is this table taken?</li> <li>-May I see the menu?</li> <li>-What is the house specialty?</li> <li>-What would you recommend?</li> <li>-Would you like to order anything else?</li> <li>-May I have the bill please?</li> </ul>	<ul style="list-style-type: none"> <li>- engage students in basic communicative activities</li> <li>- apply newly learned vocabulary in your conversations</li> <li>-identify foods items</li> <li>- order meals in a restaurant</li> <li>- describe various eating establishments</li> <li>- discuss a menu and table settings</li> <li>- express likes and dislikes related to different foods and beverages</li> <li>- compare German and American meals and mealtimes</li> <li>- learn and practice new grammatical structures: Genitive case, additional 'der' -words 'dieser' and 'welcher'</li> </ul>	<ul style="list-style-type: none"> <li>- with a partner/group write a dialog about eating in a restaurant and then present it to the class</li> <li>- set a table</li> <li>-describe and discuss differences between German and American restaurants including foods, dining customs and service</li> <li>- create a list of five items that you would enjoy taking on a picnic</li> </ul>	<ul style="list-style-type: none"> <li>Speaking, writing and communicative activities</li> <li>-daily homework assignments</li> <li>-quiz and test</li> <li>- pair and group presentations related to the dialogue held at a restaurant</li> <li>-Project : create a menu</li> </ul>

**Unit 2: Shopping**

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



### Unit 3: Hobbies and Interests

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>-What are your hobbies?</li> <li>-What are some of your areas of interest?</li> <li>-Do you practice sport? Which one? What is your favorite sport.</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>- use specific vocabulary to initiate, maintain and end 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>- use 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>- write a paragraph describing an ideal summer day</li> <li>- describe in detail your favorite sport and/or hobby</li> <li>- read a story about a survival training and canoeing and answer comprehension questions</li> <li>- describe your school band</li> <li>- include the number of players, musical instruments represented and how often practice takes place</li> <li>- talk about the Rockmobil and its role in promoting music</li> </ul>	<p>Homework assignment</p> <p>Quizzes and tests</p> <p>Speaking, writing and communicative activities, paired, group and individual</p>

**Unit 4:**  
Feste und Feiertage

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>-What holidays do you celebrate?</li> <li>-What is your favorite holiday and how do you celebrate it?</li> <li>-Why do you like that particular holiday?</li> <li>-Did you attend a German holiday? When and with whom?</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>- use 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 typical Oktoberfest</li> <li>- read and listen to a story about celebrating a German holiday and answer comprehension questions</li> <li>- use electronic information sources to research German holidays and present (in written and verbal form) the results</li> </ul>	<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 (CP/s)	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>- employ grammatical structures: Prepositions requiring dative or accusative case, use 'da-' and 'wo-' compounds</li> <li>- review: Dative and accusative prepositions (meaning and usage), adjective endings</li> </ul>	<ul style="list-style-type: none"> <li>- Marking period project: create the script for a commercial advertising a German product.</li> <li>- write a post card to a friend or relative</li> <li>- address an envelope to a pen pal in Germany</li> <li>- read and listen to a dialog about sending e-mails and text messages and answer comprehension questions</li> <li>- read an article from a German newspaper or magazine and report back about the content</li> </ul>	<p>Daily homework assignment</p> <p>Quizzes and test</p> <p>Speaking, writing and communicative activities, paired, group and individual</p>

Health

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>-How are you feeling?</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>- explain health-related problems</li> <li>- describe how you feel</li> <li>- state a complaint</li> <li>- use vocabulary referring to illnesses in complex sentences</li> <li>- identify occupations and describe</li> <li>- use the past perfect tense in written and oral form</li> <li>- distinguish between '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: 'Going to the doctor', 'Staying home because of illness'</li> </ul>	<p>Homework assignment</p> <p>Quizzes and test</p> <p>communicative activities</p> <p>speaking, writing - paired, in group or individual</p>

Unit 7:      Fahren

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

Young people

Unit 8:

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

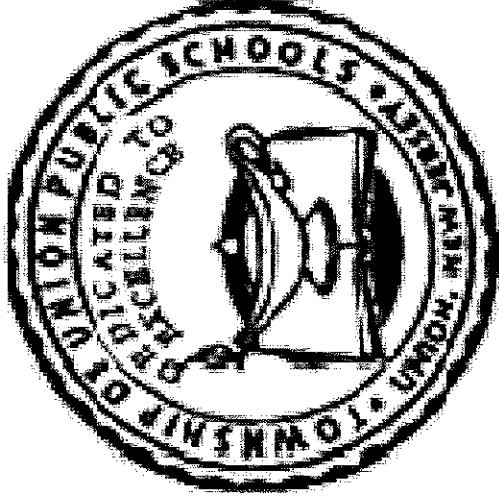
See New Jersey Assessment Booklet (Appendix B: Generic Rubrics for World Languages) – link below

World Languages, Assessments - State of New Jersey  
[www.state.nj.us/education/archive/frameworks/.../appendb.pd..](http://www.state.nj.us/education/archive/frameworks/.../appendb.pd..)



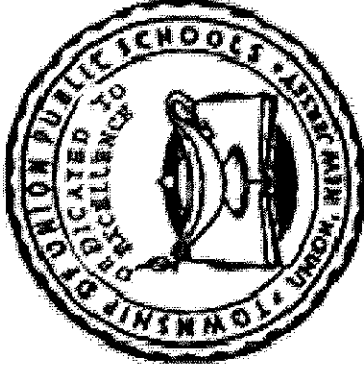
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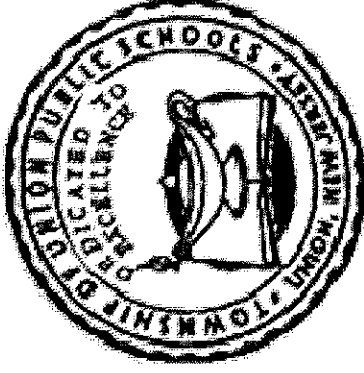
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- **Develop basic skills in sports and other forms of recreation.**

## **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.

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### Students will be able to...

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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

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(Communication)

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(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: Guten Appetit (Food and dining)</u>	<u>15</u>
<u>Unit 2: Einkaufen (Shopping)</u>	<u>17</u>
<u>Unit 3: Hobbys &amp; Interessen (Hobbies and interests)</u>	<u>30</u>
<u>Unit 4: Feste &amp; Feiertage (Festivals and Holidays)</u>	<u>25</u>
<u>Unit 5: Kommunikation (Communication)</u>	<u>22</u>
<u>Unit 6: Berufe und Gesundheit (Health)</u>	<u>23</u>
<u>Unit 7: Fahren (Driving)</u>	<u>23</u>
<u>Unit 8: Jugend (Teenagers / Young people)</u>	<u>24</u>

**Unit 1: Food and Dining**

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPI/s)	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 Speaking, writing and communicative activities, paired, in group or individual presentations Quizzes and test Project : Create a menu</p>

**Unit 2: Shopping**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	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> <li>Speaking, communicative paired, group and individual activities</li> </ul>

**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:</li> <li>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>	<p>Homework assignment</p> <p>Quizzes and test</p> <p>Speaking, writing and communicative activities, paired, in group and individual</p>

**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 Speaking, writing and communicative activities, paired, group and individual Quizzes and tests 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>

Young People

Unit 8:

Essential Questions	Instructional Objectives/Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-Are reading habits of American teenagers similar or different from the German teenagers?</li> <li>- What are some of the concerns teenagers have nowadays?</li> <li>-What are your main concerns regarding the ways the environment is dealt with?</li> <li>-Do young people play an important role in protecting the environment?</li> <li>-Are you or your friend involved in environmental issues? How? Why? Why not?</li> </ul>	<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 of 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 prospective 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.

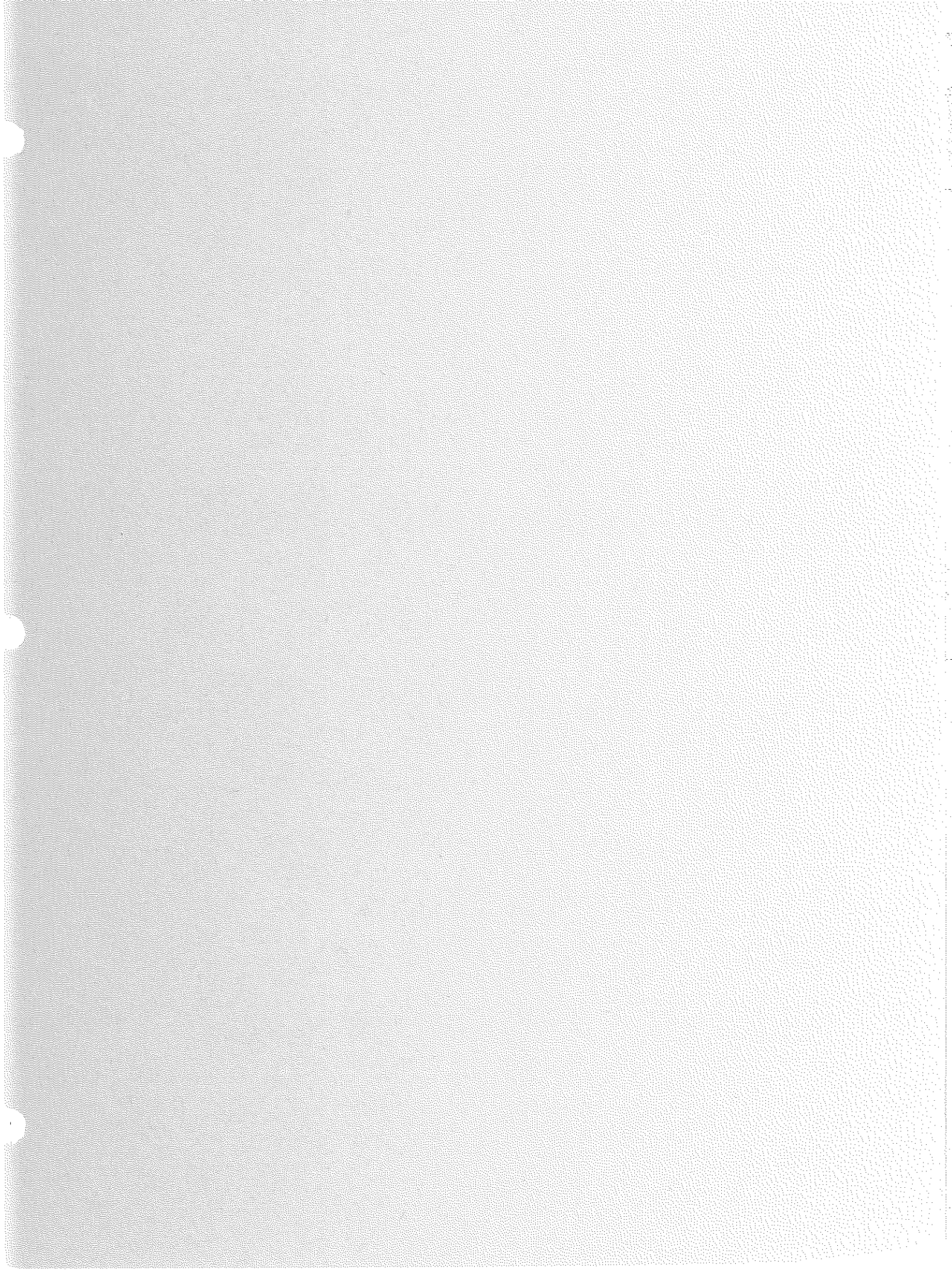


**Also see link:**     <http://www.state.nj.us/education/aps/cccs/wl/action>  
**New Jersey Scoring Rubric**

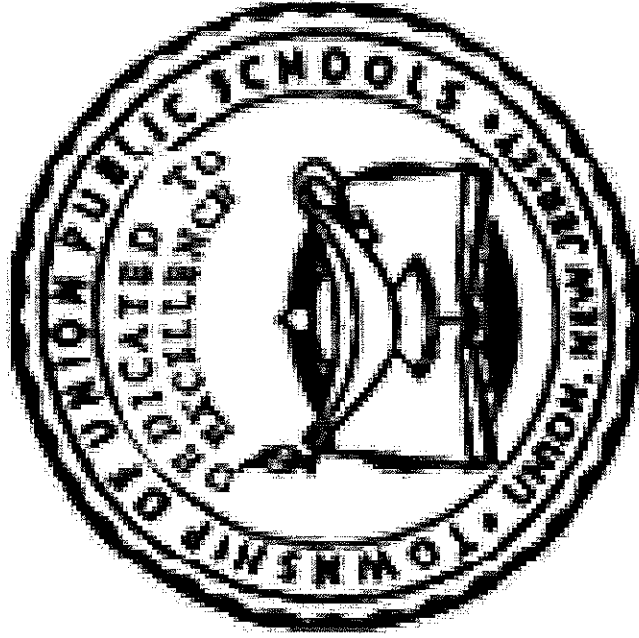
1.    Generic Rubric for Collaborative Work
2.    Generic Rubric for Oral Presentations – Simple Answers
3.    Generic Rubric for Oral Presentations – Cultural Role Play
4.    Generic Rubric for Written Material – General
5.    Generic Rubric for Written Material – Creative Writing
6.    Rubric for Assessing 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...](http://www.state.nj.us/education/archive/frameworks/.../appendb.pd...)



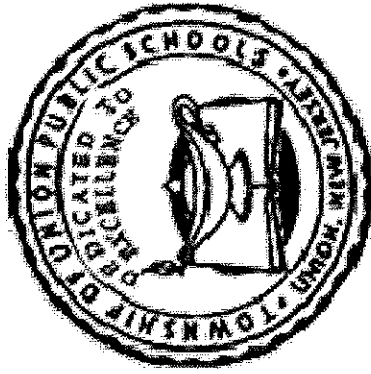
TOWNSHIP OF UNION PUBLIC SCHOOLS



# *German IV Honors*

## Curriculum Guide

Curriculum Guide Approved June 2016



## **Board Members**

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**David Arminio, Vice President**

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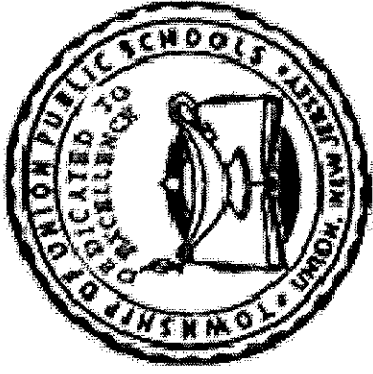
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**TOWNSHIP OF UNION PUBLIC SCHOOLS**

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Assistant Superintendent .....Dr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

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Mathematics/Science 3-5 .....	Ms. Theresa Matthews
Guidance K-12/SAC .....	Ms. Nicole Ahern
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# ***German IV Honors***

## **Curriculum Committee Members**

*Carmen C. Armenciu*

# Table of Contents

Title Page	1
Board Members	2
Administration	3
Department Supervisors	4
Curriculum Committee	5
Table of Content	6
District Mission/Philosophy Statement	7
District Goals	8
Course Description	9
Recommended Texts	9
Course Proficiencies	10
Curriculum Units	11-22
Appendix: New Jersey Core Curriculum Content Standards	23-24



## **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: In the Heart of Europe  
(Im Herzen Europas)

Unit 2: Yesterday and today  
(Gestern und heute)

Unit 3: Familie und Nachbarn  
(Family and neighbors)

Unit 4: Spaß muss sein (There has to be fun)

Unit 5: Austria (Österreich)

Unit 6: Spuren der Geschichte  
(Traces of History)

Unit 7: Generations (Generationen)

Unit 8: Healthy life (Gesundes Leben)

Unit 9: Die Nachbarn in Europa  
(The neighbors in Europe)

Unit 10: Relationships (Beziehungen)

## Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> In the Heart of Europe (Im Herzen Europas)	15
<u>Unit 2:</u> Yesterday and today (Gestern und heute)	15
<u>Unit 3:</u> Family and neighbors (Familie und Nachbarn)	17
<u>Unit 4:</u> There has to be fun (Spaß muss sein)	17
<u>Unit 5:</u> Austria (Österreich)	16
<u>Unit 6:</u> Traces of History (Spuren der Geschichte)	20
<u>Unit 7:</u> Generations (Generationen)	20
<u>Unit 8:</u> Healthy Life (Gesundes Leben)	22
<u>Unit 9:</u> The Neighbours in Europe (Die Nachbarn in Europa)	19
<u>Unit 10:</u> Relationships (Beziehungen)	19

**Unit 1:** In the Heart of Europe

Essential Questions	Instructional Objectives/ Skills and Benchmarks, (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-Where do you live?</li> <li>- Where is Germany located?</li> <li>- What do you know about the Chiemsee in Bayern?</li> <li>- What do you know about Karl der Große?</li> </ul>	<ul style="list-style-type: none"> <li>- communicative strategies- use connected sentences and paragraphs by applying grammatical structures such as coordinating and subordinating conjunctions, and time expressions in written and spoken situations</li> <li>- use techniques to initiate, maintain and end conversations</li> <li>- describe and identify geographic areas of the world by using newly studied vocabulary</li> <li>- review and add new information related to Germany's Geography and History (Karl der Große, Chiemsee)</li> </ul>	<ul style="list-style-type: none"> <li>- describe where you live in relationship to the school, city, state, continent</li> <li>- on a map students label each country that Germany borders on and do the same for the other German speaking countries</li> <li>- in their conversations with a partner students use time expressions and coordinating / subordinating conjunctions</li> <li>- describe the events of an entire week using time expressions</li> <li>-Internet research to gather information and expand knowledge on historical, geographical, and cultural data introduced in this unit</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research projects expanding geographical, historical, and cultural information about Germany</li> </ul>

**Unit 2: Yesterday and today**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>-What do you know about Hamburg, Papenburg and Bremen? Can you name some of the important sights there?</li> <li>- Why is the Nordsee such an attractive vacation spot for the Germans and other tourists?</li> <li>-What was Heinrich I known for?</li> </ul>	<ul style="list-style-type: none"> <li>- describe sights in your state, city and in the German cities of Hamburg, Bremen, Papenburg</li> <li>- talk about different means of transportation</li> <li>- review and expand forms and use of prepositions requiring the dative case and expressing time</li> <li>- learn the forms and usage of verbs used as nouns</li> <li>- review past tenses and point out differences in usage of the present perfect and the narrative past</li> <li>- review and expand the information about regular and irregular verbs used in present perfect and narrative past</li> <li>- review and add new geographical and historical information about Germany</li> </ul>	<ul style="list-style-type: none"> <li>- students will locate cities in German speaking countries</li> <li>- select a German city and present the interesting sights to visit in that city</li> <li>- in pairs, students will use the present perfect tense to describe their weekend activities</li> <li>- in pairs or small groups students will create sentences using the narrative past and the present perfect tense of regular and irregular verbs</li> <li>- select a well known German tourist attraction and create a travel brochure for</li> <li>- students will talk about their favorite activities using as many time references as possible</li> <li>- students will create a timeline for each of the texts referring to German historical events</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research projects expanding geographical, historical, and cultural information about Germany</li> </ul>



**Unit 3: Family and Neighbors**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>- How do your family members look like?</li> <li>- How are your neighbors?</li> <li>- What do you know about Switzerland, one of Germany's neighbors?</li> <li>- Did you own a bicycle and can you name its parts?</li> <li>- What do you know about the last German empress – Agnes on Poitou</li> </ul>	<ul style="list-style-type: none"> <li>- expand vocabulary related to members of the family and extended family and vocabulary to describe a person</li> <li>- apprehend new vocabulary used to describe a bicycle</li> <li>- learn about “als”, “wenn”, “wann” as the equivalents of “when” and their appropriate use in sentences</li> <li>- review the forms of the relative pronouns and learn about their use to introduce relative clauses</li> <li>- learn present subjunctive as a way of expressing polite requests and wishes</li> <li>- review and expand the information you know about Switzerland and its main cities.</li> </ul>	<ul style="list-style-type: none"> <li>- create, describe and compare two family trees</li> <li>- use a self- made questionnaire to record the answers from at least two interviews of an imaginary or real neighbor</li> <li>- use the correct equivalent of “when”</li> <li>- in connection with the present perfect and the narrative past</li> <li>- combine the use of relative clauses and compound nouns when relating information about a family member</li> <li>- using the present subjunctive, in pairs or groups express polite requests and wishes in the context of an imaginary conversation with a waiter at a restaurant</li> <li>- research information about Switzerland and share a simple German summary with the class</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research projects expanding geographical, historical, and cultural information about Switzerland</li> </ul>

**Unit 4:** There has to be fun

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>-Do you play any board games in your free time? Describe it.</p> <p>-Have you ever played a prank to someone? Talk about it.</p> <p>-What do you know about Tirol?</p> <p>- What are the parts of the board of a car?</p> <p>-What do you know about another German ruler -- Friedrich Barbarosa?</p> <p>- Have you ever stopped to observe street artists?</p>	<ul style="list-style-type: none"> <li>- learn and apply vocabulary used to describe board games</li> <li>- review grammar structures such as : the forms and use of the imperative</li> <li>- review and add forms and use of verbs requiring certain prepositions</li> <li>- learn and practice the use of relative pronouns after prepositions and the use of “if/then” clauses in present tense</li> <li>- tell the story of a prank</li> <li>- research information about Tirol</li> </ul>	<ul style="list-style-type: none"> <li>- students will describe, in German, their favorite board games and those of the characters in the reading comprehension parts of the chapter</li> <li>- use the imperative in short dialogues about your daily routine</li> <li>- use verbs requiring certain prepositions in a dialogue pertinent to a theme of your choice</li> <li>- use relative pronouns after prepositions in sentences describing a leisure time activity</li> <li>- explain the use of “if/then” clauses in present tense in a reading comprehension text</li> <li>- describe a real or imaginary prank played at home retell a story of the prank described in Heinrich Spoerl’s: “Der Stiff” and</li> <li>- write and present a radio advertisement promoting travel to Tirol</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research project expanding geographical, historical, and cultural information about Tirol</li> </ul>

Austria

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>- How polite are people in Germany vs. USA?</li> <li>- What do you know about Vienna and the Vienneze waltz?</li> <li>What do you know about the Schwarzwald (Black Forest)?</li> </ul>	<ul style="list-style-type: none"> <li>- learn new vocabulary in order to be able to describe travel experiences</li> <li>- review and practice the comparative and superlative forms of adjectives</li> <li>- express preferences using the comparative and superlative forms of adjectives</li> <li>- learn how to use the “if/then” clauses in past tense</li> <li>- review forms and usage of “da-“ and “wo-compounds</li> <li>- research information about three European capitals and compare the data</li> <li>- compare German and English nonsense poems</li> </ul>	<ul style="list-style-type: none"> <li>- compare the concept of politeness in the German culture to that in the United States by reading comprehension text from “Allerlei”</li> <li>- express preferences using comparative and superlative forms of adjectives</li> <li>- 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</li> <li>-talk about the Schwarzwald and share hiking experiences</li> <li>- read Christian Morgenstrem’s poems (from “Extra! Extra!) and compare them with one or two poems by Lewis Carroll or Edward Lear</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research project expanding geographical, historical, and cultural information about European capitals</li> </ul>

**Unit 6: Traces of History**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>- Do you remember some of your previous classmates?</li> <li>- Do you know how to prepare for a job interview?</li> <li>- How do you apply for a job?</li> <li>- What do you know about restoring old /museum pieces?</li> </ul>	<ul style="list-style-type: none"> <li>- expand vocabulary used to describe a person and his/her plans for the future</li> <li>- review and expand information about Hamburg and Bremen</li> <li>- discuss information about the Hanseatic League</li> <li>- review and expand information about J.W. Goethe's literary masterpieces</li> <li>- learn and practice new grammar structures: double infinitives and subordinating conjunctions "wann" and "ob"</li> <li>- learn and practice the forms and usage of modal verbs in present perfect, narrative past, present and past subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>- using as many modal verbs as possible, students will try to predict what their lives will be like ten years after their high school graduation</li> <li>- students will interview their parents about keeping in touch with their former high school friends, and share their findings with the class</li> <li>- in pairs, write and present a skit about a job interview and identify the correct and incorrect actions of each interview scenario</li> <li>- write at least five reasons why somebody would like to visit Hamburg and Bremen</li> <li>- write one sentence summary of each paragraph from the reading comprehension texts</li> <li>discuss one of Goethe's famous poems: "Der Erkönig"</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research project expanding information about the Hanseatic League and Johann Wolfgang Goethe</li> </ul>

## Generations

### Unit 7:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>-What are some of the problems between generations?</p> <p>- What do you know about Nordrhein-Westfalen?</p> <p>-What do you know about Gutenberg and printing?</p>	<ul style="list-style-type: none"> <li>- learn new vocabulary useful to describe family members and their daily interaction</li> <li>- learn new vocabulary describing detailed actions during a commute in and into a big city</li> <li>- learn how to use “wo-“ compounds</li> <li>- learn how to use regular, irregular and modal verbs</li> <li>passive voice (present tense) structures</li> <li>- learn how to use infinitive clauses with “zu” and “um...zu”</li> <li>- expand the information about one of Germany’s most industrialized regions</li> <li>- acquire and refine information about Gutenberg</li> <li>- analyze and discuss how surrounding realities are rendered in contemporary German short stories</li> </ul>	<ul style="list-style-type: none"> <li>- interview an older family members and ask them to point out the differences and similarities of former and present family dynamics</li> <li>- discuss what possibilities you might have while commuting in and to a big city</li> <li>- students will ask questions about the data of the interviews by using “wo-“ compounds</li> <li>- discuss examples of passive voice and infinitive clauses in the reading comprehension texts of the chapter</li> <li>- discuss the new information about Gutenberg and the consequences of his invention</li> <li>- research information and organize it in a presentation about “Nordrhein-Westfalen”</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research project about Johannes Gutenberg</li> <li>- research project expanding information about German contemporary short story writers, exemplifying with aspects of Angelika Mechtel’s works</li> </ul>

**Unit 8:** Healthy Life

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>- How do you take care of your health?</li> <li>-How do you protect yourself against injuries?</li> <li>-What do you know about the Harz region in Germany?</li> <li>-What do you know about Paracelsus?</li> </ul>	<ul style="list-style-type: none"> <li>- learn new vocabulary describing good nutrition and healthy habits</li> <li>- learn new vocabulary describing stress consequences and how to avoid it</li> <li>- learn how to describe a sport injury</li> <li>- learn and practice new grammar structures: the use of passive voice with modal verbs in the narrative past</li> <li>use of relative pronouns “was” and “wo”</li> <li>- review forms and use of the genitive case</li> <li>- research information about one of the most picturesque region of Germany – The H87arz region</li> </ul>	<ul style="list-style-type: none"> <li>- research eating habits in Germany and compare them with those in the United States</li> <li>- discuss the positive and negative aspects of stress</li> <li>- discuss what school activities are most stressful and compare them to the descriptions in the reading comprehensive texts of the chapter</li> <li>- describe a sport injury and its consequences</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- Project - Paracelsus and the modern medicine</li> <li>- Project - well known sightseeing aspects of the Harz region in Germany</li> </ul>

## Neighbors in Europe

### Unit 9:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>- Can you make travel related predictions?</li> <li>-How accurate are the weather predictions?</li> <li>-What are some of the problems of having a common currency?</li> <li>-What do you know about Johannes Kepler?</li> </ul>	<ul style="list-style-type: none"> <li>- learn new vocabulary used to describe landscapes and climates</li> <li>- describe weather conditions</li> <li>- talk about a favorite travel destination and discuss possible predictions regarding a summer vacation</li> <li>- review the multiple use of the verb "werden"</li> <li>- talk about the European Union ,its main cities and the problems of a common currency</li> <li>- learn and practice following grammar structures:               <ul style="list-style-type: none"> <li>a.the word order of adverbials</li> <li>b.the passive voice when the subject of the sentence is "es"</li> <li>c.building nouns from verbs by using the ending "-ung"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- describe a landscape and ask the partners to identify the described image</li> <li>- describe the weather conditions by analyzing a weather report from a local newspaper or from a broadcast</li> <li>- using the internet, compare weather reports from two German speaking countries</li> <li>- research on the internet to learn about the European Union</li> <li>- describe activities by starting each sentence with time expressions</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research project about Paracelsus and the modern medicine</li> <li>- research project expanding information about the European Union and Straßburg</li> <li>- research project about Johannes Kepler</li> </ul>

**Unit10: Relationships**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>- How would you define your relationship with your friends, colleges and family members?</li> <li>- Do you like politics?</li> <li>- Are you politically engaged?</li> <li>- What do you know about UNESCO?</li> <li>- Would you like to study abroad?</li> </ul>	<ul style="list-style-type: none"> <li>- apprehend new vocabulary helpful for the description of candidates, relationships, and actions in social and political environment</li> <li>- review vocabulary used to describe modern technology (computer and internet)</li> <li>- learn and practice the following grammar structures:               <ul style="list-style-type: none"> <li>a. the forms and usage of the past perfect of regular, irregular and modal verbs</li> <li>b. past participle as adjectives</li> <li>c. subordinate clauses</li> </ul> </li> <li>- introduced by question words</li> <li>- research on internet and discuss UNESCO's World Heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>- discuss differences and similarities in student government between schools in the united States and Germany</li> <li>- students will brainstorm reasons why people volunteer and/or get in politics</li> <li>- debate which category of relationships is the most important and the reasons why</li> <li>- use the new vocabulary and structures to discuss the benefits of studying abroad and the relationships developed during such programs</li> </ul>	<ul style="list-style-type: none"> <li>- communicative activities in written and oral format</li> <li>- quizzes and tests</li> <li>- research project about UNESCO</li> <li>- research project about studying abroad programs</li> </ul>



**New Jersey Core Curriculum Content Standards**  
**Academic Area**

**Intermediate – Mid Learner Range**

**Cumulative Progress Indicator (CPI #)**

**Interpretative Mode:**

Linguistic:  
Cultural:

7.1.IM. A. 1.  
7.1.IM. A. 2, 3, 4, 5, 6, 7, 8

**Interpersonal Mode:**

Linguistic:  
Cultural:

7.1.IM. B. 1, 2, 3, 4  
7.1. IM.B. 5

**Presentational Mode:**

Linguistic:  
Cultural:

7.1. IM. C. 1, 2  
7.1. IM. C. 3, 4, 5

**Also see link:**

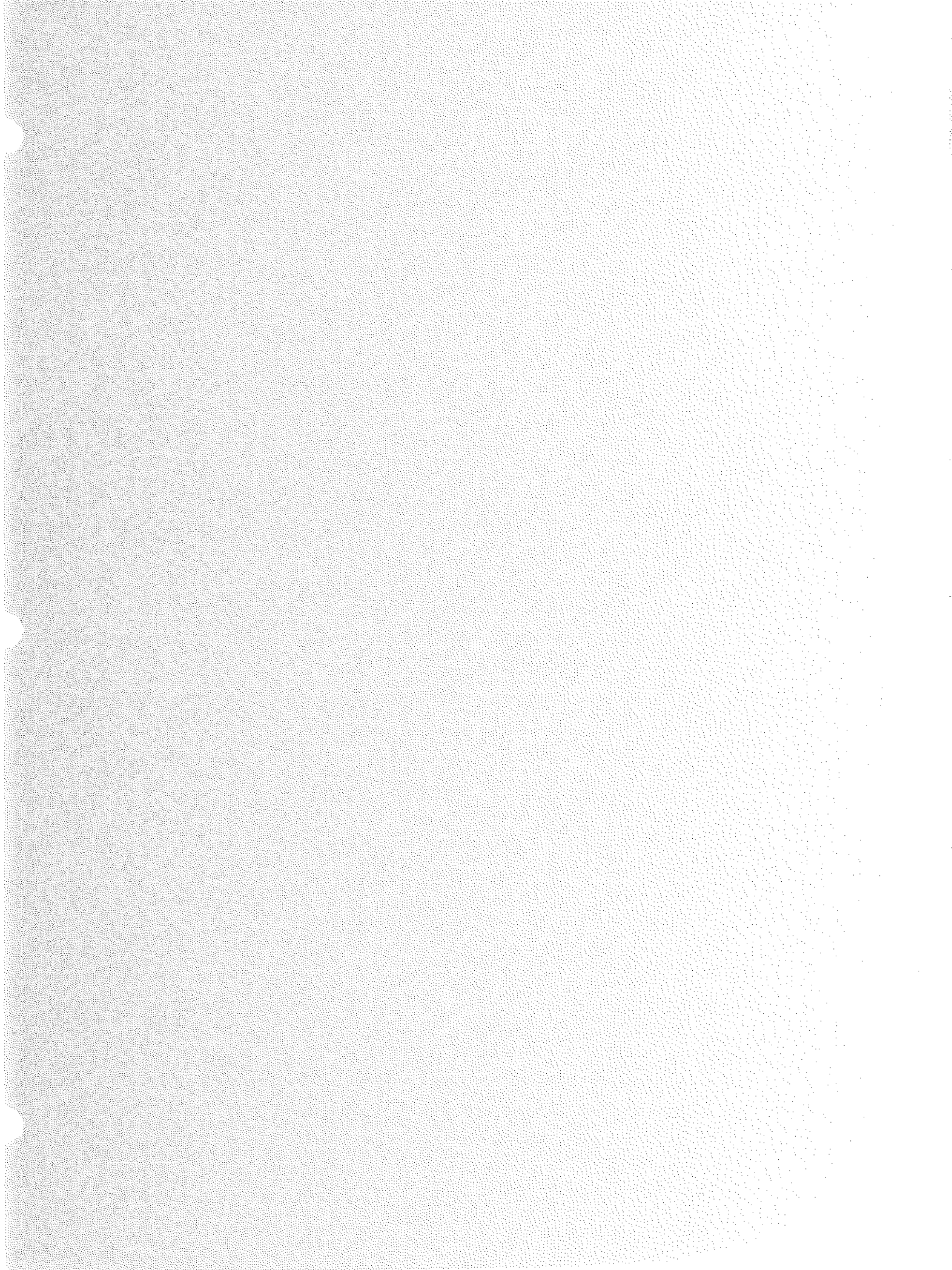
**<http://www.state.nj.us/education/aps/cccs/wl/action>**

**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

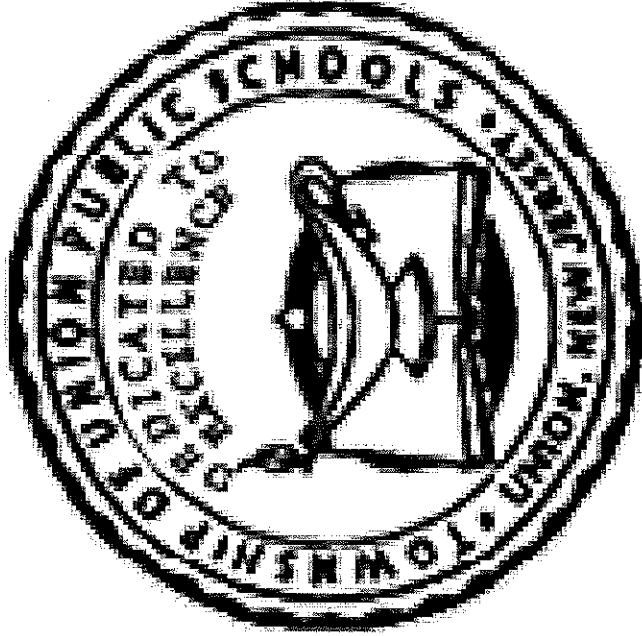
See New Jersey Assessment Booklet (Appendix B: Generic Rubrics for World Languages) – link below

World Languages, Assessments - State of New Jersey  
[www.state.nj.us/education/archive/frameworks/.../appendb.pd...](http://www.state.nj.us/education/archive/frameworks/.../appendb.pd...)



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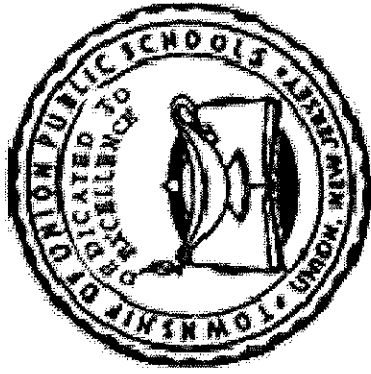
TOWNSHIP OF UNION PUBLIC SCHOOLS



# *German V Honors*

## Curriculum Guide

Curriculum Guide Approved June 2016



## **Board Members**

**Vito Nufrio, President**

**David Arminio, Vice President**

**Steven Le**

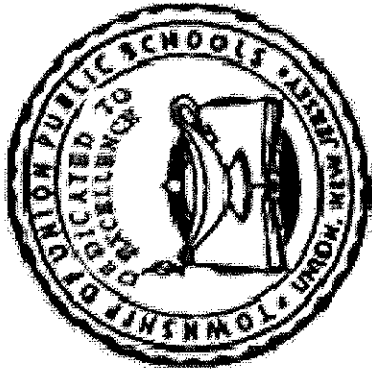
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**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
Administration

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**Assistant Superintendent .....Dr. Noreen Lishak**

**Assistant Superintendent.....Ms. Ann Moses**

**Director of Student Information/Technology .....Ms. Ann M. Hart**

**Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta**

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All Academic Areas K-2 .....	Ms. Maureen Corbett
Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Theresa Matthews
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
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World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

# ***German V***

**WL-521 A & B**

## **Curriculum Committee Members**

***CARMEN C. ARMENCIU  
SUSAN ROBERTS***



# Table of Contents

<b>Title Page</b>	
<b>Board Members</b>	
<b>Administration</b>	
<b>Department Supervisors</b>	
<b>Curriculum Committee</b>	
<b>Table of Content</b>	
<b>District Mission/Philosophy Statement</b>	
<b>District Goals</b>	
<b>Course Description</b>	
<b>Recommended Texts</b>	
<b>Course Proficiencies</b>	
<b>Curriculum Units</b>	
<b>Appendix: New Jersey Core Curriculum Content Standards</b>	

## **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**

**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. 1<sup>st</sup> Ed., Camden House, 2010.
2. Textbook – Moeller, Jack, Kaleidoskop – Kultur, Literatur und Grammatik. 7<sup>th</sup> 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](mailto: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

<u>Content</u>	<u>Number of Days</u>
<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 (CP/s)	Activities	Assessments
<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</p> <p>2. gain greater insights into cultural aspects of the Germanspeaking world</p> <p>3. express advantages and disadvantages to reunification of Germany</p> <p>4. discuss difficulties eastern Germany is still experiencing, ex. unemployment, prejudices, clichés after having read an interview Bei den Wessis</p> <p>5. define and expand upon Germany's role in the European Community, and read a short news story Kontinent im Kleinformat</p> <p>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</p> <p>2. Practice workbook activities</p> <p>3. Writing, audio and video activities</p> <p>4. View and discuss the film Das Versprechen – P. Schneider &amp; 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</p> <p>5. write a composition comparing and contrasting the ideas, practices and attitudes of the Germans on both sides</p> <p>6. listen to and discuss the song Berliner Liedchen – W. Biermann</p> <p>7. Communicative activities – pair and small groups</p> <p>8. Individual and/or pair reports and research activities using internet, newspapers, library texts and magazines</p> <p>9. Ancillary materials</p> <p>10. Practice AP, SAT II or NAATG tests</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 various means of communication.</p> <p>Weekly journal entries related to this chapter</p>

**Unit 2: Multikulturelle Gesellschaft**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What are some of the challenges when foreigners immigrate to a foreign country?                      What are the advantages and disadvantages of assimilation?                      What is the history of immigration in Germany?</p>	<p>1. utilize techniques to initiate, maintain, and end conversations                      2. read with comprehension texts and poems dealing with minorities, prejudices and a multicultural society                      3. discuss difficulties of not speaking the language of the country where one lives                      4. compare and contrast minorities and multicultural societies in the US and in Germany                      5. employ appropriate grammatical structure in order to review:                      a. adjectives: predicate, attributive, used as nouns                      b. ordinal numbers                      c. participles as adjectives                      d. comparison of adjectives and adverbs</p>	<p>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 comparing cultural differences in the US and Germany, Austria or Switzerland                      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                      7. Ancillary materials                      8. Practice AP, SAT II or NAATG test.</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 topics related to living in a multicultural society.                      Weekly journal entries related to this chapter</p>

**Unit 3:**  
Kommunikation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<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"> <li>1. utilize techniques to initiate, maintain, and end conversations</li> <li>2. write a postcard or e-mail to a friend</li> <li>3. express words related to media and advertising</li> <li>4. understand the role of the Internet in the lives of young Germans</li> <li>5. read with comprehension a short story <i>Eine Postkarte für Herrn Altenkirch</i> – (B. Honigmann), various studies and authentic news articles</li> <li>6. employ appropriate grammatical structures using select vocabulary in order to review:               <ol style="list-style-type: none"> <li>a. simple past tense</li> <li>b. present perfect tense</li> <li>c. past participles</li> <li>d. past perfect tense</li> <li>e. infinitives without zu</li> <li>f. double-infinitive constructions</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Text activities</li> <li>2. Practice workbook activities</li> <li>3. Writing, audio and video activities</li> <li>4. Communicative activities – pair and small group situations</li> <li>5. Individual or groups reports and research about violence on TV or in film</li> <li>6. Write a postcard or e-mail to a friend about vacation activities or plans</li> <li>7. Read German newspaper or magazine articles relating to the thematic unit – summarize /report/pair share</li> <li>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.</li> <li>9. Ancillary materials</li> <li>10. Practice AP, SAT II or NAATG tests</li> </ol>	<p>Daily written homework (text comprehension, grammar). 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 (CP/s)	Activities	Assessments
<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"> <li>1. utilize techniques to initiate, maintain, and end conversations</li> <li>2. compare and contrast German and American family lifestyles through various studies; traditional and modern day</li> <li>3. discuss relationships with friends</li> <li>4. read a fairy tale from Grimm Brothers with comprehension</li> <li>5. express obligations, extend and respond to an invitation, offer help and tell someone what to do</li> <li>6. describe yourself and others</li> <li>7. express likes and dislikes</li> <li>8. review grammatical structures:               <ol style="list-style-type: none"> <li>a. nominative forms and uses: subject, predicate noun</li> <li>b. accusative forms</li> <li>c. accusative uses: direct object, prepositions, time (definite and duration), measure, quantity, es gibt</li> <li>d. nouns indication nationality and profession</li> <li>e. indefinite pronoun man</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook activities</li> <li>2. Practice Workbook activities</li> <li>3. Writing, audio and video activities</li> <li>4. Communicative activities – pair and small group situations</li> <li>5. Cooperative role-play: You have found a partner for life- create and perform a realistic dialog based on the given situation</li> <li>6. Make a list of expressions and phrases to express happiness, being fit, earning money</li> <li>7. Counsel another student in German on a problem he or she is having with family.</li> <li>8. Write an AP essay about what friendship means to you and how friendship and family are related</li> <li>9. Ancillary materials</li> <li>10. Practice AP, SAT II or NAATG tests</li> </ol>	<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 (CP/Is)	Activities	Assessments
<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"> <li>1. utilize techniques to initiate, maintain, and end conversations</li> <li>2. discuss lifestyles of young people as compared to adults using a survey</li> <li>3. discuss pros and cons of working while studying at the university</li> <li>4. describe their lives at age 65 5. read a short story such as Brief aus Amerika J. Bobrowski</li> <li>6. write an essay describing how one might improve the world</li> <li>7. employ appropriate grammatical structures in order to review:               <ol style="list-style-type: none"> <li>a. subjunctive II (present and past time)</li> <li>b. modals in past time subjunctive (doubleinfinitive construction)</li> <li>c. würde-construction</li> <li>d. conditional sentences</li> <li>e. als of and als wenn constructions</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook activities</li> <li>2. Practice workbook activities</li> <li>3. Writing, audio and video activities</li> <li>4. Communicative activities, pair and small groups situations</li> <li>5. Write an essay describing how you plan to live your life after college studies</li> <li>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</li> <li>7. Ancillary materials</li> <li>8. Practice AP, SAT II, or NAATG tests</li> </ol>	<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>



**Unit 5: Arbeit-Zukunft-Engagement**

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

**Unit 6: Freizeit und Gesundheit**

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

**Unit 7.**

**Stereotypen**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<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"> <li>1. utilize techniques to initiate, maintain, and end conversations</li> <li>2. compare and contrast using surveys, tables and reports how Germans see themselves today.</li> <li>3. compare and contrast how others see Germans as well as Americans</li> <li>4. discuss good friends</li> <li>5. describe a good day or party keeping different kinds of friends in mind</li> <li>6. employ appropriate grammatical structures in order to review:               <ol style="list-style-type: none"> <li>a. reflexive pronouns</li> <li>b. reflexive verbs and verbs used reflexively</li> <li>c. intensifiers selbst and selber</li> <li>d. relative clauses</li> <li>e. relative pronouns</li> <li>f. extended modifiers</li> <li>g. objective and subjective use of modals</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook activities</li> <li>2. Practice workbook activities</li> <li>3. Writing, audio and video activities</li> <li>4. Communicative activities – pair and small group situations</li> <li>5. Read and discuss authentic texts relating to Germans’ attitudes and perspectives towards themselves and their role in history</li> <li>6. Identify and pair-share the qualities that make good friends-write a short composition describing your best friend.</li> <li>7. Ancillary materials 8. Practice AP, SAT II, or NAATG tests</li> </ol>	<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>

Umwelt - Umweltschutz

Unit 8.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<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"> <li>1. utilize techniques to initiate, maintain, &amp; end conversations</li> <li>2. read with comprehension newspaper articles dealing with the environment; recycling</li> <li>3. discuss "greenhouse effect" &amp; "throw-away mentality"</li> <li>4. discuss keeping the environment clean</li> <li>5. write an essay about what one could do for the environment</li> <li>6. present topics of environmental issues of interest using the Internet, newspapers, magazines, research etc.</li> <li>7. compare and contrast recycling programs in the US and in Germany, Austria or Switzerland</li> <li>8. review grammatical structures:                             <ol style="list-style-type: none"> <li>a. passive voice</li> <li>b. participle in passive vs. as predicate adjective</li> <li>c. summary uses of werden</li> <li>d. alternatives to passive voice</li> <li>e. subjunctive I (wishes, commands, requests)</li> <li>f. indirect discourse(subjunctive I)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook activities</li> <li>2. Practice workbook activities</li> <li>3. Writing, audio and video activities</li> <li>4. Communicative activities – pair and small groups situations</li> <li>5. Present individual reports and research activities dealing with the environment-use internet, magazines and newspapers</li> <li>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.</li> <li>7. Ancillary materials</li> <li>8. Practice AP, SAT II or NAATG tests</li> </ol>	<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/](http://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/](http://www.state.nj.us/education/aps/cccs/wl/action/)**

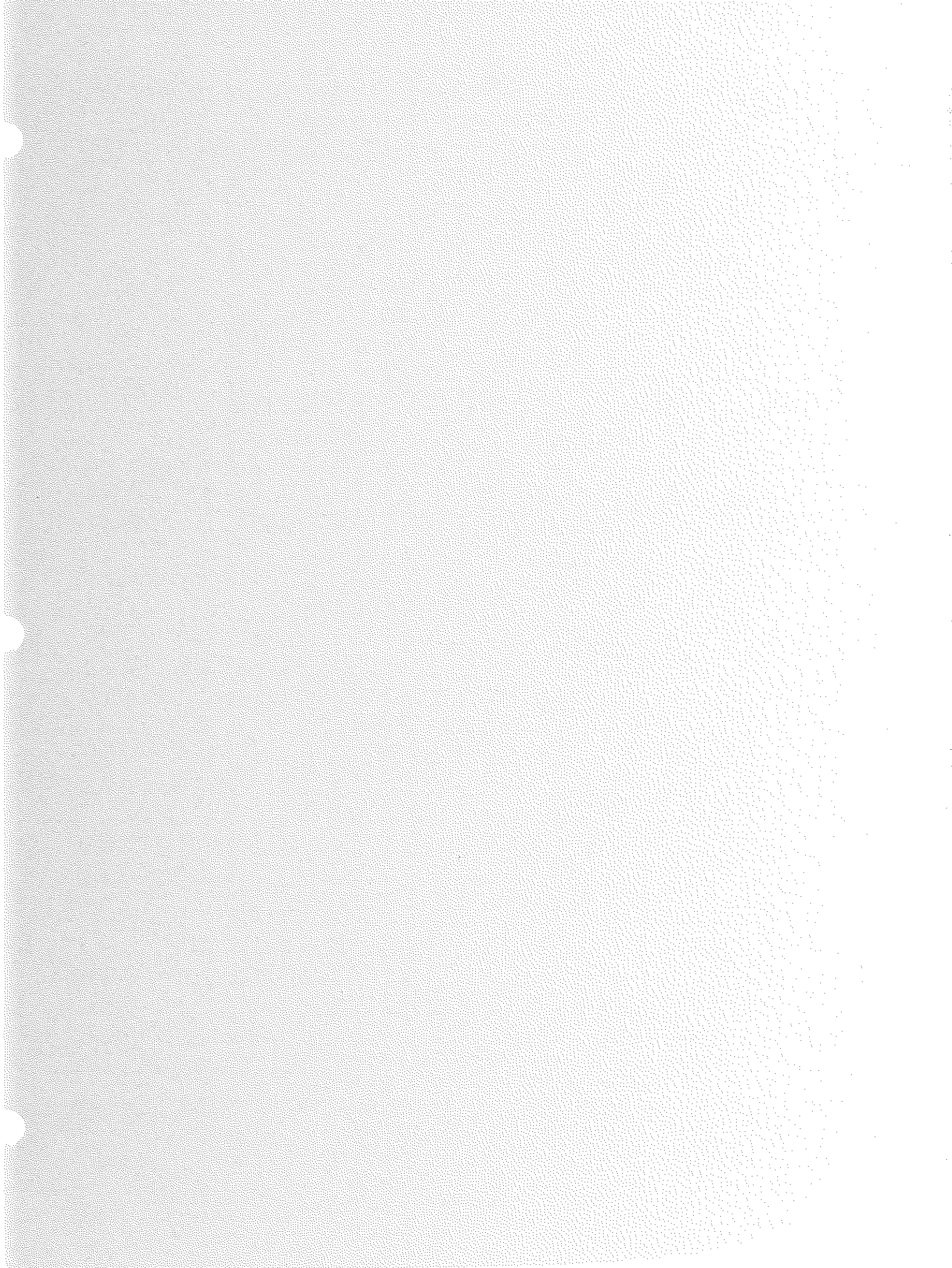
**New Jersey Scoring Rubric**

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

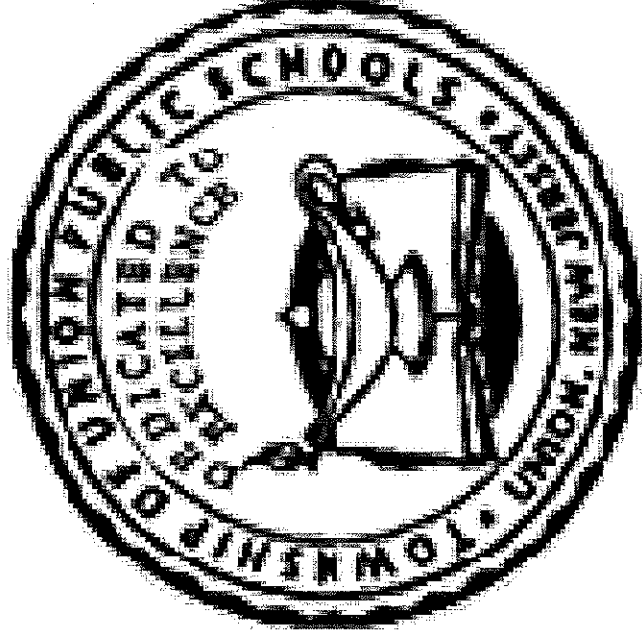
World Languages, Assessments - State of New Jersey  
[www.state.nj.us/education/archive/frameworks/.../appendb.pd...](http://www.state.nj.us/education/archive/frameworks/.../appendb.pd...)

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



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TOWNSHIP OF UNION PUBLIC SCHOOLS

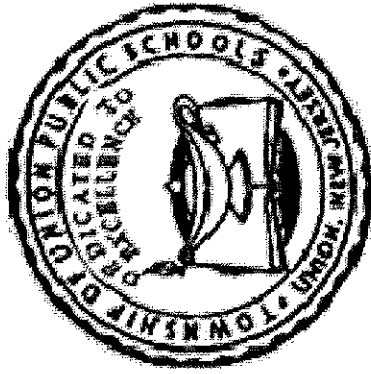


# *German - 7<sup>th</sup> Grade Cycle*

## **Curriculum Guide**

Curriculum Guide Approved June 2016





## **Board Members**

**Vito Nufrio, President**

**David Arminio, Vice President**

**Steven Le**

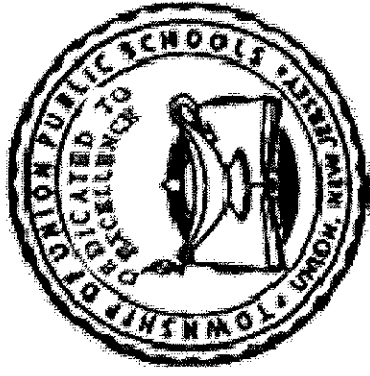
**Guy Francis**

**Ronald McDowell**

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**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**

Administration

Superintendent .....Mr. Gregory Tatum

Assistant Superintendent .....Dr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/Technology .....Ms. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

## DEPARTMENT SUPERVISORS

All Academic Areas K-2 .....	Ms. Maureen Corbett
Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Theresa Matthews
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

# ***German – 7<sup>th</sup> Grade Cycle***

**Curriculum Committee Members**

**Susan Roberts  
Laura Detjen**

## Table of Contents

Title Page	p.1
Board Members	p.2
Administration	p.3
Department Supervisors	p.4
Curriculum Committee	p.5
Table of Content	p.6
District Mission/Philosophy Statement	p.7
District Goals	p.8
Course Description/ Recommended Texts	p.9
Course Proficiencies	p.10
Curriculum Units	p.11-17
Appendix: New Jersey Core Curriculum Content Standards/Scoring Rubric	

## **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.

## **Course Description**

This is a six week introductory German course designed to give each student exposure to the German language and culture.

## **Recommended Textbooks**

Exploring German



## Course Proficiencies

Students will be able to...

- ... understand the widespread influence of the German language and cultures.
- ... develop positive attitudes toward an appreciation of the German speaking people, their language and culture, through the use of the learning materials provided.
- ... pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.
- ... accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues and dictations.
- ... accurately identify the German speaking countries, their capitals and major cities, geographic features and historic landmarks.
- ... create and respond to simple phrases, questions and sentences frequently used in the classroom and respond accordingly, including; greetings, expressions of courtesy, sound out the alphabet using the correct pronunciation, days, months and seasons of the year, expressions of weather, numbers – 0 – 100 and classroom objects and classroom commands.

## Curriculum Units

Unit 1: Introduction to the German world

Unit 2: Greetings

Unit 3: The Numbers (0-100)

Unit 4: The Days and Months

Unit 5: The Weather and Seasons

Unit 6: Classroom Objects and Commands

## Pacing Guide- German 6th Grade Cycle

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Introduction to the German Speaking World	5 days
<u>Unit 2:</u> The Greetings	5 days
<u>Unit 3:</u> The Numbers	5 days
<u>Unit 4:</u> The Days and Months	5 days
<u>Unit 5:</u> The Weather and Seasons	5 days
<u>Unit 6:</u> Classroom Objects and Commands	5 days

### Unit 1: Introduction to the German speaking world

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> <li>1. What are the German speaking countries?</li> <li>2. What is the value of learning German?</li> <li>3. What are cognates?</li> <li>4. What German cognates do I already know?</li> <li>5. How are German and English related to each other?</li> <li>6. How does knowing German effect my educational and career options?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the benefits of studying another language and culture.</li> <li>2. Describe the origin of the German language and where it is spoken in the world.</li> <li>3. Identify the German speaking countries of the world, their capitals and major cities, geographic features and historic landmarks.</li> <li>4. Talk about new vocabulary through the recognition of cognates</li> <li>5. Compare German and English pronunciation of vowels and intonation</li> <li>6. Pronounce and recognize the sounds of the German alphabet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the influence of the Germanic language and culture.</li> <li>2. Discuss German speaking countries where German is spoken.</li> <li>3. Create maps of the German speaking countries identifying cities and geographic features.</li> <li>4. Discuss jobs related to Foreign Languages.</li> <li>5. Find current events in the newspaper/internet about a German Speaking country or person.</li> <li>6. Identify flags and symbols of the German speaking countries</li> <li>7. In groups of three, find cognates in different categories. (animals/goods/etc.)</li> <li>8. Global Toss – Pass an inflatable globe to a classmate, each time the ball is tossed the next letter is stated.</li> <li>9. Recite/Sing the alphabet (march).</li> <li>10. Spelling Bee.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classwork</li> <li>2. Homework</li> <li>3. Quiz</li> <li>4. Oral responses</li> <li>5. Participation</li> <li>6. Oral presentation</li> <li>7. Observation</li> <li>8. Questioning</li> <li>9. Map activity</li> <li>10. Group work</li> <li>11. Games</li> <li>12. Songs</li> </ol>

## Unit 2: Greetings (Greetings/Courtesy/Introductions)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ol style="list-style-type: none"> <li>1. How do I greet someone in German?</li> <li>2. How do I ask someone his/her name and tell him/her my name?</li> <li>3. How do I ask how someone is feeling and express how I am feeling?</li> <li>4. When do I use the formal and informal forms f you (du vs. Sie)</li> <li>5. How do I tell someone my age or ask for his or her age?</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce yourself and say how you are and where you are from.</li> <li>2. Use formal and informal greetings (du vs. Sie).</li> <li>3. Greet people according to the time of day.</li> <li>4. Tell your age, phone number and the date.</li> <li>5. Use courtesy expressions.</li> <li>6. Ask for and give information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ausweiss – Complete the application for a passport in German.</li> <li>2. Human Bingo – Getting to know you.</li> <li>3. Exchange names and present basic introductions.</li> <li>4. Create a conversation asking and exchanging basic personal information.</li> <li>5. Complete a crossword puzzle using the Greetings and Expressions of Courtesy vocabulary.</li> <li>6. Mein Tag Story – create a story about your day inserting at least 10 phrases from this unit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class work</li> <li>2. Homework</li> <li>3. Quiz</li> <li>4. Participation</li> <li>5. Portfolio assessments</li> <li>6. Dialogues/Role plays</li> <li>7. Listening comp.</li> <li>8. Dictation</li> <li>9. Video clips</li> <li>10. Performance based assessments</li> <li>11. Oral presentations</li> </ol>

### Unit 3: Numbers (0 – 100)

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CP/s)</i>	Activities	Assessments
<ol style="list-style-type: none"> <li>1. How do I express the numbers from 0-9 in German?</li> <li>2. What pattern appears in the teens in German?</li> <li>3. How are the numbers from 21-99 formed in German?</li> <li>4. What are the similarities and differences between German numbers and English numbers?</li> </ol>	<ol style="list-style-type: none"> <li>1. Count</li> <li>2. Perform basic mathematical functions</li> <li>3. Relate numbers to geometric figures</li> <li>4. Comprehend costs in a store setting – The Euro.</li> <li>5. Give your phone number</li> <li>6. Talk about the weather.</li> <li>7. Talk about important dates.</li> </ol>	<ol style="list-style-type: none"> <li>1. Call and Response</li> <li>2. Fly swatter Activity</li> <li>3. Number Challenge</li> <li>4. I'm thinking of a number game</li> <li>5. Crossword puzzles/word searches</li> <li>6. Conduct a survey</li> <li>7. Identify the prices of store items from actual German food stores, clothing shops, etc.</li> <li>8. Identify age, house number, telephone number, birthday.</li> <li>9. Practice with sequencing.</li> <li>10. Textbook scavenger hunt.</li> <li>11. Bingo</li> </ol>	<ol style="list-style-type: none"> <li>1. Class work</li> <li>2. Homework</li> <li>3. Quiz</li> <li>4. Participation</li> <li>5. Portfolio assessments</li> <li>6. Dialogues/Role plays</li> <li>7. Listening comp.</li> <li>8. Dictation</li> <li>9. Video clips</li> <li>10. Performance based assessments</li> <li>11. Oral presentations</li> </ol>

### 1. Unit 4: The Days and Months

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> <li>How are days and months expressed in German?</li> <li>What are the origins of the names of the days and months in German?</li> <li>What similarities exist between the English and German names for the seasons and months?</li> <li>How do I express a date in German?</li> <li>How do I ask someone when his/her birthday is?</li> <li>How do I tell someone when my birthday is?</li> </ol>	<ol style="list-style-type: none"> <li>Recognize and say the days of the week.</li> <li>Describe the mythological derivations of the days of the week.</li> <li>Recognize and say the months of the year.</li> <li>Recognize and say seasons of the year</li> <li>Say the day and date using ordinal numbers.</li> <li>Ask when and say when someone has a birthday.</li> </ol>	<ol style="list-style-type: none"> <li>Create a German calendar page with month, days, and dates.</li> <li>Ask and answer when students have their birthdays.</li> <li>Create a birthday by month chart.</li> <li>Days of the week game</li> <li>Months of the year game</li> <li>Today, tomorrow, yesterday practice</li> <li>Partner practice with "When is" ... question, and on (day) response.</li> </ol>	<ol style="list-style-type: none"> <li>Class work</li> <li>Homework</li> <li>Quiz</li> <li>Participation</li> <li>Portfolio assessments</li> <li>Dialogues/Role plays</li> <li>Listening comp.</li> <li>Dictation</li> <li>Video clips</li> <li>Performance based assessments</li> <li>Oral presentations</li> </ol>

### Unit 5: The Weather and Seasons

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> <li>1. What are the names of the seasons in German?</li> <li>2. What months fall into each season?</li> <li>3. How do I ask for weather conditions in German?</li> <li>4. How do I express weather conditions in German?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask about the weather</li> <li>2. Describe weather conditions.</li> <li>3. Ask the season of the year.</li> <li>4. Identify seasons of the year.</li> <li>5. Match weather conditions and seasons of the year.</li> <li>6. Recognize noun/verb relationship in regard to weather.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create flash cards that represent various weather conditions</li> <li>2. Create posters representing and labeling the seasons of the year.</li> <li>3. Give a weather forecast for various German speaking cities.</li> <li>4. Weather item game (sunglasses, umbrella, scarf, etc.)</li> <li>5. Build weather cubes with weather images on sides.</li> <li>6. Draw noun/verb flashcards.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class work</li> <li>2. Homework</li> <li>3. Quiz</li> <li>4. Participation</li> <li>5. Portfolio assessments</li> <li>6. Dialogues/Role plays</li> <li>7. Listening comp.</li> <li>8. Dictation</li> <li>9. Video clips</li> <li>10. Performance based assessments</li> <li>11. Oral presentations</li> </ol>

### Unit 6: Classroom Objects and Commands



Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> <li>1. What are the names of common classroom objects in German?</li> <li>2. How do I say, "That is a...." in German?</li> <li>3. What are the genders of German objects?</li> <li>4. What are the definite and indefinite articles in German?</li> <li>5. How do I express classroom commands in German?</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask about and identify objects in complete German sentences.</li> <li>2. Label articles by type and gender</li> <li>3. Give and follow simple classroom commands in German.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is in my backpack? Identification game.</li> <li>2. Classroom object Bingo</li> <li>3. Classroom commands Simon says</li> <li>4. Label objects in the room</li> <li>5. Crossword puzzles/Word Searches</li> <li>6. Who has...? game</li> </ol>	<ol style="list-style-type: none"> <li>1. Class work</li> <li>2. Homework</li> <li>3. Quiz</li> <li>4. Participation</li> <li>5. Portfolio assessments</li> <li>6. Dialogues/Role plays</li> <li>7. Listening comp.</li> <li>8. Dictation</li> <li>9. Video clips</li> <li>10. Performance based assessments</li> <li>11. Oral presentations</li> </ol>

**New Jersey Core Curriculum Content Standards**  
**Academic Area**

[http://www.state.nj.us/education/cccs/2004/s3\\_lal.pdf](http://www.state.nj.us/education/cccs/2004/s3_lal.pdf)

**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**

Cycle Rubrics

<b>German Role Play Rubric</b>				
	<b>SEHR GUT 4 pts</b>	<b>GUT 3 pts</b>	<b>AUSREICHEND 2 pts</b>	<b>UNGENÜGEND 1 pts</b>
<b>Skit requirements met</b> Content Mastery Requirements- Each actor spoke using complete sentencinq/questioning. Vocabulary, verbs and phrases from the chosen chapter's voc.	All of the content requirements were met. Utilizes a wide variety of vocabulary. Takes risks and expands length of sentences by using connectors.	All or about 90% of the content requirements were met. Utilizes a variety of vocabulary and sentences are simple.	Most (about 75%) of the content requirements were met. Utilizes limited or minimal vocabulary expressions and sentences are short.	Many content requirements were not met. Utilizes limited vocabulary, some of which is inaccurate or irrelevant to the task.
<b>Neatness/Accuracy of Written Copy</b>	The final draft is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. Little to no spelling or grammar errors. It looks like the student took great pride in it.	The final draft is readable, neat, and attractive. It may have one or two erasures and a few spelling or grammar errors, but they are not distracting. It looks like the student took some pride in it.	The final draft is readable and some of the words are attractive. It looks like parts of it might have been done in a hurry. Many errors in spelling and grammar that may impede on comprehensibility.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. Many errors in spelling and grammar impede on comprehensibility.
<b>Time Management</b>	Stayed focused during writing and practice times. Student was engaged and collaborated with group members. S/he was never off-task and made excellent use of time.	Stayed focused the majority of the time during writing and practice times. Mostly contributed to group writing/planning having to be reminded 1 time to refocus.	Was playful during group planning and did not collaborate as directed. Had to be redirected to task more than 1 time. Did not make "best" use of time.	Was playful and distracted others during group planning. Did not contribute to group planning of skit. Allowed group members to do his/her share of the work. Wasted time.
<b>Spkg Clarity/Fluency/Pronunciation</b>	Speaks clearly and distinctly all the time with no unnatural pauses or distractions. Perfect or nearly perfect pronunciation.	Speaks clearly and no distinctly most of the time with one unnatural pause/distraction. Good German pronunciation, with only a couple words mispronounced.	Speaks clearly and distinctly during half of the presentation with some unnatural pauses/distractions. Several German words are mispronounced.	Often mumbles and cannot be understood OR has multiple distractions and unnatural pauses. More than half of German words are mispronounced.
<b>Preparedness</b>	Student is completely	Student seems pretty	The student is somewhat	Student does not seem at

prepared and has obviously rehearsed. Minimal dependency on script.

prepared but might have needed a couple more rehearsals. Reliant on the script that greatly impedes on the fluidity of the skit.

prepared, but it is clear that rehearsal was lacking. Lots of hesitation and reliance on script that greatly impedes on the fluidity of the skit.

all prepared to present. Script may not be completed or student may not have his or her copy of the script.

Class Group Performance		A 4 pts	B 3 pts	C 2 pts	D 1 pts	F 0 pts
<b>VOCABULARY</b>	A	Student will read all of their words correctly.	B	C	D	F
			Student will read at least 8 of their words correctly.	Student will read at least 5 of their words correctly.	Student will read at least 3 of their words correctly.	Student could not read any of their words.
<b>PARTICIPATION</b>	A	Student actively participates in group gatherings daily all week long.	B	C	D	F
			Student participates at least 4 times during the week.	Student participates at least 3 times during the week.	Student participates at least 2 times during the week.	Student did not participate at any time during the week.
<b>LISTENING SKILLS</b>	A	Student actively listens during each group gatherings all week.	B	C	D	F
			Student was reminded 1 time to pay attention during group gatherings all week.	Student was reminded 2-3 times to pay attention during group gatherings all week.	Student was reminded 4-5 times to pay attention during group gatherings all week.	Student was continually reminded to pay attention during group gatherings all week.
<b>COMPREHENSION</b>	A	Student was able to respond correctly to all questions about the story.	B	C	D	F
			Student was able to respond correctly to 3 questions about the story.	Student was able to respond correctly to 2 questions about the story.	Student was able to respond to 1 question about the story.	Student was unable or unwilling to respond to any questions about the story.
<b>ORAL READING</b>	A		B	C	+	F

Student will read the passage with no errors

Student will read the passage with no more than 1 error.

Student will read the passage with no more than 2-3 errors.

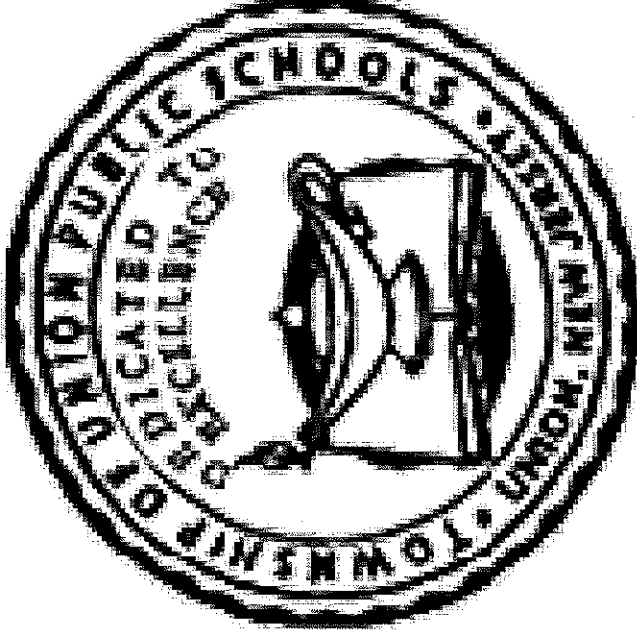
Student will read the passage with no more than 4 errors.

Student was unable or unwilling to read the passage.



99

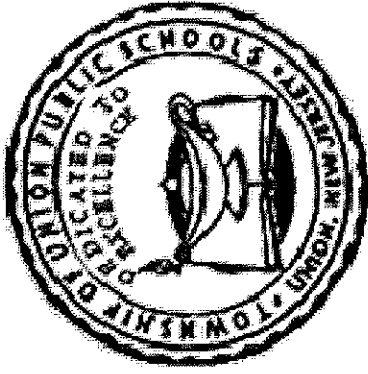
TOWNSHIP OF UNION PUBLIC SCHOOLS



# ***French-7<sup>th</sup> Grade Cycle***

## **Curriculum Guide**

Curriculum Guide Approved June 2016



## **Board Members**

**Vito Nufrio, President**

**David Arminio, Vice President**

**Steven Le**

**Guy Francis**

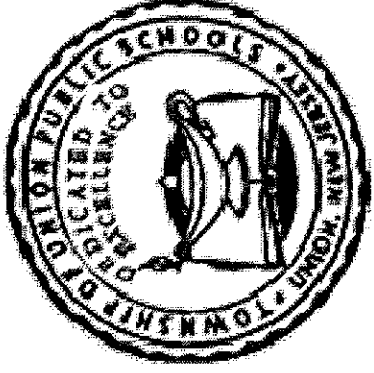
**Ronald McDowell**

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**TOWNSHIP OF UNION PUBLIC SCHOOLS**

**Administration**

**Superintendent .....Mr. Gregory Tatum**

**Assistant Superintendent .....Dr. Noreen Lishak**

**Assistant Superintendent.....Ms. Ann Moses**

**Director of Student Information/Technology .....Ms. Ann M. Hart**

**Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionfa**

## DEPARTMENT SUPERVISORS

All Academic Areas K-2 .....	Ms. Maureen Corbett
Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Theresa Matthews
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

# ***French-7<sup>th</sup> Grade Cycle***

**Curriculum Committee Members**

**Laura Detjen**

**Susan Roberts**

# Table of Contents

Title Page	p.1
Board Members	p.2
Administration	p.3
Department Supervisors	p.4
Curriculum Committee	p.5
Table of Content	p.6
District Mission/Philosophy Statement	p.7
District Goals	p.8
Course Description	p.9
Recommended Texts	p.10
Course Proficiencies	p.11
Curriculum Units	p.12-17

## **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**

**This is a six week introductory French course designed to give each student exposure to the French language and culture.**

### **Recommended Textbooks**

**Exploring French**

## Course Proficiencies

Students will be able to...

...understand the widespread influence of the French language and culture.

...develop positive attitudes toward and appreciation of the French speaking people, their language and culture, through the use of the learning materials provided.

...pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.

...accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues, dictations and projects.

...accurately identify various French speaking countries of the world and identify historic landmarks and sites of Paris.

...create and respond to simple phrases, questions and sentences frequently used in the classroom and respond accordingly, including: greetings, expressions of courtesy and the date.

...recite the French alphabet; count to 60; describe family, colors and clothing; order food and drink in a café and pay the bill in Euros.



## Curriculum Units

Unit 1: French Speaking World/Greetings/Feelings

Unit 2: Numbers to 31/Days/Months

Unit 3: Family/Animals

Unit 4: Clothing/Colors/Fashion

Unit 5: Food/Currency/Numbers to 60

Unit 6: Geography/Paris

## Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> French Speaking World/Greetings/Feelings	5 days
<u>Unit 2:</u> Numbers to 31/Days/Months	5 days
<u>Unit 3:</u> Family/Animals	5 days
<u>Unit 4:</u> Clothing/Colors/Fashion	5 days
<u>Unit 5:</u> Food/Currency/Numbers to 60	5 days
<u>Unit 6:</u> Geography/Paris	5 days

### Unit 1: French Speaking World/Greetings/Feelings

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> <li>1. What are the French speaking countries?</li> <li>2. Where is French spoken in the USA?</li> <li>3. Where is French spoken in our community?</li> <li>4. What is the value of learning French?</li> <li>5. What are cognates?</li> <li>6. What cognates do I already know?</li> <li>7. How do I say my name in French?</li> <li>8. How do we greet each other differently?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the benefits of studying another language and culture.</li> <li>2. Describe the origin of the French language and where it is spoken in the world.</li> <li>3. Identify various French-speaking countries of the world.</li> <li>4. Talk about new vocabulary through the recognition of cognates.</li> <li>5. Pronounce and recognize the sounds of the French alphabet.</li> <li>6. Introduce yourself and say how you are</li> <li>7. Use formal and informal greetings (tu vs. vous).</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the influence of the French language and culture.</li> <li>2. Discuss French speaking parts of the world.</li> <li>3. Identify cognates.</li> <li>4. Recite/sing the alphabet.</li> <li>5. Exchange names and present basis introductions.</li> <li>6. Create a conversation asking feelings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classwork</li> <li>2. Homework</li> <li>3. Songs</li> <li>4. Video Clips</li> <li>5. Participation</li> <li>6. Dialogue (Quiz)</li> <li>7. Observation</li> <li>8. Questioning</li> <li>9. Map Activity</li> <li>10. Groupwork</li> </ol>

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**Unit 2: Numbers to 31/Days/Months**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> <li>How are numbers in French different than English?</li> <li>How do you write the date in French?</li> <li>What are the capitalization rules in French regarding days and months of the year?</li> <li>What is the origin of the months and days?</li> <li>How are calendars different in the United States and France?</li> </ol>	<ol style="list-style-type: none"> <li>Count to 31</li> <li>Perform basic mathematical functions.</li> <li>Give your age.</li> <li>Recognize and say the days of the week and months of the year.</li> <li>Say the day and date.</li> <li>Tell your birthday and other holidays.</li> </ol>	<ol style="list-style-type: none"> <li>Call and Response</li> <li>Four Corners</li> <li>Number Challenges</li> <li>Crossword puzzles/word searches</li> <li>Identify age and birthday.</li> <li>Practice with sequencing.</li> <li>Whack-a-mole smartboard game 1-20.</li> </ol>	<ol style="list-style-type: none"> <li>Classwork</li> <li>Homework</li> <li>Quiz 1-20</li> <li>Participation</li> <li>Smart exchange games</li> <li>Listening comprehension</li> <li>Dictation</li> <li>Performance based assessments</li> </ol>

**Unit 3: Family/Animals**

<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>Who are the members of my family?</li> <li>Who lives with me?</li> <li>Who typically lives in a French home?</li> <li>What do French families do together?</li> <li>How do families celebrate holidays?</li> <li>What are common French pets?</li> </ol>	<p><b>Instructional Objectives/ Skills and Benchmarks (CP/s)</b></p> <ol style="list-style-type: none"> <li>Tell one's age, name and relationship.</li> <li>Identify and describe family members and pets.</li> <li>Define articles and gender.</li> <li>"Qui" – who questions and answers.</li> <li>Possessive pronouns (first and second person)</li> </ol>	<p><b>Activities</b></p> <ol style="list-style-type: none"> <li>Video activity worksheets.</li> <li>Ask/answer vocabulary related questions in power-point.</li> <li>Create a family tree of your family or fantasy/television family using relationship and ages.</li> <li>Present family tree.</li> <li>Student Q/A about family.</li> <li>Crossword puzzle</li> </ol>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>Classwork</li> <li>Homework</li> <li>Quiz</li> <li>Participation</li> <li>Listening comprehension</li> <li>Dictation</li> <li>Video clips</li> <li>Oral presentations</li> </ol>

### Unit 4: Clothing/Colors/Fashion

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> <li>1. What are the French colors?</li> <li>2. How are colors(adjectives) different in French than in English?</li> <li>3. How do French teenagers dress differently than Americans?</li> <li>4. What are some French designers?</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss "agreement" in French grammar.</li> <li>2. Identify colors in French.</li> <li>3. Identify clothing.</li> <li>4. Discuss masculine/feminine form of colors when describing what you're wearing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Coloring with power-point and flash cards.</li> <li>2. Create a list of clothing vocabulary from a video of French commercials.</li> <li>3. Tell what clothing items you would wear for each season.</li> <li>4. Text/workbook exercises.</li> <li>5. Create a clothing collage word wall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classwork</li> <li>2. Homework</li> <li>3. Quiz</li> <li>4. Participation</li> <li>5. Listening comprehension</li> <li>6. Dictation</li> <li>7. Video clips</li> <li>8. Oral presentations</li> </ol>

**Unit 5: Food/Currency/Numbes to 60**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> <li>1. How do I count past 20 in French?</li> <li>2. What is the currency of France?</li> <li>3. How are the meals of the day different in France?</li> <li>4. What are typical snacks for French teenagers?</li> <li>5. What are some French foods?</li> <li>6. How do I ask for things politely?</li> </ol>	<ol style="list-style-type: none"> <li>1. Count to 60</li> <li>2. To identify items and prices on a French café menu.</li> <li>3. To order food and drink politely.</li> <li>4. To pay the bill.</li> <li>5. To understand and use the current exchange rate.</li> <li>6. To recognize French food specialities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take notes on set of ten to 60.</li> <li>2. Buzz, bingo and other smartboard numbers games.</li> <li>3. Discuss "French in the kitchen"</li> <li>4. Read about French cuisine.</li> <li>5. Discuss the meals of the day in France.</li> <li>6. Watch dvd of French café.</li> <li>7. Create a dialogue in groups role-playing customer/waiter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classwork</li> <li>2. Homework</li> <li>3. Quiz</li> <li>4. Participation</li> <li>5. Listening comprehension</li> <li>6. Dictation</li> <li>7. Video clips</li> <li>8. Oral presentations</li> </ol>

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**Unit 6: Geography/Paris**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> <li>1. What countries border France?</li> <li>2. Where is Paris and what is it like geographically?</li> <li>3. What are some places to visit in Paris?</li> <li>4. What is the time difference between New Jersey and France?</li> <li>5. How is Paris different than New York city or Union?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify major landmarks of Paris.</li> <li>2. Express 3 reasons why you would go to Paris in a five paragraph essay or pictogram.</li> <li>3. Demonstrate reading comprehension and map skills.</li> <li>4. Find the French speaking countries and their capitals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Color and label map of France.</li> <li>2. Cultural readings.</li> <li>3. Textbook and workbook exercises.</li> <li>4. Paris power-point.</li> <li>5. <i>Passport to Paris</i> movie.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classwork</li> <li>2. Homework</li> <li>3. Quiz</li> <li>4. Participation</li> <li>5. Listening comprehension</li> <li>6. Dictation</li> <li>7. Video clips</li> <li>8. Oral presentations</li> </ol>



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**New Jersey Core Curriculum Content Standards**  
**Academic Area**

**[http://www.state.nj.us/education/cccs/2004/s3\\_lal.pdf](http://www.state.nj.us/education/cccs/2004/s3_lal.pdf)**

**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

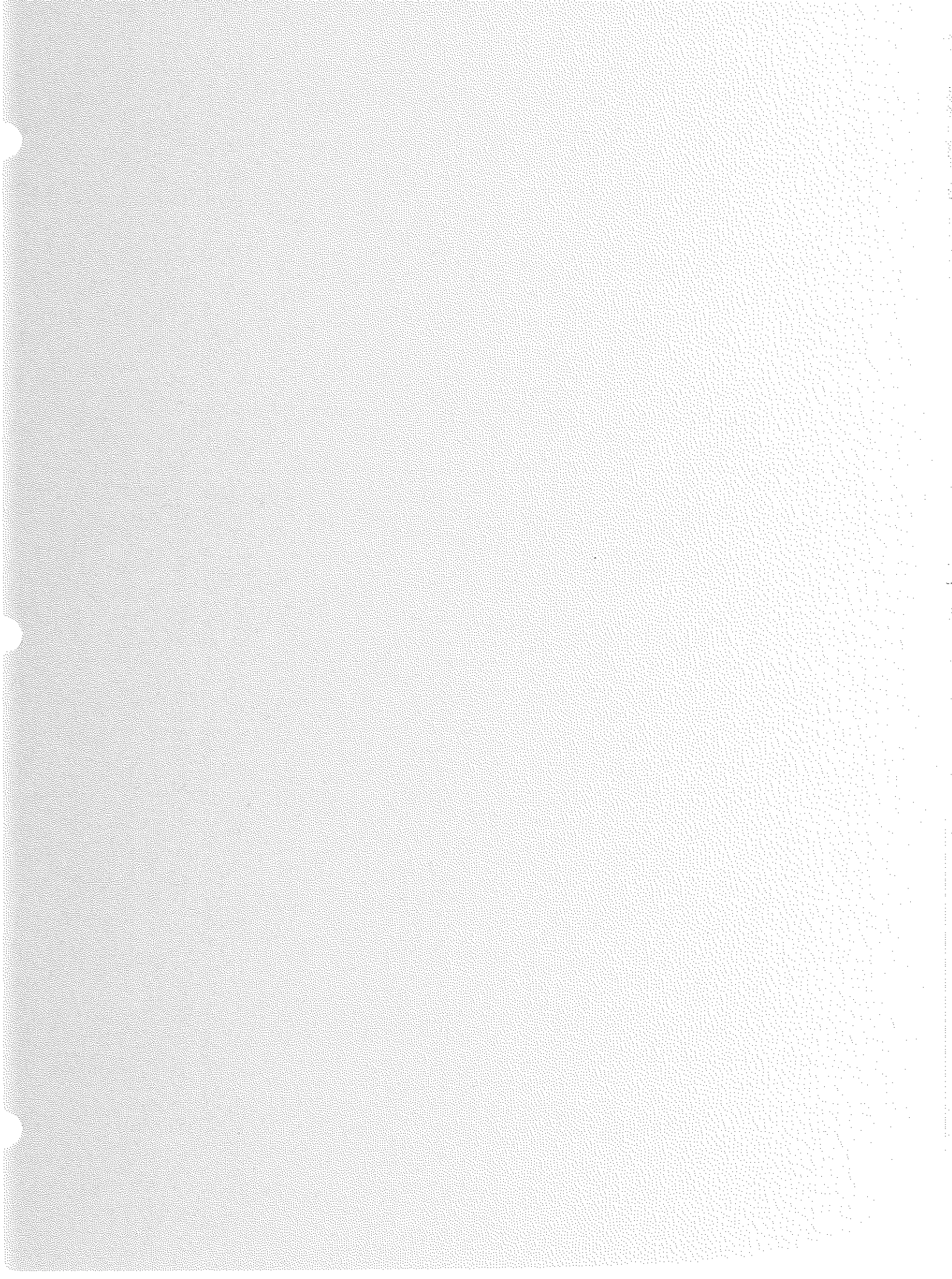
### Cycle Rubrics

French Role Play Rubric		TRES BIEN 4 pts	BIEN 3 pts	CA VA 2 pts	MAL 1 pts
<b>Skit requirements met</b> Content Mastery Requirements- Each actor spoke using complete sentencing/questioning. Vocabulary, verbs and phrases from the chosen chapter's voc.	<b>TRES BIEN</b> All of the content requirements were met. Utilizes a wide variety of vocabulary. Takes risks and expands length of sentences by using connectors.	<b>BIEN</b> All or about 90% of the content requirements were met. Utilizes a variety of vocabulary and sentences are simple.	<b>CA VA</b> Most (about 75%) of the content requirements were met. Utilizes limited or minimal vocabulary expressions and sentences are short.	<b>MAL</b> Many content requirements were not met. Utilizes limited vocabulary, some of which is inaccurate or irrelevant to the task.	
<b>Neatness/Accuracy of Written Copy</b>	<b>TRES BIEN</b> The final draft is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. Little to no spelling or grammar errors. It looks like the student took great pride in it.	<b>BIEN</b> The final draft is readable, neat, and attractive. It may have one or two erasures and a few spelling or grammar errors, but they are not distracting. It looks like the student took some pride in it.	<b>CA VA</b> The final draft is readable and some of the words are attractive. It looks like parts of it might have been done in a hurry. Many errors in spelling and grammar that may impede on comprehensibility.	<b>MAL</b> The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. Many errors in spelling and grammar impede on comprehensibility.	
<b>Time Management</b>	<b>TRES BIEN</b> Stayed focused during writing and practice times. Student was engaged and	<b>BIEN</b> Stayed focused the majority of the time during writing and practice times.	<b>CA VA</b> Was playful during group planning and did not collaborate as directed. Had	<b>MAL</b> Was playful and distracted others during group planning. Did not contribute	

<p>collaborated with group members. S/he was never off-task and made excellent use of time.</p>	<p>Mostly contributed to group writing/planning having to be reminded 1 time to refocus.</p>	<p>to be redirected to task more than 1 time. Did not make "best" use of time.</p>	<p>to group planning of skit. Allowed group members to do his/her share of the work. Wasted time.</p>
<p><b>TRES BIEN</b> Speaks clearly and distinctly all the time with no unnatural pauses or distractions. Perfect or nearly perfect pronunciation.</p>	<p><b>BIEN</b> Speaks clearly and no distinctly most of the time with one unnatural pause/distraction. Good French pronunciation, with only a couple words mispronounced.</p>	<p><b>CA VA</b> Speaks clearly and distinctly during half of the presentation with some unnatural pauses/distractions. Several French words are mispronounced.</p>	<p><b>MAL</b> Often mumbles and cannot be understood OR has multiple distractions and unnatural pauses. More than half of French words are mispronounced.</p>
<p><b>TRES BIEN</b> Student is completely prepared and has obviously rehearsed. Minimal dependency on script.</p>	<p><b>BIEN</b> Student seems pretty prepared but might have needed a couple more rehearsals. Reliant on script that may impede on the fluidity of the skit.</p>	<p><b>CA VA</b> The student is somewhat prepared, but it is clear that rehearsal was lacking. Lots of hesitation and reliance on script that greatly impedes on the fluidity of the skit.</p>	<p><b>MAL</b> Student does not seem at all prepared to present. Script may not be completed or student may not have his or her copy of the script.</p>

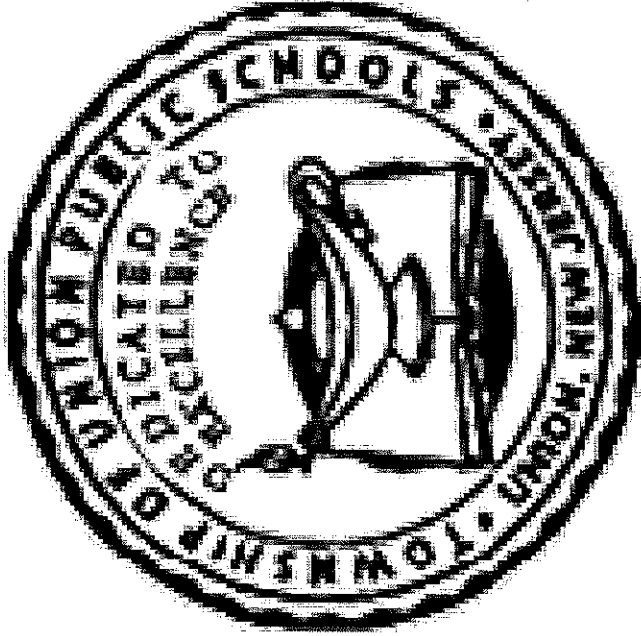
Reading Group Performance				
A+	B+	C+	D+	F
4 pts	3 pts	2 pts	1 pts	0 pts
<b>VOCABULARY</b>	A+	B+	C+	F
Student will read all of their words correctly.	Student will read at least 8 of their words correctly.	Student will read at least 5 of their words correctly.	Student will read at least 3 of their words correctly.	Student could not read any of their words.
<b>PARTICIPATION</b>	A+	B+	C+	F
Student actively participates in group gatherings daily all week long.	Student participates at least 4 times during the week.	Student participates at least 3 times during the week.	Student participates at least 2 times during the week.	Student did not participate at any time during the week.

<b>LISTENING SKILLS</b>	<b>A+</b> Student actively listens during each group gatherings all week.	<b>B+</b> Student was reminded 1 time to pay attention during group gatherings all week.	<b>C+</b> Student was reminded 2-3 times to pay attention during group gatherings all week.	<b>D+</b> Student was reminded 4-5 times to pay attention during group gatherings all week.	<b>F</b> Student was continually reminded to pay attention during group gatherings all week.
	<b>A+</b> Student was able to respond correctly to all questions about the story.	<b>B+</b> Student was able to respond correctly to 3 questions about the story.	<b>C+</b> Student was able to respond correctly to 2 questions about the story.	<b>D+</b> Student was able to respond to 1 question about the story.	<b>F</b> Student was unable or unwilling to respond to any questions about the story.
<b>COMPREHENSION</b>	<b>A+</b> Student will read the passage with no errors	<b>B+</b> Student will read the passage with no more than 1 error.	<b>C+</b> Student will read the passage with no more than 2-3 errors.	<b>D+</b> Student will read the passage with no more than 4 errors.	<b>F</b> Student was unable or unwilling to read the passage.
	<b>A+</b> Student will read the passage with no errors	<b>B+</b> Student will read the passage with no more than 1 error.	<b>C+</b> Student will read the passage with no more than 2-3 errors.	<b>D+</b> Student will read the passage with no more than 4 errors.	<b>F</b> Student was unable or unwilling to read the passage.



nh

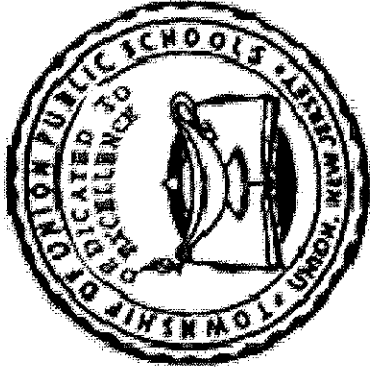
TOWNSHIP OF UNION PUBLIC SCHOOLS



# *Spanish 2*

## **Curriculum Guide**

Curriculum Guide Approved June 2016



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**Steven Le**

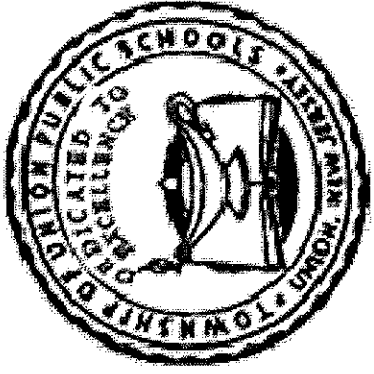
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# ***Spanish 2***

**Nicole Marie Placca  
Linda Maria Castañeda**

# **Table of Contents**

<b>Title Page</b>
<b>Board Members</b>
<b>Administration</b>
<b>Department Supervisors</b>
<b>Curriculum Committee</b>
<b>Table of Content</b>
<b>District Mission/Philosophy Statement</b>
<b>District Goals</b>
<b>Course Description</b>
<b>Recommended Texts</b>
<b>Course Proficiencies</b>
<b>Curriculum Units</b>
<b>Appendix: New Jersey Core Curriculum Content Standards</b>

## **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**

This is the second high school course in the study of the Spanish language. Students will continue to develop the fundamentals of correct pronunciation, verb conjugations and speaking with more fluency. This course exposes students to common regular and irregular verb structures in present and past tense structures alongside of Hispanic Culture. They will also acquire an expanded vocabulary while reading and writing at the mid-novice level.

## **Recommended Textbooks**

Aventura, Español 2

by Rolando Castellanos  
Paul J. Hoff  
Charise Litteken

## Course Proficiencies

### **Students will be able to...**

- utilize regular and irregular verbs in future, present, and past tenses to express themselves verbally and through writing
- express opinions, including disagreements, involving technology, ecology and daily activities
- discuss general situations by using the "se impersonal"
- utilize direct and indirect object pronouns
- discuss daily routines, personal grooming habits and health ailments that incorporate reflexive verbs
- identify body parts and bathroom objects
- give and follow instructions that incorporate regular and irregular verbs
- describe nouns and add emphasis to descriptions by using forms of "ser" and additions to adjectives
- identify destinations in cities and towns
- discuss their knowledge / familiarity with someone or something by using the verbs "saber" and "conocer"
- name items that are sold in specific stores
- express possession by using possessive adjectives
- discuss the past tense through use of the preterit and the imperfect
- express length of time

## Curriculum Units

Unit 1: Technology

Unit 2: Vacations & Activities of Leisure

Unit 3: The Body, Health, and Bathroom Objects

Unit 4: Around Town

Unit 5: The Amusement Park

Unit 6: In the Supermarket



## Pacing Guide- Spanish 2

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Technology	8 weeks
<u>Unit 2:</u> Vacations & Activities of Leisure	8 weeks
<u>Unit 3:</u> The Body, Health, and Bathroom Objects	6 weeks
<u>Unit 4:</u> Around Town	4 weeks
<u>Unit 5:</u> In the Amusement Park	4 weeks
<u>Unit 6:</u> In the supermarket	2 week

## Unit 1: Technology

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the terms for current and outdated technology in Spanish?</p> <p>What are the opinions of you and your classmates regarding current technology?</p> <p>What situations do and your currently use technology for?</p> <p>What are the verb tenses needed to discuss actions in the present?</p> <p>What is the verb tense needed to describe actions in the future?</p> <p>What situations are you and your acquaintances going to use technology for?</p> <p>What are cyber cafes like in Quito, Ecuador and how do they compare to those in the United States and other Hispanic countries?</p>	<p>technology terms</p> <p>present tense regular verbs</p> <p>present tense irregular verbs, including stem-changing verbs</p> <p>future tense verbs</p>	<p>Aventura textbook pages 2-6, 11</p> <p>Aventura Grammar &amp; Vocabulary workbook, page 1, pages 8- 9, page 12, lesson B activity 1</p> <p>DVD listening exercises corresponding to textbook pages 3-4 &amp; 13-14</p> <p>Audio Manual workbook, pages 1-6 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, Chapter 1, lesson A</p> <p>El Cuarto Misterioso DVD 3, track 4, episode 11 &amp; corresponding activity in manual</p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Project / assignment regarding the cyber cafes in Quito, Ecuador</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

## Unit 2: Vacations & Activities of Leisure

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are Spanish terms related to vacationing and activities of leisure?</p> <p>What activities/vacations do you and your families participate in presently?</p> <p>What activities / vacations are you and your family going to participate in?</p> <p>What vacations / activities have you participated in?</p> <p>What items should be packed for vacations?</p> <p>What are the stem-changing verb tenses needed to discuss actions in the present?</p> <p>What is the verb tense needed to describe actions in the future?</p> <p>What are popular Hispanic destinations for vacations?</p>	<p>vocabulary referring to vacationing and activities of leisure</p> <p>regular preterit tense verbs</p> <p>irregular preterit tense verbs</p> <p>the present progressive tense</p> <p>(present tense, and future tense will be recycled throughout)</p>	<p>Aventura textbook pages 7-10, 13-35</p> <p>Aventura Grammar &amp; Vocabulary workbook, pages 2-8, 10 &amp; 13</p> <p>DVD listening exercises corresponding to textbook pages 23-24 &amp; 33-34</p> <p>Audio Manual workbook, pages 7-18 &amp; corresponding Audio CD</p> <p>Flashcard Maker, Aventura CD, chapter 1, lesson B</p> <p>El Cuarto Misterioso DVD 3, track 4, episode 11 &amp; corresponding activity in manual <i>*episode can be re-used from last unit to reinforce past and new material</i></p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Project / assignment on Hispanic vacation spots</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Test</li> <li>• Group work / station activities</li> </ul>

**Unit 3: The Body, Health, and Bathroom Objects**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What are your daily hygiene routines and what objects do you need for them?</p> <p>How do you refer to parts of the body in Spanish?</p> <p>How do you use reflexive verbs and what is their purpose?</p> <p>What pronouns are used to refer to an object without calling it by its proper name?</p> <p>How do you use verbs that incorporate indirect object pronouns?</p> <p>How can you discuss general situations without using a proper noun as the subject?</p>	<p>reflexive verbs</p> <p>objects needed for having good hygiene</p> <p>identification of body parts</p> <p>indirect object pronouns used with verbs</p> <p>the "se" impersonal</p>	<p>Aventura textbook pages 48-89</p> <p>Aventura Grammar &amp; Vocabulary workbook page 16-34</p> <p>DVD listening exercises corresponding to textbook pages 51-52, 61-62, 71-72 &amp; 79-80</p> <p>Audio Manual workbook, pages 19-34 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, chapter 2 lesson A &amp; B</p> <p>El Cuarto Misterioso DVD 3, track 13, Episode 12 &amp; corresponding activity in manual</p> <p>Teacher generated activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

### Unit 4: Around Town

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are Spanish terms for destinations around town and what items are sold / associated with them?</p> <p>How do you express possession of objects?</p> <p>How do the neighborhoods in Spain differ from American cities and towns?</p> <p>How do you ask for directions in Spanish?</p> <p>How do you give commands using regular and irregular verbs?</p> <p>What can you state your familiarity of someone or something?</p> <p>How can you state your knowledge of facts?</p>	<p>identification of places in town</p> <p>giving and receiving directions</p> <p>regular and irregular commands</p> <p>the difference between <i>saber</i> and <i>conocer</i></p>	<p>Aventura textbook pages 96-127</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 35-50</p> <p>DVD listening exercises corresponding to textbook pages 99-100, 107-108 &amp; 121-122</p> <p>Audio Manual workbook, pages 35-53 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, chapter 3, lesson A&amp;B</p> <p>El Cuarto Misterioso DVD 3, track 19, episode 13 &amp; corresponding activity in manual</p> <p>Teacher generated activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Project / assignment comparing neighborhoods in Spain compared to the U.S.</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

### Unit 5: The Amusement Park

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What are components of an amusement park and what are they like?</p> <p>How do you add emphasis to a description?</p> <p>What activities can be experienced at a carnival?</p> <p>What do you plan on doing at an amusement park?</p> <p>How do you express activities that you used to participate in at an earlier age or time frame?</p> <p>What was your life like as a child and what activities did you participate in?</p>	<p>the imperfect tense</p> <p>vocabulary referring to activities and things at a carnival</p> <p>adjective endings for emphasis</p>	<p>Aventura textbook pages 146-185</p> <p>DVD listening exercises corresponding to textbook pages 149-150, 157-159 &amp; 173-174</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 51-62</p> <p>Audio Manual workbook, 54-73 &amp; corresponding Audio CD</p> <p>Aventura CD Flashcard Maker, chapter 5 lesson A &amp; B</p> <p>El Cuarto Misterioso DVD 3, track 29, episode 14 &amp; corresponding activity in manual</p> <p>Teacher generated activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

**Unit 6: In the Supermarket**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What items are found in a supermarket?</p> <p>How do the supermarkets in Spanish speaking countries differ from those in the United States?</p> <p>What verb tenses are needed to discuss what was happening in the past?</p> <p>How can length of time be expressed in Spanish?</p>	<p>vocabulary referring to items found in a supermarket</p> <p>the imperfect vs. preterit</p> <p>Expressing time using "hace... que"</p>	<p>Aventura textbook pages 202-243</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 51-71</p> <p>DVD listening exercises corresponding to textbook pages 203-204 &amp; 213-214</p> <p>Audio Manual workbook, page 74-90 &amp; corresponding Audio CD</p> <p>Flashcard Maker, lesson A</p> <p>El Cuarto Misterioso DVD 3, track 40, episode 15</p> <p>Teacher generated activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Project / assignment comparing supermarkets in Spanish speaking countries compared to the U.S.</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

**New Jersey Core Curriculum Content Standards**

**Spanish P-12: NJCCCS 7.1**

**New Jersey Scoring Rubrics:**

<b>Generic Rubric for Oral Presentations–Cultural Role Play</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pronunciation</b>	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation very anglicized
<b>Fluency</b>	smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
<b>Comprehensibility</b>	easily understood	understood	difficult to understand	incomprehensible
<b>Vocabulary</b>	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
<b>Credibility</b> (shows knowledge of culture)	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
<b>Performance</b>	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	little enthusiasm; limited eye contact	reads from cards; monotonous; no eye contact

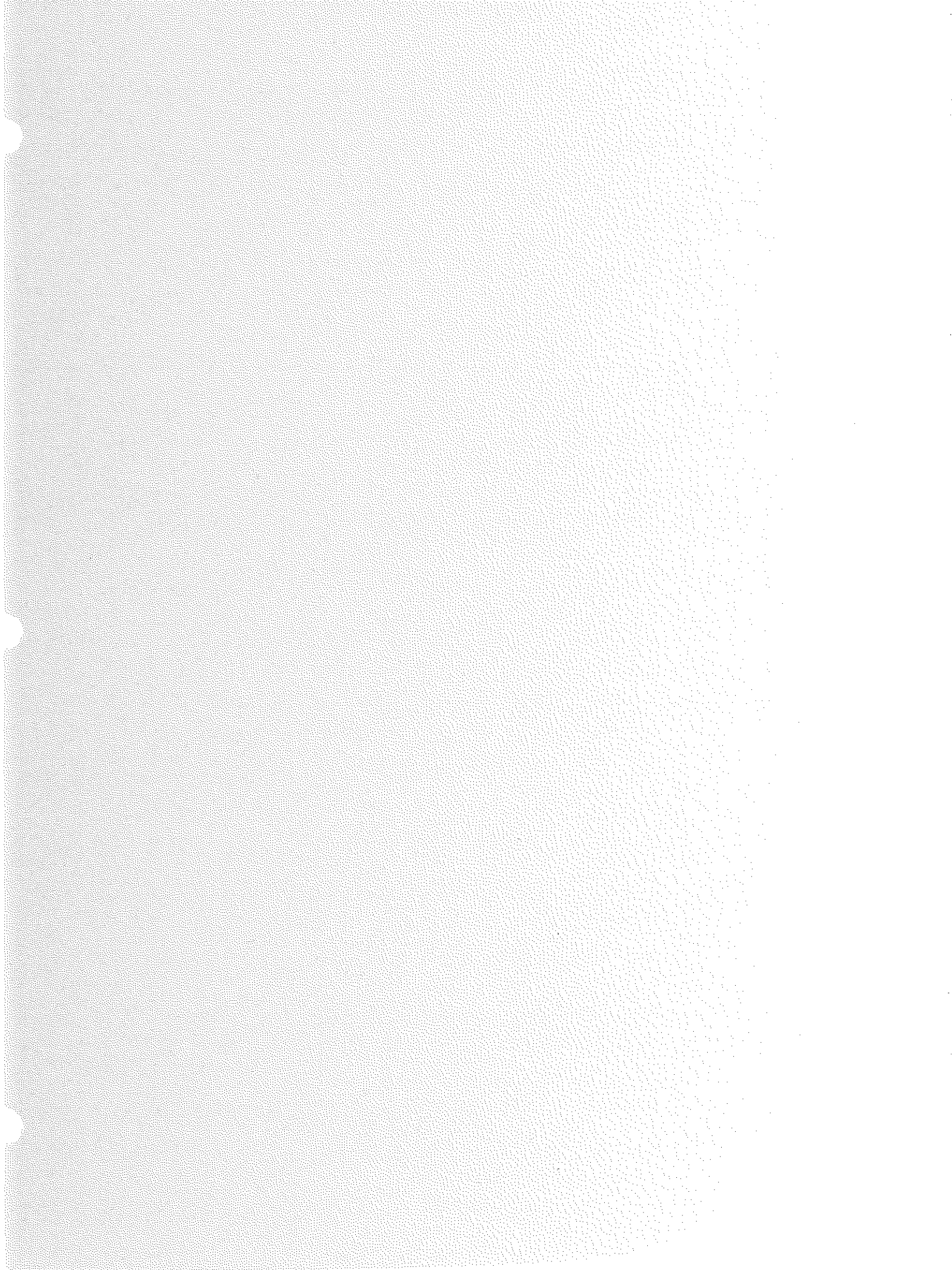


**Generic Rubric for Written Material-General**

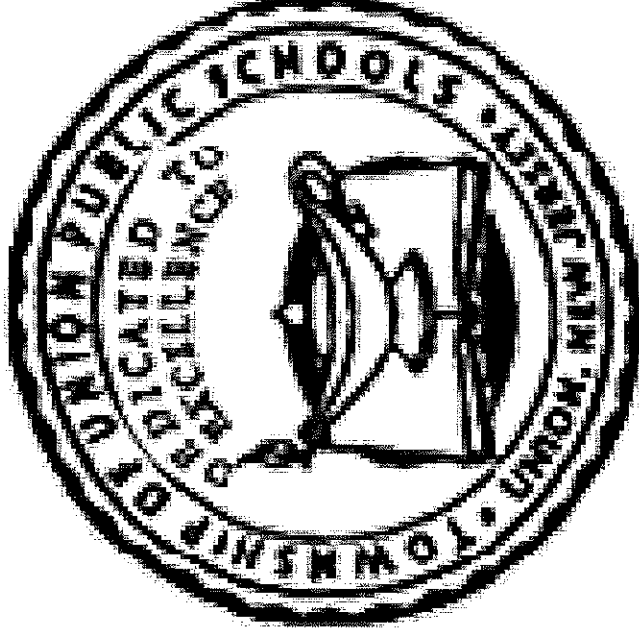
	4	3	2	1
<b>Grammar</b>	perfect	uses well what is being studied	some errors with what is being studied	doesn't seem to understand what is being studied
<b>Vocabulary</b>	creative use of vocabulary	vocabulary at present level of study	some use of current vocabulary; key words missing	minimal use of targeted vocabulary at present level of study; words used incorrectly
<b>Spelling</b>	perfect	very few errors in spelling and accent marks	some errors in spelling and accent marks	many errors in spelling and accent marks

**Generic Rubric for Written Materials—Creative Writing (3rd- or 4th-year students)**

	<b>Outstanding 3</b>	<b>Satisfactory 2</b>	<b>Poor 1</b>
<b>Spelling/Pronunciation</b>	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
<b>Grammar</b>	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
<b>Effort</b>	more than required	meets requirement	some items missing; work appears hastily assembled
<b>Creativity</b>	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations



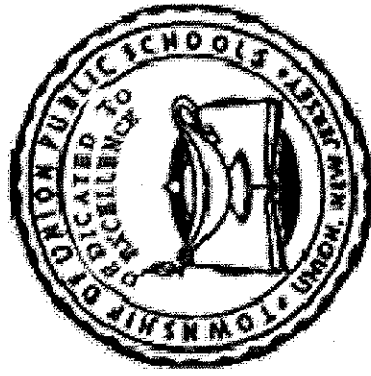
TOWNSHIP OF UNION PUBLIC SCHOOLS



# *Spanish 2 Honors*

## Curriculum Guide

Curriculum Guide Approved June 2016



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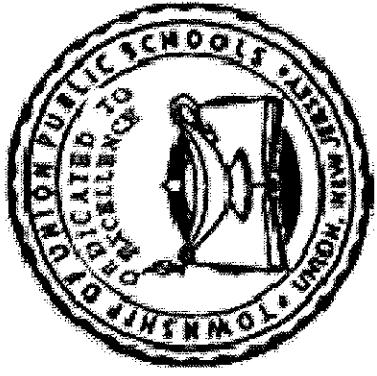
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<b>Administration</b>	
<b>Department Supervisors</b>	
<b>Curriculum Committee</b>	
<b>Table of Content</b>	
<b>District Mission/Philosophy Statement</b>	
<b>District Goals</b>	
<b>Course Description</b>	
<b>Recommended Texts</b>	
<b>Course Proficiencies</b>	
<b>Curriculum Units</b>	
<b>Appendix: New Jersey Core Curriculum Content Standards</b>	

## **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**

This is the second high school course in the study of the Spanish language. Students will continue to develop the fundamentals of correct pronunciation, verb conjugations and speaking with more fluency. This course exposes students to common regular and irregular verb structures in present and past tense structures alongside of Hispanic Culture. They will also acquire an expanded vocabulary while reading and writing at the mid-novice level.

## **Recommended Textbooks**

Aventura, Español 2

by Rolando Castellanos  
Paul J. Hoff  
Charise Litteken

## Course Proficiencies

### **Students will be able to...**

- create a portfolio that includes detailed information about their "trip" to a Spanish speaking country (over the course of the year that includes all grammar throughout the course)
- summarize news articles and past events by using the preterit and the imperfect
- recall length of time and past events
- utilize regular and irregular verbs in future, present, and past tenses to express themselves verbally and through writing
- express opinions, including disagreements, involving technology, ecology and daily activities
- discuss general situations by using the "se impersonal"
- utilize direct and indirect object pronouns
- discuss daily routines, personal grooming habits and health ailments that incorporate reflexive verbs
- identify body parts and bathroom objects
- give and follow instructions that incorporate regular and irregular verbs
- describe nouns and add emphasis to descriptions by using forms of "ser" and additions to adjectives
- identify destinations in cities and towns
- discuss their knowledge / familiarity with someone or something by using the verbs "saber" and "conocer"
- name items that are sold in specific stores
- express possession by using possessive adjectives

## Curriculum Units

Unit 1: Technology

Unit 2: Vacations & Activities of Leisure

Unit 3: The Body, Health, and Bathroom Objects

Unit 4: Around Town

Unit 5: The Amusement Park

Unit 6: In the Supermarket

## Pacing Guide- Spanish 2

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Technology	5 weeks
<u>Unit 2:</u> Vacations & Activities of Leisure	5 weeks
<u>Unit 3:</u> The Body, Health, and Bathroom Objects	5 weeks
<u>Unit 4:</u> Around Town	5 weeks
<u>Unit 5:</u> In the Amusement Park	6 weeks
<u>Unit 6:</u> In the supermarket	6 weeks

## Unit 1: Technology

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the terms for current and outdated technology in Spanish?</p> <p>What are the opinions of you and your classmates regarding current technology?</p> <p>What situations do and your currently use technology for?</p> <p>What are the verb tenses needed to discuss actions in the present?</p> <p>What is the verb tense needed to describe actions in the future?</p> <p>What situations are you and your acquaintances going to use technology for?</p> <p>What are cyber-cafes like in Quito, Ecuador?</p>	<p>technology terms</p> <p>present tense regular verbs</p> <p>present tense irregular verbs, including stem-changing verbs</p> <p>future tense verbs</p>	<p>Aventura textbook pages 2-6, 11</p> <p>Aventura Grammar &amp; Vocabulary workbook, page 1, pages 8- 9, page 12, lesson B activity 1</p> <p>DVD listening exercises corresponding to textbook pages 3-4 &amp; 13-14</p> <p>Audio Manual workbook, pages 1-6 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, Chapter 1, lesson A</p> <p>El Cuarto Misterioso DVD 3, track 4, episode 11 &amp; corresponding activity in manual</p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Weekly speaking assessments</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Assignment / project on Quito, Ecuador</li> <li>• Games</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> <li>• Circumlocution in Spanish to describe vocabulary terms</li> <li>• Weekly current events in Spanish dealing with a Spanish speaking country</li> </ul>



## Unit 2: Vacations & Activities of Leisure

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are Spanish terms related to vacationing and activities of leisure?</p> <p>What activities/vacations do you and your family participate in presently?</p> <p>What activities / vacations are you and your family going to participate in?</p> <p>What vacations / activities have you participated in?</p> <p>What items should be packed for vacations?</p> <p>What are the stem-changing verb tenses needed to discuss actions in the present?</p> <p>What is the verb tense needed to describe actions in the future?</p> <p>What are popular Hispanic destinations for vacations?</p>	<p>vocabulary referring to vacationing and activities of leisure</p> <p>regular preterit tense verbs</p> <p>irregular preterit tense verbs</p> <p>the present progressive tense (present tense, and future tense will be recycled throughout)</p>	<p>Aventura textbook pages 7-10, 13-35</p> <p>Aventura Grammar &amp; Vocabulary workbook, pages 2-8, 10 &amp; 13</p> <p>DVD listening exercises corresponding to textbook pages 23-24 &amp; 33-34</p> <p>Audio Manual workbook, pages 7-18 &amp; corresponding Audio CD</p> <p>Flashcard Maker, Aventura CD, chapter 1, lesson B</p> <p>El Cuarto Misterioso DVD 3, track 4, episode 11 &amp; corresponding activity in manual *episode can be re-used from last unit to reinforce past and new material</p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Weekly speaking assessments</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Games</li> <li>• Project / assignment on Hispanic vacation spots</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Test</li> <li>• Group work / station activities</li> <li>• Circumlocution in Spanish to describe vocabulary terms</li> <li>• Weekly current events in Spanish dealing with a Spanish speaking country</li> <li>• Journal Entries in Spanish bi-monthly that incorporates material from this unit</li> </ul>

### Unit 3: The Body, Health, and Bathroom Objects

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are your daily hygiene routines and what objects do you need for them?</p> <p>How do you refer to parts of the body in Spanish?</p> <p>How do you use reflexive verbs and what is their purpose?</p> <p>What pronouns are used to refer to an object without calling it by its proper name?</p> <p>How do you use verbs that incorporate indirect object pronouns?</p> <p>How can you discuss general situations without using a proper noun as the subject?</p>	<p>reflexive verbs</p> <p>objects needed for having good hygiene</p> <p>identification of body parts</p> <p>indirect object pronouns used with verbs</p> <p>the "se" impersonal</p>	<p>Aventura textbook pages 48-89</p> <p>Aventura Grammar &amp; Vocabulary workbook page 16-34</p> <p>DVD listening exercises corresponding to textbook pages 51-52, 61-62, 71-72 &amp; 79-80</p> <p>Audio Manual workbook, pages 19-34 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, chapter 2 lesson A &amp; B</p> <p>El Cuarto Misterioso DVD 3, track 13, Episode 12 &amp; corresponding activity in manual</p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Weekly speaking assessments</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Games</li> <li>• Project / assignment on Hispanic vacation spots</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Test</li> <li>• Group work / station activities</li> <li>• Circumlocution in Spanish to describe vocabulary terms</li> <li>• Weekly current events in Spanish dealing with a Spanish speaking country</li> <li>• Journal entries in Spanish bi-monthly that incorporates all material in this unit</li> </ul>

### Unit 4: Around Town

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are Spanish terms for destinations around town and what items are sold / associated with them?</p> <p>How do you express possession of objects?</p> <p>How do the neighborhoods in Spain differ from American cities and towns?</p> <p>How do you ask for directions in Spanish?</p> <p>How do you give commands using regular and irregular verbs?</p> <p>What can you state your familiarity of someone or something?</p> <p>How can you state your knowledge of facts?</p>	<p>identification of places in town</p> <p>giving and receiving directions</p> <p>regular and irregular commands</p> <p>the difference between <i>saber</i> and <i>conocer</i></p>	<p>Aventura textbook pages 96-127</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 35-50</p> <p>DVD listening exercises corresponding to textbook pages 99-100, 107-108 &amp; 121-122</p> <p>Audio Manual workbook, pages 35-53 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, chapter 3, lesson A&amp;B</p> <p>El Cuarto Misterioso DVD 3, track 19, episode 13 &amp; corresponding activity in manual</p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Weekly speaking assessments</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Games</li> <li>• Project / assignment on Hispanic vacation spots</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Test</li> <li>• Group work / station activities</li> <li>• Circumlocution in Spanish to describe vocabulary terms</li> <li>• Weekly current events in Spanish dealing with a Spanish speaking country</li> <li>• Journal entries in Spanish bi-monthly that incorporates all material in this unit</li> </ul>

### Unit 5: The Amusement Park

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are components of an amusement park and what are they like?</p> <p>How do you add emphasis to a description?</p> <p>What activities can be experienced at a carnival?</p> <p>What do you plan on doing at an amusement park?</p> <p>How do you express activities that you used to participate in at an earlier age or time frame?</p> <p>What was your life like as a child and what activities did you participate in?</p>	<p>the imperfect tense</p> <p>vocabulary referring to activities and things at a carnival</p> <p>adjective endings for emphasis</p>	<p>Aventura textbook pages 146-185</p> <p>DVD listening exercises corresponding to textbook pages 149-150, 157-159 &amp; 173-174</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 51-62</p> <p>Audio Manual workbook, 54-73 &amp; corresponding Audio CD</p> <p>Aventura CD Flashcard Maker, chapter 5 lesson A &amp; B</p> <p>El Cuarto Misterioso DVD 3, track 29, episode 14 &amp; corresponding activity in manual</p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Weekly speaking assessments</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Games</li> <li>• Project / assignment on Hispanic vacation spots</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Test</li> <li>• Group work / station activities</li> <li>• Circumlocution in Spanish to describe vocabulary terms</li> <li>• Weekly current events in Spanish dealing with a Spanish speaking country</li> <li>• Journal entries in Spanish bi-monthly that incorporates all material in this unit</li> </ul>

**Unit 6: In the Supermarket**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What items are found in a supermarket?</p> <p>How do the supermarkets in Spanish speaking countries differ from those in the United States?</p> <p>What verb tenses are needed to discuss what was happening in the past?</p> <p>How can length of time be expressed in Spanish?</p>	<p>vocabulary referring to items found in a supermarket</p> <p>the imperfect vs. preterit</p> <p>Expressing time using "hace...que"</p>	<p>Aventura textbook pages 202-243</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 51-71</p> <p>DVD listening exercises corresponding to textbook pages 203-204 &amp; 213-214</p> <p>Audio Manual workbook, page 74-90 &amp; corresponding Audio CD</p> <p>Flashcard Maker, lesson A</p> <p>El Cuarto Misterioso DVD 3, track 40, episode 15</p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• textbook, workbook and teacher generated activities</li> <li>• Weekly speaking assessments</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Project / assignment on Hispanic vacation spots</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Test</li> <li>• Group work / station activities</li> <li>• Circumlocution in Spanish to describe vocabulary terms</li> <li>• Weekly current events in Spanish dealing with a Spanish speaking country</li> <li>• Journal entries in Spanish bi-monthly that incorporates all material in this unit</li> <li>• Virtual trip Project (using the imperfect, preterit, and real tourist information to recall what was done on the vacation)</li> </ul>

**New Jersey Core Curriculum Content Standards**

**Spanish P-12: NJCCCS 7.1**

**New Jersey Scoring Rubrics:**

<b>Generic Rubric for Oral Presentations--Cultural Role Play</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pronunciation</b>		accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation very anglicized
<b>Fluency</b>		smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
<b>Comprehensibility</b>		easily understood	understood	difficult to understand	incomprehensible
<b>Vocabulary</b>		extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
<b>Credibility</b> (shows knowledge of culture)		credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
<b>Performance</b>		lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	little enthusiasm; limited eye contact	reads from cards; monotonous; no eye contact

**Generic Rubric for Written Material--General**

	4	3	2	1
<b>Grammar</b>	perfect	uses well what is being studied	some errors with what is being studied	doesn't seem to understand what is being studied
<b>Vocabulary</b>	creative use of vocabulary	vocabulary at present level of study	some use of current vocabulary; key words missing	minimal use of targeted vocabulary at present level of study; words used incorrectly
<b>Spelling</b>	perfect	very few errors in spelling and accent marks	some errors in spelling and accent marks	many errors in spelling and accent marks

**Generic Rubric for Written Materials—Creative Writing (3rd- or 4th-year students)**

	<b>Outstanding 3</b>	<b>Satisfactory 2</b>	<b>Poor 1</b>
<b>Spelling/Pronunciation</b>	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
<b>Grammar</b>	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
<b>Effort</b>	more than required	meets requirement	some items missing; work appears hastily assembled
<b>Creativity</b>	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations