



German III

Unit	Objectives	Standards	Resources
Benchmark		<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP4. Communicate clearly and effectively and with reason.</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.6 Use common travel and tourism terminology used to communicate within the industry.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p>Mosaik 3</p> <p>Teacher-made exam</p>
Narrative Reading	<p>SWBAT read the stories and participate in interpersonal discussion</p> <p>SWBAT reflect on the chapters</p> <p>SWBAT use information from the text to make predictions about what may happen next</p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</p> <hr/> <p>Interpretive Mode</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic</p>	<p>Books by Eric Richards:</p> <p><i>Neue Schule, Neue Freunde</i></p> <p><i>Neue Konversationen, Neue Komplikationen</i></p> <p><i>Neue Reise, Neue Abenteuer</i></p>

materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

Interpersonal Mode

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and

information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

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

Presentational Mode

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language

		<p>by combining and recombining learned language, which allows them to express personal ideas.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
Wiederholung/Überblick	SWBAT integrate German II concepts into current learning		Mosaik 2/3
Unit 1 - die Alltagsroutine	<p>SWBAT explain what they do to themselves</p> <p>SWBAT explain their morning routines</p> <p>SWBAT ID cultural items from <i>Kur</i> (German health spa)</p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</p> <hr/> <p>Interpretive Mode</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs,</p>	<p>Mosaik 3</p> <p><i>Kur</i> article</p> <p>Teacher-created materials and worksheets</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

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<p>Unit 2 - Beim Arzt</p>	<p>SWBAT state what ails them</p> <p>SWBAT identify some vocabulary for chapter themes</p> <p>SWBAT discuss hypothetical situations</p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</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. Intermediate Low learners</p>	<p>Mosaik 3</p> <p>Teacher-created materials and worksheets</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

SWBAT identify some cultural and geographical points of interest for Mecklenburg-Vorpommern and Brandenburg

SWBAT comprehend the textbook video on a visit to a hospital

understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

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7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for

		<p>the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Unit 3 - Besorgungen</p>	<p>SWBAT ID some vocabulary for this chapter</p> <p>SWBAT write and speak compound sentences with a dependent and independent clause</p> <p>SWBAT participate in interpersonal exchange using compound sentences</p> <p>SWBAT state their plans for the future and understand when future is used</p> <p>SWBAT read the article on Pedestrian Zones</p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</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. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs,</p>	<p>Mosaik 3</p> <p>Teacher-created materials and worksheets</p> <p>Photos for captioning</p> <p><i>Der letzte Apfel</i> cartoon/comic</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

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<p>Unit 4 - In der Stadt</p>	<p>SWBAT ID and use vocabulary for this chapter</p> <p>SWBAT provide a set of directions to navigate around a simulated city</p> <p>SWBAT use appropriate idiomatic prepositions with various locations</p> <p>SWBAT read the article on cabarets</p> <p>SWBAT discuss where they are from and ID the (German) names of many countries</p> <p>SWBAT identify some geographic and cultural points of interest for Niedersachsen and Nordrhein-Westfalen</p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</p> <hr/> <p>Interpretive Mode</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic</p>	<p>Mosaik 3</p> <p>Teacher-created materials and worksheets</p> <p>City maps and road maps</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
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learned language in order to express original ideas.

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<p>Unit 5 - Im Büro</p>	<p>SWBAT ID and use vocabulary for offices, job searches, and telephones</p> <p>SWBAT write and understand relative pronoun expressions</p> <p>SWBAT use multiple forms of the past tense, and identify which form is appropriate in a situation</p> <p>SWBAT understand and reflect on the short film <i>die Berliner Mauer</i></p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</p> <hr/> <p>Interpretive Mode</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting</p>	<p>Mosaik 3</p> <p><i>Die Berliner Mauer</i> film</p> <p>Teacher-created materials and worksheets</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

<p>Unit 6 - Berufe</p>	<p>SWBAT ID and use vocabulary for this chapter</p> <p>SWBAT share what professions they may be considering for themselves</p> <p>SWBAT create descriptive phrases with adjective endings</p> <p>SWBAT understand the article on Social Security in Germany</p> <p>SWBAT identify some geographic and cultural points of interests for 3 German states</p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</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. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of</p>	<p>Mosaik 3</p> <p>Teacher-created materials and worksheets</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

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		<p>are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Unit 7 - In der Natur</p>	<p>SWBAT ID and use vocabulary from this chapter</p> <p>SWBAT read and demonstrate understanding of article on German landscapes</p> <p>SWBAT construct past tense subjunctive expressions</p> <p>SWBAT participate in interpersonal to share their favorite outdoor activities</p> <p>SWBAT watch and understand the short film <i>Bienenstich ist aus</i></p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</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. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p>	<p>Mosaik 3</p> <p>Teacher-created materials and worksheets</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

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7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

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7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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<p>Unit 8 - die Umwelt</p>	<p>SWBAT ID and use vocabulary for this chapter</p> <p>SWBAT describe what they do for the environment, positive and negative</p> <p>SWBAT discuss solutions to pollution</p> <p>SWBAT ID and describe some geographic and cultural points of interest for Sachsen-Anhalt and Sachsen</p> <p>SWBAT construct passive voice expressions.</p>	<p>NJ: 2020 SLS: World Languages NJ: Intermediate-Low</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. Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of</p>	<p>Mosaik 3</p> <p><i>Freiburg Green City</i> book</p> <p>Teacher-created materials and worksheets</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

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		<p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
Amistad	<p>1) To infuse the history of Africans and African-Americans into the social studies curriculum in order to 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</p>		<p>www.njamistadcurriculum.net</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

Holocaust	For students to appreciate the causes and impact of the Holocaust.		Holocaust Curriculum Universal9-12.docx <i>Other resources will be used during this course when and where deemed appropriate.</i> <hr/> <hr/>

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