

Pompton Lakes School District

German III

Pompton Lakes High School

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PL BOE Approval, 6/11/19

| Unit 1 | |
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| Content Area: | World Languages |
| Unit Title: | Unit 1 – Vacation |
| Target Course/Grade Level: German III – Intermediate/Mid-Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document) | |
| Unit Summary: After their summer break, students will introduce their vacation and different activities of their vacation. The Past tense “Perfekt” is reviewed in this context. Students will learn to express all the aspects of traveling from booking a hotel/flight to describing their trip and places they have seen. They will also discuss the meaning of different languages, currencies and cultural differences. Environmental and economic aspects of the travel industry will be discussed too. | |
| Primary interdisciplinary connections: Geography, Environmental science, Economy | |
| 21st century themes: Cross cultural understanding, Traveling, economy and environment, Critical Thinking and Problem Solving | |
| Unit Rationale: Traveling is very popular among people from the USA and Germany and a very important part of one’s life. To be able to talk about vacation in depth is an important communication skill. But traveling is much more than a personal free time activity. The awareness and discussion of pros and cons of traveling and the tourist industry is part of the critical thinking process. | |
| Learning Targets | |
| Standards 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. | |
| Content Statements | |
| <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 7.1.IM.A.1 | Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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.7 | Infer the meaning of some unfamiliar words in some new contexts. |
| 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.5 | Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • Where did you go for vacation? • How did you go there? • What did you do there? • Where did you stay? • What kind of money did you use? • How was the weather? | <ul style="list-style-type: none"> • Talking in German about different countries • The different kinds of transportation have different kinds of environmental influences (fuel consumption, traffic) • Activities depend on the countries and landscapes |

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| <ul style="list-style-type: none"> • With whom did you go? • What did you bring? • What did you buy? • Which language did you speak there? • What kind of cultural differences did you notice? (Daily life, customs, food, activities...) • What are pros and cons about traveling in the USA and outside of the USA? • How do you express past events? Which tense is necessary? | <ul style="list-style-type: none"> • The variety of accommodation (hotel, youth hostel, camping ground, vacation condo) is part of the travel experience • Currencies are different in countries outside the USA and influences not only the cost of the travel but can give an understanding of the native life standard • Family and friend are part of the travel experience • Different kind of clothes, important traveling papers like passport, airline tickets are necessary and depending on the country • Souvenirs can give an impression of the native customs • Different language than English is spoken in their vacation destination • The realization of cultural differences is part of the experience of traveling into foreign countries • Traveling involves environmental and economical influences that can be positive and negative (cross cultural understanding, high consumption of fuel, support of the travel industry) • Use the German Past tense “Perfekt” |
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Unit Learning Targets

Students will be able to

- Name different countries and landscapes in German
- Describe different free time activities
- Explain pros and cons of their accommodation
- Explain the importance and value of different currencies
- Describe clothes, important traveling papers
- Express the possibilities and needs to speak another language than English
- Discuss the environmental and economical influences of traveling
- Book a room in a hotel/Youth Hostel
- Make a cross cultural comparison between German and Us-American travel behavior
- Use the German Past tense “Perfekt”

Evidence of Learning

Summative Assessment

Students will write dairy entries/letters or postcards from their vacation destination.

Equipment needed: LCD player, Power Point Presentation, Internet

Teacher Resources:

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| <p>Formative/Benchmark Assessments:</p> <ul style="list-style-type: none"> • Dialogs/skits • Quizzes and tests to vocabulary and grammar • Homework | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Games • PowerPoint Presentation • Composition |
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| Lesson Plans | |
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| Lesson | Timeframe |
| Lesson 1 Past Perfekt | 2 days |
| Lesson 2 Describing landscapes, activities and accommodation | 3 days |
| Lesson 3 Student's introduction of their vacation | 5 days |
| Lesson 4 Book a flight/ room in a hotel | 3 days |
| Lesson 5 Discussion of travel related themes like currency, languages, pros and cons of traveling | 3 days |
| Lesson 6 Compare travel behavior of US-Americans and Germans | 2 days |
| Teacher Notes: | |

| Unit 2 | |
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| Content Area: | German III |
| Unit Title: | German Speaking Countries |
| Target Course/Grade Level: | German III – Intermediate/Mid Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document) |
| Unit Summary: | In this unit, students will learn about traveling in German speaking countries. Different kinds of accommodation that are typical for these countries will be introduced. The procedure of booking and checking in a hotel/youth hostel will be reviewed and practiced. Typical sights, customs, ways of traveling, the reading of a train/flight schedule of the different countries will be learned. |
| Primary interdisciplinary connections: | Geography |
| 21st century themes: | Tourism, Finances, Economy, Business, Global awareness |
| Unit Rationale: | After discussing personal travel experiences in unit 1, students have to choose one of the 5 German speaking countries to prepare a fictional travel through this country. They will introduce important cities and sights, customs and ways of traveling in these countries. We will discuss the differences of traveling in the USA and in German speaking countries in Europe. |
| Learning Targets | |
| Standards 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. | |
| Content Statements | |
| <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 7.1.IM.A.1 | Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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(s) to determine the meaning of a 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.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.C.5 | Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each. |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • What are the differences in traveling in German speaking countries in Europe and traveling in the USA? • What are specific characteristics of the different German speaking countries? • What is typical for traveling in German speaking | <ul style="list-style-type: none"> • Different kind of accommodation • Traveling in Europe is especially targeted to young people • Young people in Europe are traveling often without accompaniment of adults • German speaking countries are small compare to |

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| countries? | the USA. |
| <ul style="list-style-type: none"> • Is the traveling behavior of American and German people different? • Is traveling in Europe cheaper or more expensive than in the USA? | <ul style="list-style-type: none"> • It is possible to travel to different countries in relatively short time • Traveling is relatively cheap |
| Unit Learning Targets <i>Students will</i> <ul style="list-style-type: none"> • describe different German countries (landscape and cities) • describe a fictional trip through one German speaking country • read a train/flight schedule • book a room in a hotel/youth hostel • understand the value of the Euro • define typical ways of traveling through German speaking countries | |
| Evidence of Learning | |
| Summative Assessment Students have to prepare a presentation of a fictional trip through one of the German speaking countries in form of a dairy, PowerPoint presentation or a summary of letters/postcards. They have to research typical sights of a city, possibilities of free time activities, ways of transportation and accommodation. Pictures of the country have to be presented too. Equipment needed: Internet, PowerPoint presentation, LCD-Player, pictures, Teacher Resources: Internet | |
| Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Quizzes and tests to vocabulary and grammar • Quizzes and tests to cultural understanding | Alternative Assessments: <ul style="list-style-type: none"> • Homework • Composition • Games • Dialogs/skits |
| Lesson Plans | |
| Lesson | Timeframe |
| Lesson 1: Review of German speaking countries | 1 day |
| Lesson 2: Booking a hotel/flight | 4 days |
| Lesson 3: Reading a train/flight schedule | 4 days |
| Lesson 4: Typical accommodation in German speaking countries | 1 day |
| Lesson 5: How do Germans travel? | 3 days |
| Lesson 6: The value of the Euro | 3 days |
| Lesson 7: Students prepare a trip to a German speaking country (Internet research) | 3 days |
| Lesson 8: Student's presentation of their trip | 5 days |
| Lesson 9: Cross-cultural comparison between USA and Germany | 2 days |
| Teacher Notes: Vocabulary and Grammar is based on the first unit. They will be reviewed and reinforced in the new context of German speaking countries. | |

| Unit 3 | |
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| Content Area: World Languages | |
| Unit Title: News articles and Criminal story | |
| Target Course/Grade Level: German III – Intermediate/Mid Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document) | |
| Unit Summary: In this unit, students read and write criminal stories. Relevant vocabulary as well as the new Passiv modus is introduced. Students will learn the structure of a news article and rewrite a story into a news article. They will read authentic news article to crimes. | |
| Primary interdisciplinary connections: Language arts | |
| 21st century themes: Global awareness | |
| Unit Rationale: Crime stories offer an engaging way to introduce students to authentic material in form of news articles. They will read and discuss crimes that are happening in Germany. Students have to write their own articles using new vocabulary and grammar. | |
| Learning Targets | |
| Standards | |
| Standard 7.1 | |
| 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. | |
| Content Statements | |
| <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 7.1.IM.A.1 | Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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(s) to determine the meaning of a 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.B.4 | Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. |
| 7.1.IM.C.1 | Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.IM.C.5 | Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each. |
| Unit Essential Questions <ul style="list-style-type: none"> • What is the structure of a news article? • How can one express that something happened to a person/thing? • Are crimes in Germany different from crimes in the USA? | Unit Enduring Understandings <ul style="list-style-type: none"> • In news articles, the questions Where, Who, When, What, Why need to be answered. • Praeteritum is used in news articles. • Using the Passive modus one can describe what happened to a person or thing. • Crimes are similar. |

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| Unit Learning Targets <i>Students will</i> <ul style="list-style-type: none"> • Describe crimes • Write news articles • Use the Passive modus • Read authentic news articles • compare German with US-American crimes | |
| Evidence of Learning | |
| Summative Assessment Students will present a crime story Equipment needed: Internet, PowerPoint Presentation, LCD-Player Teacher Resources: Internet | |

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| Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Presentation • Quizzes and Tests to vocabulary and cultural understanding • Homework | Alternative Assessments: <ul style="list-style-type: none"> • Composition • Games |
| Lesson Plans | |
| Lesson | Timeframe |
| Lesson 1 | 2 days |
| Lesson 2 | 3 days |
| Lesson 3 | 3 days |
| Lesson 4 | 8 days |
| Lesson 5 | 2 days |
| Teacher Notes: News articles can change from year to year since current events are used in this unit. | |

| Unit 4 | |
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| Content Area: | World Languages |
| Unit Title: | Discoveries and Inventions |
| Target Course/Grade Level: | German III – Intermediate/Mid Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document) |
| Unit Summary: | Students will learn how to express that something was invented or discovered by a person by using the new Passiv Past modus. They will learn vocabulary to invention and discoveries and do a research and presentation to a German inventor or scientist. In this context, numbers are reviewed and how to express a dates. |
| Primary interdisciplinary connections: | Science, Technology, Mathematics, History |
| 21st century themes: | Global awareness, Tradition |
| Unit Rationale: | A lot of famous inventors and scientist are from German speaking countries. In order to understand the current importance of Germany in the field of technology and science, students need to get an overview of the German inventions and discoveries. They learn how to express those facts in German using new vocabulary and grammar. They also will get an overview of important international discoveries and invention and apply the new language skills to talk about those facts. |
| Learning Targets | |
| Standards | |
| Standard 7.1: 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. | |
| Strands: A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode | |
| Content Statements | |
| <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 7.1.IM.A.1 | Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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.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.C.1 | Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.IM.C.5 | Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each. |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • What are typical German inventions and discoveries? • How can one express a date or period of time in German? • What are important international inventions and | <ul style="list-style-type: none"> • There are a lot of German inventions and discoveries – for example the printing press, cars, refrigerator • Numbers and ordinal numbers |

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| discoveries? • How is the Passiv Past modus built? | |
| Unit Learning Targets <i>Students will</i> <ul style="list-style-type: none"> • Name different kind of inventions and discoveries • Date different inventions and discoveries • Use the Passive Past modus in writing • Apply new vocabulary in a research and presentation | |
| Evidence of Learning | |
| Summative Assessment Students have to research a typical German dish and prepare it for the Oktoberfest that is celebrated in school. They have to create a page for a cookbook that illustrates the ingredients and describes the different steps of preparation in German. Equipment needed: Internet Teacher Resources: Internet, book | |

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| Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Quizzes and tests to vocabulary and grammar • Games • Homework | Alternative Assessments: <ul style="list-style-type: none"> • Presentation • Essay |
| Lesson Plans | |
| Lesson | Timeframe |
| Lesson 1 | 3 days |
| Lesson 2 | 2 days |
| Lesson 3 | 1 day |
| Lesson 4 | 2 days |
| Lesson 5 | 3 days |
| Lesson 6 | 3 day |
| Teacher Notes: | |

| Unit 5 | |
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| Content Area: | World Languages |
| Unit Title: | Fairy Tales |
| Target Course/Grade Level: German III – Intermediate/Mid Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document) | |
| Unit Summary: In this unit, students will read 7 different short versions of Fairy Tales of the Brothers Grimm. They will compare it to known adaptation in movies or commercials. Students will also write their own version of a specific Fairy Tale considering the typical characteristics of them: bad and good characters, a problem, climax and turning point and the typical happy end. Students have to use new vocabulary, reinforce the Past Tense “Präteritum”, and use the newly introduced Akkusativ and Dativ forms of prepositions, articles and adjective endings. They also have to use different kind of sentences, the “Hauptsätze” and “Nebensätze”. A movie adaption of either a Fairy Tale or the Life of the Brother Grimm will be watched and summarized at the end of the unit. | |
| Primary interdisciplinary connections: Literature | |
| 21st century themes: Cross cultural understanding, Movies, commercial, Modern life | |
| Unit Rationale: Fairy Tales of the Brothers Grimm is one of the most recognized German literature categories abroad. There are a lot of US American movie adaptations of fairy tales and variation of themes can be found from the Disney castle to car commercials and Christmas ginger bread houses. Fairy tales are still fascinating in the modern life of the 21st century and parts are one or the other way known to students already. | |
| <p>Why are Fairy Tales still so fascinating in the modern life of the 21st century? Fairy Tales speak on different levels to the personal interest: The stereotypical bad and good characters like a stepmothers, witches, wolfs, the king, good fairy and gnomes offer the possibility of identification with one’s life and the savor of one’s life in the person of the prince fulfills the personal desire of belonging, being loved and understood . The story has always mystical moments and fantasy characters and its setting is in a long forgone time when knights and kings were alive, and the word divided into poor and rich. It is the ideal mix of reality and fantasy, in which tension can be build up, personal identification offered, all wrapped in a seemingly simple story but with complicated inherent psychology. That what makes Fairy Tales timeless and still interesting in modern life.</p> | |
| Learning Targets | |
| Standards | |
| 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. | |
| Content Statements | |
| <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 7.1.IM.A.1 | Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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 |

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| | unfamiliar topics. | | |
| 7.1.IM.A.6 | Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. | | |
| 7.1.IM.A.7 | Infer the meaning of some unfamiliar words in some new contexts. | | |
| 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.C.5 | Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each. | | |
| <table border="1"> <tr> <td style="vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What kind of characters are parts of the Fairy Tales? • Do the characters offer possibilities of identification with the reader/listener? • Is the story line of a Fairy Tale transferrable to modern life? • What are modern adaptations of Fairy Tales? • Can they be found in the USA? • Which tense is used in Fairy Tales? </td> <td style="vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Characters can be easily divided into bad and good • Even though the characters are from a long gone time, they still offer possibilities of identification • The story line is transferrable and is therefore of timeless meaning and interest for each generation. • Fairy Tales are often made into movies: “The Princess and the frog”, “Red Riding Hood” or part of the Disney culture. The Cinderella Castle and a lot of other characters are adaptations of Fairy Tales. Variations of Fairy Tales are also seen in commercials. The Christmas ginger man house is from the Fairy Tale “Hansel and Gretel”.” • Praeteritum (Past of writing) is used in Fairy tales </td> </tr> </table> | | <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What kind of characters are parts of the Fairy Tales? • Do the characters offer possibilities of identification with the reader/listener? • Is the story line of a Fairy Tale transferrable to modern life? • What are modern adaptations of Fairy Tales? • Can they be found in the USA? • Which tense is used in Fairy Tales? | <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Characters can be easily divided into bad and good • Even though the characters are from a long gone time, they still offer possibilities of identification • The story line is transferrable and is therefore of timeless meaning and interest for each generation. • Fairy Tales are often made into movies: “The Princess and the frog”, “Red Riding Hood” or part of the Disney culture. The Cinderella Castle and a lot of other characters are adaptations of Fairy Tales. Variations of Fairy Tales are also seen in commercials. The Christmas ginger man house is from the Fairy Tale “Hansel and Gretel”.” • Praeteritum (Past of writing) is used in Fairy tales |
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| <p>Unit Learning Targets <i>Students will be able to</i></p> <ul style="list-style-type: none"> • Retell different Fairy tales • Use the Praeteritum tense (Past tense in writing) • Use Akkusativ and Dativ for articles, adjectives and preposition • Use different kind of sentences: “Hauptsätze” and “Nebensätze” • Recognize modern adaptation of Fairy Tales in daily life | | | |
| Evidence of Learning | | | |
| <p>Summative Assessment Students will create a modern version of a Fairy Tale. They have to draw a comic story and write a text to the story. They have to introduce their version and comic story in class. Equipment needed: White Board, Board, text Teacher Resources: Fairy Tales of the Brothers Grimm, movie, commercial, Internet</p> | | | |

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| <p>Formative/Benchmark Assessments:</p> <ul style="list-style-type: none"> • Unit Test • Interpretive Reading & listening tasks • Quizzes on grammar and vocabulary • Skit/dialogs | | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Compositions • Review games • Reading comprehension exercises | |
| Lesson Plans | | | |
| Lesson | | Timeframe | |
| Lesson 1 Preposition in Akkusativ and Dativ | | 2 days | |
| Lesson 2 Fairy Tale: Der Rattenfänger von Hameln | | 2 days | |
| Lesson 3 | | | |

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| Fairy Tale and Grammar to: Der süße Brei | 5 days |
| Lesson 4 Fairy Tale and Grammar to: Der Froschkönig | 5 days |
| Lesson 5 Fairy Tale and Grammar to: Aschenputtel | 5 days |
| Lesson 6 Fairy Tale and Grammar to: Rapunzel | 5 days |
| Lesson 7 Fairy Tale and Grammar to: Dornröschen | 5 days |
| Lesson 8 Fairy Tale and Grammar to: Rotkäppchen | 5 days |
| Teacher Notes: | |

| Unit 6 | |
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| Content Area: | World Languages |
| Unit Title: | Biography |
| Target Course/Grade Level: | German III – Intermediate/Mid-Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document) |
| Unit Summary: | Following the unit “Fairy Tales”, students will read the biography of the Brothers Grimm. They will learn the grammatical structure Past Passive, reinforce the Past tense “Präteritum” and acquire new vocabulary that enables them to talk and write in depth about the life of other famous people. Students will then research the life of a famous German personality of their choice and write a biography using the new grammatical structure and vocabulary. Students will learn about different epochs in Germany, review family related vocabulary, the school and education system and vocabulary for different kind of jobs. Primary interdisciplinary connections: History, Social Studies 21st century themes: Modern life, Education |
| Unit Rationale: | Reading and writing about the life of famous German personalities gives students not only an insight into Culture, History and Life of German speaking personalities and countries but also provides students with the necessary grammatical structures and vocabulary to talk and write about their own life. |
| Learning Targets | |
| Standard | 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. |
| Content Statements | |
| <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 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 characters, and setting in readings from age- and level-appropriate, culturally 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.4 | Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. |
| 7.1.IM.C.1 | Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • How do you tell birthdates and die dates? | <ul style="list-style-type: none"> • Expressing someone’s life and important |

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| <ul style="list-style-type: none"> • How do you express events about someone’s life from the Past? • How do you express family relationships? • How do you explain the education system in Germany? • How do you name different kind of jobs? • Who are famous German personalities? | <ul style="list-style-type: none"> • Learning about German personalities provides an important cultural and historical knowledge |
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| <p>Unit Learning Targets <i>Students will</i></p> <ul style="list-style-type: none"> • Use the grammatical structure Past Passive • Tell when someone is born and died using the correct date form • Describe the life of a famous German personality • Explain different epochs/historic events in Germany • Explain the education system in Germany • Explain a family tree • Name different kind of jobs • Write an autobiography |
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| Evidence of Learning |
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| <p>Summative Assessment Each student has to choose a famous German speaking personality and present his/her life in a PowerPoint Presentation using the new grammatical structures and vocabulary. Equipment needed: LCD Player, Computer Teacher Resources: Internet, books, encyclopedia</p> |
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| <p>Formative/Benchmark Assessments:</p> <ul style="list-style-type: none"> • Unit Test • Interpretive Reading & listening tasks • Quizzes on grammar and vocabulary | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Compositions • Review games • Reading comprehension exercises • Role play |
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| Lesson Plans | |
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| Lesson | Timeframe |
| Lesson 1 Biography of Brothers Grimm | 2 days |
| Lesson 2 Past Passive | 3 days |
| Lesson 3 Presentations of Biographies chosen by students And Role play | 13 days |

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| <p>Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.</p> |
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| Unit 7 | |
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| Content Area: | World Languages |
| Unit Title: | Fables |
| Target Course/Grade Level: | German III – Intermediate/Mid-Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document) |
| Unit Summary: | Students will read different fables. They learn the characteristics and structure of a fable and apply their knowledge by writing a fable. In this context, Praeteritum is reinforced and the new Past Tense Plusquamperfekt is introduced. Students will learn to talk about the real features and characteristics of different animals and compare them to the way they are used in fables. They will also reflect on real life situation that can be used to apply the message of a fable to. Primary interdisciplinary connections: Language arts 21st century themes: Global awareness |
| Unit Rationale: | Fables are an important literature genre and can be found in a lot of cultures. Some famous fables are written by German speaking authors. Fables are offering a possibility to introduce animals and characteristics of animals as well as the new Past Tense Plusquamperfekt. Students have to discuss and write about real life situation that are reflected in the fables. |
| Learning Targets | |
| Standards | |
| Standard 7.1: 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. | |
| Content Statements | |
| <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 7.1.IM.A.1 | Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 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 characters, and setting in readings from age- and level-appropriate, culturally authentic materials. |
| 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.4 | Synthesize information found in age- and level-appropriate culturally authentic materials. |
| Unit Essential Questions | Unit Enduring Understandings |
| <ul style="list-style-type: none"> • What are fables? • Why are different kind of animals used in fables? • What is a purpose of a fable? • What real life characteristics have the animals | <ul style="list-style-type: none"> • Fables are short stories that have the purpose to transmit a message. • Animals are use as metaphoric elements to describe human behavior • Praeteritum and Plusquamperfekt is used in fables |

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| that are used in fables? • What tense is used in fables? | |
| Unit Learning Targets <i>Students will be able to</i> <ul style="list-style-type: none"> • Describe the characteristics of fables • Apply their knowledge to write a fable • Recognize characteristics of animals • Reinforce vocabulary and grammatical structures | |
| Evidence of Learning | |
| Summative Assessment After watching a news clip via Internet and translating the text, students are encouraged to discuss the respective theme using the new vocabulary. Equipment needed: Internet, LCD-Player Teacher Resources: German news: www.Kindernachrichten-Minitz.de | |

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| Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Questions and answers to news • Quizzes and tests to vocabulary • Homework | Alternative Assessments: <ul style="list-style-type: none"> • Discussion • Essay |
| Lesson Plans | |
| Lesson | Timeframe |
| Lesson 1 | 6 days |
| Lesson 2 | 6 days |
| Lesson 3 | 6 days |
| Teacher Notes: | |

| Unit 8 | |
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| Content Area: | World Languages |
| Unit Title: | Jobs and Work |
| Target Course/Grade Level: German III – Intermediate/Mid-Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document) | |
| Unit Summary: Students will learn to explain what kind of job they are doing or what kind of job is available for them as a student. They will express what they want to become after school using the new grammatical tense Future. Students will describe the work and give reason for their specific choice. Students will read authentic material about the typical job of a German student and the differences in their choice and education of their future job. | |
| Primary interdisciplinary connections: Century Life and Careers | |
| 21st century themes: Global awareness, Youth culture, Cross-cultural comparison | |
| Unit Rationale: Working as a student and what kind of work/job students want to do after school is an important theme that every student has to deal with. Students broaden their conversational abilities by being able to express what kind of job their like to do in the future. Advanced grammatical structures and added vocabulary will allow students to obtain and provide information and engage in conversations dealing with jobs and work. | |
| Students will also become aware of the differences of the job and work choice of German students. | |
| Learning Targets | |
| Standards | |
| Standard 7.1: 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. | |
| Content Statements | |
| <ol style="list-style-type: none"> 1. Interpretive Mode: Linguistic, Cultural 2. Interpersonal Mode: Linguistic, Cultural 3. Presentational Mode: Linguistic, Cultural | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 7.1.IM.A.1 | Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.IM.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. |
| 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.B.4 | Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. |
| 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.2 | Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. |
| 7.1.IM.C.5 | Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each. |
| Unit Essential Questions | Unit Enduring Understandings |

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| <ul style="list-style-type: none"> • What kind of job is a student holding? • Why is a student working after school? • What kind of job/work will a student do after finishing school? • What kind of education does he/she need? • What are the differences to German students and the German education system? | <ul style="list-style-type: none"> • Students need to work for different reason: Earning money, volunteer work, community service also. • Students need specific education for their future job that differs from the education of German students |
| Unit Learning Targets <i>Students will</i> <ul style="list-style-type: none"> • Tell what kind of job he/she is working after school. • Explain the reason for work • Describe the work • Explain what he/she will become after school using the Future tense • Name different kind of jobs • Describe the education needed for their choice of job • Compare their job/education to the job/education of a German student | |
| Evidence of Learning | |
| Summative Assessment Students have to research the German education system to find out what kind of education in Germany is needed to get the job their want to obtain in the USA. They have to present their results in a PowerPoint Presentation. Equipment needed: Internet, LCD-player, PowerPoint Presentation Teacher Resources: Internet, Text books, own experiences | |

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| Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Unit Test • Interpretive Reading & listening tasks • Quizzes on grammar and vocabulary • Skit/dialogs • PowerPoint Presentation | Alternative Assessments: <ul style="list-style-type: none"> • Compositions • Review games • Reading comprehension exercises |
| Lesson Plans | |
| Lesson | Timeframe |
| Lesson 1 Future | 2 days |
| Lesson 2 Student's jobs | 2 days |
| Lesson 3 Future jobs | 3 days |
| Lesson 4 The German education system | 2 days |
| Lesson 5 Student's Presentations | 5 days |
| Lesson 6 Read texts to German jobs and work and compare Jobs and education of US-American students with German students | 4 days |
| Teacher Notes: | |



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| Content Area Unit Name | World Language |
| Interdisciplinary Connections | Mathematics, Technology, and English Arts, Science |
| Core Instructional Materials including digital tools | Textbooks, Classroom Resources, Digital Tools |
| 21st Century Themes and Skills | <p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p> |
| 8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming | <p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p> |

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)
5. [Interaction](#)

6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
 - Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.