



Montclair Public Schools  
Montclair High School  
**German II Honors Curriculum**

Grade(s) **9-12**

**Approved by the Montclair Board of Education  
2012**

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## INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the [New Jersey Core Curriculum Content Standards](#) at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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*This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for German that was adopted by the New Jersey Board of Education in 2009. The document is intended for use by all German teachers employed by the Montclair Public Schools.*

**Introduction:** This document explains the curriculum for German: College Prep for the Montclair Public School District.

**Purpose:**

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

**Statement of Philosophy:**

The purpose of this course is to expose students to the German culture and language through listening, writing, speaking and reading. This class embodies a diversify group of topics from summer vacations, sports, friendship, stereotypes, role of the family, food & desserts, art & music, and technology & media. The students will be involved in both individual and group work. This class will foster communication skills, critical thinking, and break preconceived notions.

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**STATEMENT OF PHILOSOPHY**

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a

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stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

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**PROGRAM GOALS ACCORDING TO THEMATIC UNITS**

Unit 1: The focus of this unit is to identify and discuss appearance, clothing and shoes. Students will describe a person's clothes in German. Students will identify colors, sizes, prices and discounts. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 2: The focus of this unit is to discuss the detail of a birthday party. Students will create a dialog about someone having a birthday party. Students will learn vocabulary associated with birthdays parties. Students will write an invitation. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this unit is to learn how to describe houses/apartments room by room in German. Students will ask for and provide information. Student will learn vocabulary associated with transportation. Students will describe household items. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 4: The focus of this unit is to learn how to describe the physical appearance of a friend, family member and a stranger. Students will make comparisons. Student will review adjectives. Students will create dialogs. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 5: The focus of this unit is to learn to comment on a soccer game in German. Students will talk about team sports. Student will discuss the role of sports in German. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 6: The focus of this unit is to review compass directions in the classroom and on a map. Students will discuss why is important to understand directions. Students will make on line maps of their town and its vicinity. Students will describe compass directions from one point to another as seen on a map. Students will compose dialogs between the newcomers and those who Know Montclair,

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showing how to get to certain places. Students will exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode).

Unit 7: The focus of this unit is to learn vocabulary related to music. Students will learn how to express feelings about music in German. Students will learn the tools to describe their favorite band using the set phrases. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode).

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**GENERAL OVERVIEW**

*“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”*

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The German Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses 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.” This standard includes the interpretive, interpersonal and presentational mode of communication.

**German II Honors** is a full-year course for Montclair High School students and introduces and prepares students to acquire the fundamentals of the German language and culture. This course is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of German-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing.//////////

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**SECTION II**

**Course Description**

**German II Honors** is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of German-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged to develop a lifelong interest in the German language and culture through a variety of experiences and activities.

This course will consist of 7 units.

**Thematic Units for German II Honors**

1. Clothes
2. Birthdays and holidays.
3. My house
4. Describing People.
5. Sports.
6. What direction should I go?
7. I love music.

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**UNIT 1: Clothes**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1	Clothing styles are closely related to both geographic necessity and cultural norms in a country.	How has the style of dress in Germany changed over the years? What does clothing say about a society?

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Identify and discuss appearance, clothing, and shoes</li> <li>• Describe a person’s clothes.</li> <li>• Talk about different kinds of stores</li> <li>• Identify and discuss colors and sizes.</li> <li>• Discuss prices and discounts.</li> <li>• Describe typical attire for adolescences.</li> <li>• Use verbs with stem vowel change.</li> <li>• Use the verb know (wissen)</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogs</li> <li>• Informal teacher observations to evaluate student’s responses to greetings</li> <li>• Quizzes</li> </ul>	<b>Rubrics:</b> <b>See below</b>	<b>Key Criteria for Differentiation:</b>  German courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of
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<ul style="list-style-type: none"><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. German 2 is a continuation of the study of German 1 but requiring the use of previously learned knowledge. German 2 students will use more level 2 vocabulary and structures that are framed in six contextual units. Students will use background knowledge to build fluency by</p>
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		<p>reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p><b>Resources:</b></p> <p>Deutsch Aktuell I – II by Wolfgang Kraft</p> <p>Video and audiocassettes for <b>Deutsch Aktuell II</b></p> <p>Selected poems by Johann Wolfgang von Goethe, Hermann Hesse, Erich Kaestner, Heinrich Heine, Bertolt Brecht, Eva Strittmatter.</p> <p>Folk and popular songs from Germany and</p>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• Create captions for magazine pictures of clothes.</li> <li>• Learn clothing items of chapter 7 with shopping song.</li> <li>• Students learn to identify clothing vocabulary with transparencies and pictures.</li> <li>• Students make a list of clothing items that they would like to pack for a summer vacation in Germany.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Encourage students to create original skits and present them to the class.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in German.</li> </ul>

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<p>Austria, as well as popular English songs in German: “Komm gib mir deine Hand”, “Sie liebt mich”, “Mein Bester Freund”, “Es ist Zeit zu geh’n, auf Wiedersehn”, “Hitze frei”.</p> <p>You tube materials are used in the classroom via Zamzar, the songs/poems by Uwe Kind among others.</p>	<ul style="list-style-type: none"><li>• Students converse in pairs in a clothing store (skit).</li><li>• Create a bingo game on clothes.</li><li>• Reenact a shopping excursion for clothes</li></ul>	<p style="text-align: center;"><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**UNIT 2      Birthday and Holidays**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1	Birthday parties and holidays vary around the world.	How do Birthdays and holidays in America differ from Germany?

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Discuss the detail of a birthday party.</li> <li>• Create a dialog about someone having a birthday party (when is it, what presents will you be given?).</li> <li>• Write an invitation.</li> <li>• Use possessive adjectives</li> <li>• Personal pronouns (nominative case)</li> <li>• Use accusative prepositions.</li> <li>• Use contractions</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Original dialogs</li> <li>• Quizzes</li> <li>• Class participation</li> </ul>	<b>Rubrics:</b> <b>See below</b>	<b>Key Criteria for Differentiation:</b>  German courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the
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<ul style="list-style-type: none"><li>• Performance on teacher-generated materials</li></ul>		<p>skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. German 2 is a continuation of the study of German 1 but requiring the use of previously learned knowledge. German 2 students will use more level 2 vocabulary and structures that are framed in six contextual units. Students will use</p>
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		<p>background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p><b>Resources:</b></p> <p>Deutsch Aktuell I – II by Wolfgang Kraft</p> <p>Video and audiocassettes for <b>Deutsch Aktuell II</b></p> <p>Selected poems by Johann Wolfgang von Goethe, Hermann Hesse, Erich Kaestner, Heinrich Heine, Bertolt Brecht, Eva Strittmatter.</p>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• Pair activity in class- describes your/your sibling's birthday party.</li> <li>• Game "When is your Birthday?"</li> <li>• Students complete word search puzzles.</li> <li>• Students complete teacher-made supplemental worksheets.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Encourage students to create original skits and present them to the class.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in German.</li> </ul>

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Folk and popular songs from Germany and Austria, as well as popular English songs in German: “Komm gib mir deine Hand”, “Sie liebt mich”, “Mein Bester Freund”, “Es ist Zeit zu geh’n, auf Wiedersehn”, “Hitzefrei”.

You tube materials are used in the classrom via Zamzar, the songs/poems by Uwe Kind among others.

**Key Criteria for Identifying Student Needs.**

Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.

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**UNIT 3: My House**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1	Homes have special meaning to all people.	Why is my home special to me? How is my home similar to and different from a German home?

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Learn how to describe your house/apartment room by room in German.</li> <li>• Ask for and provide directions</li> <li>• Discuss transportation</li> <li>• Invite friends to your home.</li> <li>• Describe household items</li> <li>• Use compound nouns.</li> <li>• Use the command form of verbs.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Original dialogs</li> <li>• Quizzes</li> </ul>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  German courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and
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<ul style="list-style-type: none"><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. German 2 is a continuation of the study of German 1 but requiring the use of previously learned knowledge. German 2 students will use more level 2 vocabulary and structures that are framed</p>
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		<p>in six contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p><b>Resources:</b></p> <p>*Deutsch Aktuell I – II by Wolfgang Kraft</p> <p>*Video and audiocassettes for <b>Deutsch Aktuell II</b></p> <p>*Selected poems by Johann Wolfgang von Goethe, Hermann Hesse, Erich Kästner, Heinrich Heine, Bertolt Brecht, Eva Strittmatter.</p>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>•Project – “My place of residence”. Students will create a blue print of their home and present it in class.</li> <li>•Students complete word search puzzles.</li> <li>•Students complete teacher-made supplemental worksheets.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Encourage students to create original skits and present them to the class.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in German.</li> </ul>

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\*Folk and popular songs from Germany and Austria, as well as popular English songs in German: “Komm gib mir deine Hand”, “Sie liebt mich”, “Mein Bester Freund”, “Es ist Zeit zu geh’n, auf Wiedersehn”, “Hitzefrei”.

\*You tube materials are used in the classroom via Zamzar, the songs/poems by Uwe Kind among others.

**Key Criteria for Identifying Student Needs.**

Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.

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**UNIT 4: Describing People**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	People from different countries have different physical features.	What are some of the typical features of German people?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Learn how to describe the physical appearance of a friend/family member/stranger.</li> <li>• Make comparisons.</li> <li>• Review adjectives</li> <li>• Create a dialog</li> <li>• Use dative(indirect object)</li> <li>• Use personal pronouns and accusative case.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Original dialogs</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  German courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will
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		<p>motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. German 2 is a continuation of the study of German 1 but requiring the use of previously learned knowledge. German 2 students will use more level 2 vocabulary and structures that are framed in six contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new</p>
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		<p>material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p><b>Resources:</b></p> <p>Deutsch Aktuell I – II by Wolfgang Kraft</p> <p>Video and audiocassettes for <b>Deutsch Aktuell II</b></p> <p>Selected poems by Johann Wolfgang von Goethe, Hermann Hesse, Erich Kaestner, Heinrich Heine, Bertolt Brecht, Eva Strittmatter.</p> <p>Folk and popular songs from Germany and Austria, as well as popular English songs in German: "Komm gib mir deine Hand", "Sie</p>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• Play a guessing game – students will guess a person by asking questions about the person's appearance.</li> <li>• Teacher direct oral questions to students to identify body parts.</li> <li>• Students complete word search puzzles.</li> <li>• Students complete teacher-made supplemental worksheets.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Encourage students to create original skits and present them to the class.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in German.</li> </ul>

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liebt mich”, “Mein Bester Freund”, “Es ist Zeit zu geh’n, auf Wiedersehn”, “Hitzefrei”.

You tube materials are used in the classrom via Zamzar, the songs/poems by Uwe Kind among others.

**Key Criteria for Identifying Student Needs.**

Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.

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**UNIT 5: Sports**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
7.1	Sports are popular in every culture	What sports do Americans and Germans share?

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Learn to comment on a soccer game in German.</li> <li>• Talk about team sports.</li> <li>• Discuss the role of sports in German.</li> <li>• Use Dative prepositions.</li> <li>• Use contractions.</li> <li>• Use verbs with dative case.</li> <li>• Use dative personal pronouns.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Original dialogs</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  German courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that
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		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. German 2 is a continuation of the study of German 1 but requiring the use of previously learned knowledge. German 2 students will use more level 2 vocabulary and structures that are framed in six contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics</p>
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		<p>already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p><b>Resources:</b></p> <p>Deutsch Aktuell I – II by Wolfgang Kraft</p> <p>Video and audiocassettes for <b>Deutsch Aktuell II</b></p> <p>Selected poems by Johann Wolfgang von Goethe, Hermann Hesse, Erich Kaestner, Heinrich Heine, Bertolt Brecht, Eva Strittmatter.</p> <p>Folk and popular songs from Germany and Austria, as well as popular English songs in</p>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• Students identify vocabulary with transparencies, pictures, and actions.</li> <li>• TPR commands.</li> <li>• Students prepare a brief sports column in German.</li> <li>• Students attend one of their school's athletic events and then discuss it in German in class.</li> <li>• Students cut out sports pictures from a magazine, label them, and discuss them in class.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Encourage students to create original skits and present them to the class.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in German.</li> </ul>

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German: “Komm gib mir deine Hand”, “Sie liebt mich”, “Mein Bester Freund”, “Es ist Zeit zu geh’n, auf Wiedersehn”, “Hitzefrei”.

You tube materials are used in the classrom via Zamzar, the songs/poems by Uwe Kind among others.

- Students complete word search puzzles.
- Students complete teacher-made supplemental worksheets.

**Key Criteria for Identifying Student Needs.**

Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.

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**UNIT 6: What direction should I go?**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Through today technology getting direction has become easier.	<p><b>Why is it important to understand directions?</b></p> <p><b>When is it important to know the directions in their own community?</b></p>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Review compass directions in the classroom and on a map</li> <li>• Discuss why it is important to understand directions</li> <li>• Make on line maps of their town, and its vicinity</li> <li>• Describe compass directions from one point to another as seen on a map.</li> <li>• Learn phrases that articulate directions.</li> <li>• Compose dialogs between the newcomers and those who know Montclair, showing how to get to certain places.</li> <li>• Use present perfect tense. (regular verbs)</li> <li>• Use the perfect tense. (irregular verbs)</li> </ul>

<b>Assessment: (Formative and Summative)</b>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  German courses at Montclair High School
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<ul style="list-style-type: none"><li>• Original dialogs</li><li>• Quizzes</li><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. German 2 is a continuation of the study of German 1 but requiring the</p>
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		<p>use of previously learned knowledge. German 2 students will use more level 2 vocabulary and structures that are framed in six contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p><b>Resources:</b></p> <p>Deutsch Aktuell I – II by Wolfgang Kraft</p> <p>Video and audiocassettes for <b>Deutsch Aktuell II</b></p> <p>Selected poems by Johann Wolfgang von</p>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• Game – Students will give details on how to get to their house or a specific area in their town using a Montclair map.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Encourage students to create original skits and present them to the class.</li> </ul>

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<p>Goethe, Hermann Hesse, Erich Kaestner, Heinrich Heine, Bertolt Brecht, Eva Strittmatter.</p> <p>*Folk and popular songs from Germany and Austria, as well as popular English songs in German: “Komm gib mir deine Hand”, “Sie liebt mich”, “Mein Bester Freund”, “Es ist Zeit zu geh’n, auf Wiedersehn”, “Hitzefrei”.</p> <p>*You tube materials are used in the classroom via Zamzar, the songs/poems by Uwe Kind among others.</p>	<ul style="list-style-type: none"> <li>• The remainder of the class will guess the location the student is describing</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create and illustrate a cartoon with introductory phrases in German.</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**UNIT 7: I love music**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Music is popular in every culture	What are the different styles of music between Americans and Germans?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Learn vocabulary related to music</li> <li>• Learn how to express feelings about music in German.</li> <li>• Learn the tools to describe their favorite band using the set phrases.</li> <li>• Review present perfect tense.</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Original dialogs</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>	<p><b>Rubrics:</b> See below</p>	<p><b>Key Criteria for Differentiation:</b></p> <p>German courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will</p>
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		<p>motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. German 2 is a continuation of the study of German 1 but requiring the use of previously learned knowledge. German 2 students will use more level 2 vocabulary and structures that are framed in six contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new</p>
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		<p>material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p><b>Resources:</b></p> <p>Deutsch Aktuell I – II by Wolfgang Kraft</p> <p>Video and audiocassettes for <b>Deutsch Aktuell II</b></p> <p>Selected poems by Johann Wolfgang von Goethe, Hermann Hesse, Erich Kaestner, Heinrich Heine, Bertolt Brecht, Eva Strittmatter.</p> <p>Folk and popular songs from Germany and Austria, as well as popular English songs in German: "Komm gib mir deine Hand", "Sie</p>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• Students will write a short essay about their favorite band/singer/composer using active vocabulary.</li> <li>• Students complete word search puzzles.</li> <li>• Students complete teacher-made supplemental worksheets.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Encourage students to create original skits and present them to the class.</li> <li>• Have students create and illustrate a cartoon with introductory phrases in German.</li> </ul>

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liebt mich”, “Mein Bester Freund”, “Es ist Zeit zu geh’n, auf Wiedersehn”, “Hitzefrei”.

You tube materials are used in the classrom via Zamzar, the songs/poems by Uwe Kind among others.

**Key Criteria for Identifying Student Needs.**

Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.

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Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
SEPTEMBER	7.1	<ul style="list-style-type: none"> <li>*What are the names of most essential clothing items?</li> <li>*How does one shop for clothes in Germany?</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and discuss appearance, clothing, and shoes.</li> <li>*Describe a person's clothes.</li> <li>*Talk about different kinds of stores.</li> <li>*Identify and discuss colors and sizes.</li> <li>*Discuss prices and discounts.</li> <li>*Describe typical attire for adolescences.</li> </ul>	<ul style="list-style-type: none"> <li>*Create captions for magazine pictures of clothes.</li> <li>*Learn clothing items of chapter 7 with shopping song.</li> <li>*Students learn to identify clothing vocabulary with transparencies and pictures.</li> </ul>	<p>Deutsch Aktuell II-III by Wolfgang Kraft</p> <p>World map</p> <p>Teachers created online activities:  <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p>Newspaper and Magazines.  <a href="http://www.zeitungen.de">http://www.zeitungen.de</a></p> <p><a href="http://www.mopo.de">http://www.mopo.de</a></p> <p>E-mail projects  E-pals  <a href="http://www.epals.com">http://www.epals.com</a></p> <p><i>Authentic materials and video/audio clips</i></p>	<ul style="list-style-type: none"> <li>*Original dialogs.</li> <li>*Informal teacher observations to evaluate student's responses to greetings.</li> <li>*Quizzes</li> <li>*Class participation</li> <li>*Performance on teacher-generated materials</li> </ul>
OCTOBER	7.1	*What clothes is your friend	Identify and discuss colors and sizes.	*Students make a list of clothing items that they would	Deutsch Aktuell II-III by Wolfgang	

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		<p>wearing today?          *How does one ask for a certain type of clothes when shopping?</p>	<p>*Discuss prices and discounts.          *Describe typical attire for adolescences.</p>	<p>like to pack for a summer vacation in Germany.          *Students converse in pairs in a clothing store (skit).          *Create a bingo game on clothes.          *Reenact a shopping excursion for clothes.</p>	<p>Kraft          World map          Teachers created online activities:  <a href="http://www.Quizlet.com">www.Quizlet.com</a>          Newspaper and Magazines.  <a href="http://www.zeitungen.de">http://www.zeitungen.de</a>  <a href="http://www.mopo.de">http://www.mopo.de</a>          E-mail projects          E-pals  <a href="http://www.epals.com">http://www.epals.com</a>  <i>Authentic materials and video/audio clips</i></p>	<p>*Original dialogs.          *Informal teacher observations to evaluate student's responses to greetings.          *Quizzes          *Class participation          *Performance on teacher-generated materials</p>
<p><b>NOVEMBER</b></p>	<p>7.1</p>	<p>*On what day is your birthday?          *How do you celebrate your birthday?          *What presents can one get for his/her birthday?</p>	<p>*Discuss the detail of a birthday party.          *Create a dialog about someone having a birthday party (when is it, what presents will you be given?).          *Write an invitation</p>	<p>*Pair activity in class-describes your/your sibling's birthday party.          *Game "When is your Birthday?"          *Students complete word search puzzles.          *Students complete teacher-made supplemental worksheets.</p>	<p>Deutsch Aktuell II-III by Wolfgang Kraft          World map          Teachers created online activities:  <a href="http://www.Quizlet.com">www.Quizlet.com</a>          Newspaper and Magazines.  <a href="http://www.zeitungen.de">http://www.zeitungen.de</a>  <a href="http://www.mopo.de">http://www.mopo.de</a></p>	<p>*Original dialogs          *Quizzes          *Class participation          *Performance on teacher-generated materials</p>

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					E-mail projects E-pals <a href="http://www.epals.com">http://www.epals.com</a>  <i>Authentic materials and video/audio clips</i>	
<b>DECEMBER</b> <b>JANUARY</b>	7.1	*Where do you reside? *Do you live in a house or in an apartment? *How does the exterior and interior of your household look like?	*Learn how to describe your house/apartment room by room in German. *Ask for and provide directions *Discuss transportation *Invite friends to your home. *Describe household items	*Project – “My place of residence”. Students will create a blue print of their home and present it in class. *Students complete word search puzzles. *Students complete teacher-made supplemental worksheets.	Deutsch Aktuell II-III by Wolfgang Kraft  World map  Teachers created online activities: <a href="http://www.Quizlet.com">www.Quizlet.com</a>  Newspaper and Magazines. <a href="http://www.zeitungen.de">http://www.zeitungen.de</a>  <a href="http://www.mopo.de">http://www.mopo.de</a>  E-mail projects E-pals <a href="http://www.epals.com">http://www.epals.com</a>  <i>Authentic materials and video/audio clips</i>	*. Original dialogs *Quizzes *Class participation *Performance on teacher-generated materials

<b>FEBRUARY</b>	7.1	*What is the physical appearance	*Learn how to describe the physical	*Play a guessing game –	Deutsch Aktuell II-III by Wolfgang	*Original dialogs
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		<p>of one of your family member or friend?          *What are the special features of this person?</p>	<p>appearance of a friend/family Member /stranger.          *Make comparisons.          *Review adjectives.          *Create dialog</p>	<p>students will guess a person by asking questions about the person's appearance.          *Teacher direct oral questions to students to identify body parts.          *Students complete word search puzzles.          *Students complete teacher-made supplemental worksheets.</p>	<p>Kraft          World map          Teachers created online activities:  <a href="http://www.Quizlet.com">www.Quizlet.com</a>          Newspaper and Magazines.  <a href="http://www.zeitungen.de">http://www.zeitungen.de</a>  <a href="http://www.mopo.de">http://www.mopo.de</a>          E-mail projects          E-pals  <a href="http://www.epals.com">http://www.epals.com</a>  <i>Authentic materials and video/audio clips</i></p>	<p>*Quizzes          *Class participation          *Performance on teacher-generated materials</p>
<p><b>MARCH</b>  <b>APRIL</b></p>	<p>7.1</p>	<p>*What sport do you enjoying playing or watching?          *What features about your favorite sport do you enjoy?          *What is Germany's favorite sport to watch or play?          *What are the concepts of a soccer game?</p>	<p>*Learn to comment on a soccer game in German.          *Talk about team sports.          *Discuss the role of sports in German.</p>	<p>*Students identify vocabulary with transparencies, pictures, and actions.          *TPR commands.          *Students prepare a brief sports column in German.          *Students attend one of their school's athletic events and then discuss it in German in class.          *Students cut out sports pictures from a magazine, label</p>	<p>Deutsch Aktuell II-III by Wolfgang Kraft          World map          Teachers created online activities:  <a href="http://www.Quizlet.com">www.Quizlet.com</a>          Newspaper and Magazines.  <a href="http://www.zeitungen.de">http://www.zeitungen.de</a></p>	<p>*Original dialogs          *Quizzes          *Class participation          *Performance on teacher-generated materials</p>



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			to certain places.			
<b>JUNE</b>	7.1	<p>*What genre of music do you enjoy?</p> <p>*What musical instrument do you or your friend/family member play?</p>	<p>*Learn vocabulary related to music.</p> <p>*Learn how to express feelings about music in German.</p> <p>*Learn the tools to describe your favorite band using the set phrases</p>	<p>*Students will write a short essay about their favorite band/singer/composer using active vocabulary.</p> <p>*Students complete word search puzzles.</p> <p>*Students complete teacher-made supplemental worksheets.</p>	<p>Deutsch Aktuell II-III by Wolfgang Kraft</p> <p>World map</p> <p>Teachers created online activities:  <a href="http://www.Quizlet.com">www.Quizlet.com</a></p> <p>Newspaper and Magazines.  <a href="http://www.zeitungen.de">http://www.zeitungen.de</a></p> <p><a href="http://www.mopo.de">http://www.mopo.de</a></p> <p>E-mail projects  E-pals  <a href="http://www.epals.com">http://www.epals.com</a></p> <p><i>Authentic materials and video/audio clips</i></p>	<p>*Original dialogs</p> <p>*Quizzes</p> <p>*Class participation</p> <p>*Performance on teacher-generated materials</p>

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**Common Rubrics**

**WRITING RUBRIC** (as it pertains to foreign language and the ACTFL K-12 Performance Guidelines)

	<b>Exceeds Standards (5)</b>	<b>Meets standards (3)</b>	<b>Below Standards (1)</b>
<b>Content</b>	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
<b>Grammar</b>	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
<b>Vocabulary</b>	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
<b>Conversational Skills</b>	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
<b>Organization/ Fluency</b>	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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<b>Use of Questions and Answers</b>	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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**PRESENTATIONAL RUBRIC**

As it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets Standards (3)</b>	<b>Below Standards (1)</b>
<b>Expression of Ideas</b>	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
<b>Grammar</b>	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
<b>Vocabulary</b>	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
<b>Elaboration</b>	Elaborates consistently with appropriate and precise details in a	Elaborates occasionally with some appropriate details in a generally	Provides few or no appropriate details, or may not attempt to elaborate at all.

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	coherent manner.	coherent manner.	Response is incoherent.
<b>Clarity / Fluency</b>	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
<b>Pronunciation / Intonation</b>	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
<b>Presentational Technique</b>	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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**INTERPERSONAL RUBRIC**

As it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets Standards (3)</b>	<b>Below Standards (1)</b>
<b>Content</b>	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
<b>Grammar</b>	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
<b>Vocabulary</b>	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
<b>Conversational Skills</b>	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
<b>Organization/ Fluency</b>	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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<b>Use of Questions and Answers</b>	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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**SECTION III**

**NJ Core Content Curriculum Standards**

**Novice-Mid**

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
7.1.NM.A.3	Recognize a few common gestures and <a href="#">cultural practices</a> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.

Interpersonal

7.1.NM.B.1	Use <a href="#">digital tools</a> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
7.1.NM.C.5	Name and label tangible <a href="#">cultural products</a> and imitate <a href="#">cultural practices</a> from the target culture(s).

**Novice-High**

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
7.1.NH.A.3	Recognize some common gestures and <a href="#">cultural practices</a> associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .

Interpersonal

7.1.NH.B.1	Use <a href="#">digital tools</a> to exchange basic information by recombining memorized words, phrases, and
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	sentences on topics related to self and targeted themes.
7.1.NH.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.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in <a href="#">writing</a> people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
7.1.NH.C.5	Tell or write about <a href="#">cultural products</a> associated with the target culture(s), and simulate common <a href="#">cultural practices</a> .

**Intermediate-Low**

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .

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7.1.NH.A.3	Recognize some common gestures and <a href="#">cultural practices</a> associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .

Interpersonal

7.1.IL.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to targeted themes.
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.

Presentational

7.1.IL.C.1	Use knowledge about <a href="#">cultural products</a> and <a href="#">cultural practices</a> to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate <a href="#">culturally authentic materials</a> orally and in writing.
7.1.IL.C.5	Compare and contrast <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <a href="#">16 Career Clusters</a> .

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**Intermediate-Mid**

Interpretive

7.1.IM.A.1	Compare and contrast information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> 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.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and <a href="#">cultural practices</a> ) 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.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, <a href="#">culturally authentic materials</a> .
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.

Interpersonal

7.1.IM.B.1	Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

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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.

Presentational

7.1.IM.C.1	Synthesize information related to the <a href="#">cultural products</a> , <a href="#">cultural practices</a> , and <a href="#">cultural perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a> .
7.1.IM.C.5	Compare the <a href="#">cultural perspectives</a> of the target culture(s) with those of one's own culture, as evidenced through the <a href="#">cultural products</a> and <a href="#">cultural practices</a> associated with each.

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## **SECTION IV**

### **Resources and supplementary materials**

#### *Textbook*

Deutsch Aktuell I by Wolfgang Kraft

#### **Supplementary Materials**

Video and audiocassettes for **Deutsch Aktuell II**

Selected poems by Johann Wolfgang von Goethe, Hermann Hesse, Erich Kaestner, Heinrich Heine, Bertolt Brecht, Eva Strittmatter.

Folk and popular songs from Germany and Austria, as well as popular English songs in German: "Komm gib mir deine Hand", "Sie liebt mich", "Mein Bester Freund", "Es ist Zeit zu geh'n, auf Wiedersehen", "Hitzefrei".

You tube materials are used in the classroom via Zamzar, the songs/poems by Uwe Kind among others.

#### ***Multi-media Resources***

Alta Vista <http://altavista.de>

InfoSeek <http://infoseek.go.com>

Lycos <http://www.lycos.de>

Mamma <http://www.mamma.com>

Yahoo <http://www.yahoo.de>

E-mail projects

E-pals

<http://www.epals.com>

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**[Create full citation reference list of all supplemental materials and resources, including web resources recommended for use]**