



German II

Unit	Objectives	Standards	Resources
Benchmarks		<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>NJ: Grade 12 9.3 – Career & Technical Education (CTE): Hospitality & Tourism Career Cluster® Travel & Tourism (HT-TT)</p> <p>9.3.HT-TT.1 Apply information about time zones, seasons and domestic and international maps to create or enhance travel.</p> <p>9.3.HT-TT.3 Analyze cultural diversity factors to enhance travel planning.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p>Mosaik II</p> <p>Supplemental Articles</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
Review/ Überblick	<p>TSWBAT use previously taught grammar forms in context.</p> <p>TSWBAT use previously taught vocabulary in context (school, home, introductions, friends, food).</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 9-10</p> <hr/> <p>Language Language Progressive Skills</p> <p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>NJ: 2014 SLS: Technology NJ: Grades 9-12</p> <hr/> <p>8.1 Educational Technology</p>	<p>Mosaik 2</p> <p>Articles</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

<p>Unit 1 - Feste Feiern</p>	<p>SWBAT identify party vocabulary</p> <p>SWBAT state what they want for their birthday</p> <p>SWBAT compose pronoun expressions w/ multiple pronouns</p> <p>SWBAT review perfekt compositions.</p>	<hr/> <p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <p>Language Language Progressive Skills</p> <p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <hr/> <p>NJ: 2020 SLS: World Languages NJ: Novice-High</p> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where</p>	<p>Mosaik 1</p> <p>Deutsche Welle Oktoberfest</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks

when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to

an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.**
- Understand the gist and some supporting details of conversations dealing with everyday life.**
- Infer the meaning of some**

unfamiliar words when used in familiar contexts.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Ask and answer questions related to everyday life.

-Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.

2. Ask for and give permission.

3. Express needs.

4. Give reasons.

5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.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.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

		<p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Unit 1 Interdisciplinary.docx</p>	
<p>Unit 2 - Kleidung</p>	<p>SWBAT compose adjective expressions</p> <p>SWBAT describe what they and others are wearing</p> <p>SWBAT use possessive adjectives in multiple communication modalities</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Language Language Progressive Skills</p> <p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>NJ: 2020 SLS: World Languages NJ: Novice-High</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>Mosaik 2 Ch 1.2</p> <p>Deutsche Welle</p> <p>German exchange students</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

on a variety of topics.
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

		<p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Unit 2 Interdisciplinary.docx</p>	
<p>Unit 3 - Zu Hause</p>	<p>SWBAT ID and conjugatethe imperfect forms of well-known verbs</p> <p>SWBAT describe their rooms</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Language Language Progressive Skills</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p> <p>NJ: 2020 SLS: World Languages NJ: Novice-High</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic</p>	<p>Mosaik 2 Ch.2.1</p> <p>Teacher-created materials</p> <p>Deutsche Welle - Deutschland Labor packet and "Albtraum Wohnungssuche" videos</p> <p>realia - classified ads from people searching for apartments</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Novice High learners understand and communicate at the phrase and

sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to

an audience of listeners or readers on a variety of topics.
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Ask and answer questions related to everyday life.

-Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.

2. Ask for and give permission.

3. Express needs.

4. Give reasons.

5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.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.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Handle simple transactions related to everyday life

1. Express needs.

2. Give reasons.

3. Express an opinion and preference.

4. Request and suggest.

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

		<p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Unit 3 Interdisciplinary.docx</p>	
<p>Unit 4 - Hausarbeit</p>	<p>SWBAT state what they have to do to help out at home</p> <p>SWBAT compose past tense expressions with more complex verbs</p> <p>SWBAT identify some of the major German appliances and household items</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Language Language Progressive Skills</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p> <p>NJ: 2020 SLS: World Languages NJ: Novice-High</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>Mosaik 2 Ch. 2-2</p> <p>teacher-made materials</p> <p>German Second and Third Years book for drills</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Presentation Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

<p>Unit 5 - Jahreszeiten</p>	<p>SWBAT ID and describe the weather</p> <p>SWBAT use idiomatic prepositional phrases</p> <p>SWBAT compose sentences in the past tense w/ separable and inseparable prefixes</p> <p>SWBAT ID important information of the Wind Energy industry in German-speaking countries</p>	<hr/> <p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <p>Language Language Progressive Skills</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p> <hr/> <p>NJ: 2020 SLS: World Languages NJ: Novice-High</p> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>Mosaik 2 Ch.3.1</p> <p>Teacher-made materials</p> <p>Freiburg geography/culture (Kulturartikel)</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions

and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.**
- Understand the gist and some supporting details of conversations dealing with everyday life.**
- Infer the meaning of some unfamiliar words when used in familiar contexts.**

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.**
- Handle simple transactions related to everyday life:**
 - 1. Initiate, maintain, and end a conversation.**
 - 2. Ask for and give permission.**
 - 3. Express needs.**
 - 4. Give reasons.**
 - 5. Request, suggest, and make arrangements.**
 - 6. Extend, accept, and decline an invitation.**
 - 7. Express an opinion and preference.**

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

		<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>C. Presentational Mode</p> <p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> -Handle simple transactions related to everyday life <ol style="list-style-type: none"> 1. Express needs. 2. Give reasons. 3. Express an opinion and preference. 4. Request and suggest. <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Unit 5 Interdisciplinary.docx</p>	
<p>Unit 6 - Reisen</p>	<p>SWBAT describe travel plans</p> <p>SWBAT describe when experiences take place</p> <p>SWBAT discuss some important geographical and cultural features of</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Language Language Progressive Skills</p>	<p>Mosaik 2 Ch.3.2</p> <p>teacher-created materials</p> <p>Slideshow/presentation app</p>

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

<p>Unit 7 - Auto und Rad Fahren</p>	<p>SWBAT read a map to identify the major highways in Germany (Autobahn)</p> <p>SWBAT describe events using the past perfect</p> <p>SWBAT combine past perfekt with present perfect to describe the order that events occur</p> <p>SWBAT describe things using comparisons and previously-learned adjectives</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Language Language Progressive Skills</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p> <p>NJ: 2020 SLS: World Languages NJ: Novice-High</p> <hr/> <p>Interpretive Mode Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic</p>	<p>Mosaik 2 Ch.3.2</p> <p>Teacher-created materials</p> <p>Realia - German car producers</p> <p>Realia - roadmaps</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about

everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.**
- Understand the gist and some supporting details of conversations**

dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Ask and answer questions related to everyday life.

-Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.

2. Ask for and give permission.

3. Express needs.

4. Give reasons.

5. Request, suggest, and make

arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.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.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Handle simple transactions related to everyday life

1. Express needs.

2. Give reasons.

3. Express an opinion and preference.

4. Request and suggest.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

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		<p>Presentational Mode</p> <p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>Copyright © State of New Jersey, 1996 - 2020. Unit 8 Interdisciplinary.docx</p>	
Amistad	1) To infuse the history of Africans and African-Americans into the social studies curriculum in order to		www.njamistadcurriculum.net

	<p>provide an accurate, complete and inclusive history.</p> <p>2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.</p> <p>3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.</p>		<p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
Holocaust	<p>For students to appreciate the causes and impact of the Holocaust.</p>		<p>Holocaust Curriculum Universal9-12.docx</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
LGBTQ+	<p>For students to understand the importance of including the LGBTQ Community in our society and affording them the same civil rights that all people should enjoy and be entitled to.</p> <p>C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.</p> <p>1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the</p>		<p>https://www.teach.lgbt/subject...</p> <p>https://www.glsen.org/activity...</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

	<p>curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.</p> <p>C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.</p> <p>2. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.</p> <p>3. This act shall take effect immediately and shall first apply to the 2020-2021 school year.</p> <p>Approved January 31, 2019.</p>		
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