

Passports to Proficiency German 5-6H



Washoe County School District World Languages: German 5-6 (Honors)

Each course is divided into nine units of instruction, with five units taught in the first semester and four units taught in the second semester. The units follow scope and sequence of the EMC textbook series, *Deutsch Aktuell 3*. The curriculum is meant to provide teachers with a guide for instruction and pacing, following the Nevada Academic Content Standards for World Languages (NVACSWL). Each unit contains a Student Proficiency Passport, where students will demonstrate their language proficiency using various communication strategies. It is up to individual teachers to determine the day-to-day instructional activities for students, while following the approved curriculum guides.

Each course is designed to assist students in reaching a targeted language proficiency level by the end of the year. The American Council on the Teaching of Foreign Languages (ACTFL) developed these proficiency levels:

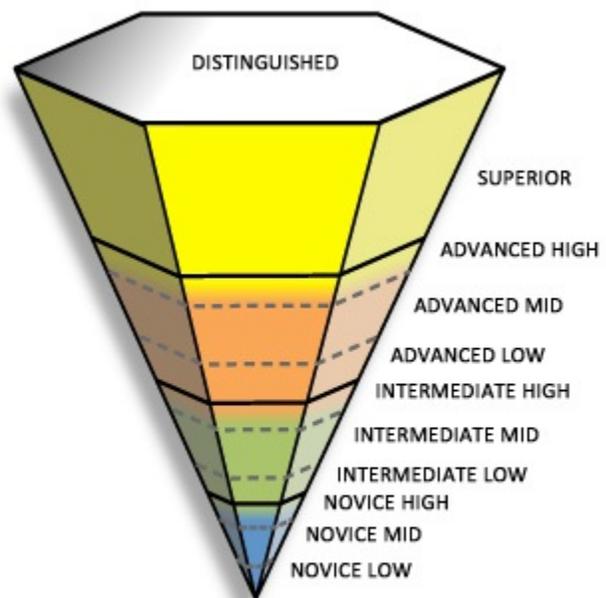
German 1-2 — Novice Mid

German 3-4 — Novice High

German 5-6 (Honors) — Intermediate Low / Intermediate Mid

AP German Language – Intermediate Mid / Intermediate High

A team of World Language teachers from the Washoe County School District created the following curriculum guides in the fall of 2018. The committee included the following WCSD World Language Teachers: Chris Case and Rebecca Young. The Intercultural Communication Benchmarks were adapted from the *NCSSFL-ACTFL Can-Do Statements* document.



CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



Nevada Academic Content Standards for World Languages

Intermediate-Low

Learners at the Intermediate-Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low sublevel, Learners are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low Learners manage to sustain the functions of the Intermediate level, although just barely.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	<p>1. <i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"> • Hold a simple conversation on a number of everyday topics • Use the language to meet basic needs in familiar situations • Ask and answer questions on factual information that is familiar
	<p>2. <i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<ul style="list-style-type: none"> • Understand the basic purpose of a message and messages related to basic needs • Understand questions and simple statements on everyday topics when part of a conversation • Identify some simple information on forms • Identify some information from news media
	<p>3. <i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<ul style="list-style-type: none"> • Talk and write about people, activities, and experiences • Talk and write about needs and wants • Exchange information about plans • Present songs, short skits, or dramatic readings • Talk and write about topics of interest • Give basic instructions • Prepare materials for a presentation

CULTURES	<p><i>4. Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> • Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations • Compare daily practices of people in the target culture(s) with those of the learner • Interpret and explain the cultural relevance or historical context of traditions and celebrations
	<p><i>5. Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> • Analyze and assess factors that impact cultural products
CONNECTIONS	<p><i>6. Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> • Discuss how geographic locations affect practices, perspectives, and products • Analyze and evaluate aspects of authentic texts with some details • Analyze historic contributions of the target culture
	<p><i>7. Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> • Recognize authentic resources • Interact with authentic resources • Analyze, examine, and evaluate cultural products • Interpret perspectives unique to the target culture(s)

COMPARISONS	<p>8. <i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<ul style="list-style-type: none"> • Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts • Employ language patterns and grammatical functions
	<p>9. <i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> • Analyze cultural differences in traditions, celebrations, and customs • Describe examples of cultural(s) diversity and the contributions of the target culture that exist in the learners' community
COMMUNITIES	<p>10. <i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<ul style="list-style-type: none"> • Identify settings where the language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s) • Communicate and reflect on interactions with members of the target culture(s)
	<p>11. <i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

Intermediate-Mid

Intermediate-Mid Learners are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate-Mid Learners are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

		STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	1. <i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		<ul style="list-style-type: none"> • Start, maintain, and end a conversation on a variety of familiar topics • Talk about daily activities and personal preferences • Use language to handle tasks related to personal needs • Exchange information about topics of personal interest to the learners
	2. <i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		<ul style="list-style-type: none"> • Understand basic information in ads and recordings • Understand messages related to everyday life • Understand simple written exchanges between other people
	3. <i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.		<ul style="list-style-type: none"> • Present and write about personal and social experiences • Present and write about something learned or researched • Present and write about common interests and issues and • Take a critical stance on a topic of interest • Write messages, announcements, and communications for distribution

CULTURES	<p>4. <i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> Analyze social interactions typical of the culture(s) studied Analyze behavior patterns in the target culture(s) Connect and relate the cultural relevance and historical context of traditions and celebrations to current events
	<p>5. <i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> Investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture
CONNECTIONS	<p>6. <i>Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> Discuss how geographic locations affect practices, perspectives, and products Analyze and evaluate aspects of authentic texts with some details Analyze historic contributions and controversies
	<p>7. <i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> Recognize authentic resources Interact with authentic resources Analyze, examine, and evaluate cultural products Interpret perspectives unique to the target culture(s)
COMPARISONS	<p>8. <i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<ul style="list-style-type: none"> Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts Employ language patterns and grammatical functions
	<p>9. <i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> Analyze cultural differences in traditions, celebrations, and customs Describe examples of cultural diversity and the contributions of the target culture(s) that exist in the learner's community

COMMUNITIES	<p>10. <i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<ul style="list-style-type: none"> • Identify settings where the language can be used • Demonstrate the ability to find resources that relate to use and understanding of the language • Demonstrate the ability to find resources that relate to the target culture(s) • Communicate and reflect on interactions with members of the target culture(s)
	<p>11. <i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

WL Interpersonal Speaking Level 5-6 H Intermediate-Low

NVACSWL Standard 1- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

NVACSWL Standard 2- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Comprehension How well do I understand others?	<ul style="list-style-type: none"> Message is fully understood with immediate response. 	<ul style="list-style-type: none"> Message is clearly understood with delayed response. 	<ul style="list-style-type: none"> Message is understood with delayed response and repetition. 	<ul style="list-style-type: none"> Message is not understood.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Fluency and Communication Strategies How well do I keep the conversation going?	<ul style="list-style-type: none"> Conversation is maintained with elaboration. 	<ul style="list-style-type: none"> Conversation is maintained. 	<ul style="list-style-type: none"> Conversation is maintained with difficulty, frequent pauses. 	<ul style="list-style-type: none"> Conversation cannot be maintained, many long pauses.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

1a Hold a simple conversation on a number of everyday topics.

1b Use the language to meet basic needs in familiar situations.

1c Ask and answer questions on factual information that is familiar.

2a Understand the basic purpose a message related to basic needs.

2b Understand questions and simple statements on everyday topics.

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

WL Presentational Speaking Level 5-6 H Intermediate-Low

NVACSWL Standard 3- Presentational Communication: Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with full elaboration and supported with a variety of examples. 	<ul style="list-style-type: none"> Task completed with some elaboration and some examples. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Impact How well do I capture and maintain my audience?	<ul style="list-style-type: none"> Presentation is engaging using varied tone, gestures, eye contact and fluency. 	<ul style="list-style-type: none"> Presentation is somewhat engaging with some varied tone, gestures, eye contact and fluency. 	<ul style="list-style-type: none"> Presentation is minimally engaging with almost no use of varied tone, gestures, eye contact and fluency. 	<ul style="list-style-type: none"> Presentation is not engaging.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize the presentation?	<ul style="list-style-type: none"> Presentation is well organized using sequencing and transition words. 	<ul style="list-style-type: none"> Presentation is organized with few sequencing and transition words. 	<ul style="list-style-type: none"> Presentation is somewhat organized almost no sequencing or transition words. 	<ul style="list-style-type: none"> Presentation isn't organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

3a Talk about people, activities, and experiences.

3b Talk about needs and wants.

3c Share information about plans.

3e Talk about topics of interest.

3f Give basic instructions.

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

WL Presentational Writing Level 5-6 H Intermediate-Low

NVACSWL Standard 3- Presentational Communication: Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Mechanics How accurately do I use capitalization, punctuation, and spelling?	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation. 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation. 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

3a. Writes about people, activities, and experiences

3b. Writes about needs and wants.

3e. Writes about topics of interest

3f. Gives basic instructions

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

WL Interpersonal Writing Level 5-6 H Intermediate-Low

NVACSWL Standard 1- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

NVACSWL Standard 2- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaches Expectations 2 points	Below Expectations 1 point
Task How well do I complete task?	<ul style="list-style-type: none"> Task completed with elaboration. 	<ul style="list-style-type: none"> Task completed with some elaboration. 	<ul style="list-style-type: none"> Task completed with minimal elaboration. 	<ul style="list-style-type: none"> Task attempted.
Comprehensibility How well do others understand me?	<ul style="list-style-type: none"> Message is fully comprehensible and clear. 	<ul style="list-style-type: none"> Message is mostly comprehensible and clear. 	<ul style="list-style-type: none"> Message is partly clear and somewhat understood. 	<ul style="list-style-type: none"> Message is not clear.
Mechanics How accurately do I use capitalization,	<ul style="list-style-type: none"> Makes almost no errors in spelling, capitalization, nor punctuation 	<ul style="list-style-type: none"> Makes occasional errors in spelling, capitalization, and punctuation 	<ul style="list-style-type: none"> Frequent errors in capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Makes little or no attempt to use correct spelling, capitalization or capitalization.
Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> Vocabulary is appropriate and varied. 	<ul style="list-style-type: none"> Vocabulary is adequate with little variation. 	<ul style="list-style-type: none"> Vocabulary is limited and repetitive. 	<ul style="list-style-type: none"> Vocabulary is extremely limited and repetitive.
Language Control How accurate is my language?	<ul style="list-style-type: none"> Grammar is appropriate and varied, errors do not interfere. 	<ul style="list-style-type: none"> Grammar is appropriate but errors occasionally interfere. 	<ul style="list-style-type: none"> Appropriate grammar is attempted but error frequently interfere. 	<ul style="list-style-type: none"> Grammar used incorrectly, errors usually interfere.
Communication Strategies How well do I organize my writing	<ul style="list-style-type: none"> Writing is well organized with sequencing and transition words. 	<ul style="list-style-type: none"> Writing is organized with few transition and sequencing words. 	<ul style="list-style-type: none"> Writing is somewhat organized with no transition and sequencing words. 	<ul style="list-style-type: none"> Writing is not organized.

NVACSWL Performance Indicators: Choose applicable performance indicators to match task

- 1a. Hold a simple (written) conversation on a number of everyday topics.
- 1b. Use the language to meet basic needs in familiar situations.
- 1c. Ask and answer questions on factual information that is familiar.
- 2a. Understand the basic purpose of a message related to basic needs.
- 2b. Understand questions and simple statements on everyday topics.
- 2c. Identify some simple information on forms.
- 2d. Identify some information from news media.

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

German 5-6H, Teil 1: Hallo, wie geht's?

Essential question: How does a country's culture reflect in the activities of its people?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Greet friends
- Talk about school activities
- Describe others in terms of personality
- Talk about sports and after-school activities
- Talk about after-school jobs
- Describe occupations
- Describe movies and programs
- Talk about likes and dislikes
- Express an opinion

Vocabulary in context to support the learning outcomes:

- Greetings
- School-related activities
- Descriptions
- After-school activities and jobs
- Types of movies
- Likes and dislikes

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Coordinating and subordinating conjunctions
- Expressions for times of day
- Time expressions with the dative

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 1: Hallo, wie geht's?

Essential question: How does a country's culture reflect in the activities of its people?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.	

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.	

Investigate	In my own and other cultures, <i>I can</i> reflect upon how a country affects the activities of its people.
Interact	<i>I can</i> describe how weather, geography etc. influence the types of activities people do in another country.

Investigate	In my own and other cultures, <i>I can</i> compare how and why the options for sports and leisure activities vary depending on cultural attitudes.
Interact	<i>I can</i> follow the rules and etiquette when playing a sport with peers from the target culture.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 1: Hallo, wie geht's?	
Essential question: How does a country's culture reflect in the activities of its people?	

I can greet friends on the first day of school	I can talk about school-related activities	I can describe things I do on a regular basis in the present tense	I can give my opinion about what it takes to be successful in school
I can describe people, places, and things in detail	I can describe typical recreational activities in my town and in German-speaking places	I can ask open-ended questions	I can describe professions and occupations
I can compare sports and television between my country and a German-speaking country	I can describe movies and television shows	I can express my opinions of movies and television shows	I can compare and contrast products, practices, and perspectives of the people in the US and Germany
I can make comparisons between the artists and works of different German-speaking countries	I can use context clues to derive meaning of words with which I am unfamiliar	I can identify the main idea of an authentic resource	I can use main idea and supporting details to write a summary
I can...	I can...	I can...	I can...

German 5-6H, Teil 2: Zu Hause und Familie

Essential question: What is life like in the German-speaking family?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Describe family members
- Express negation or disagreement
- Name different areas of a house and household items
- Talk about activities in progress
- Make generalized statements
- Talk about daily routine
- Describe emotions and relationships
- Talk about household chores
- Tell others what to do

Vocabulary in context to support the learning outcomes:

- Family members
- Descriptions
- Household items and activities
- Daily routine
- Emotions
- Household items and placement

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Review: affirmative & negative expressions
- Review: direct and indirect object pronouns
- Review: expressions of placement
- Present progressive
- Reflexive verbs
- Review past tense
- Reciprocal actions
- Informal affirmative commands

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 2: Zu Hause und Familie

Essential question: What is life like in the German-speaking family?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, <i>I can</i> analyze how immigration affects countries and cultures.
Interact	<i>I can</i> hypothesize the reasons why immigrants have moved to certain areas.

Investigate	In my own and other cultures, <i>I can</i> compare traditions that are specific to different countries and/or regions.
Interact	<i>I can</i> investigate how other cultures have influenced my own culture and report to my peers.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 2: Zu Hause und Familie	
Essential question: What is life like in the German-speaking family?	

I can describe family relationships	I can generalize about topics using affirmative and negative expressions or the impersonal "se"	I can classify items and activities in a typical home in both the US and German-speaking countries	I can describe what I/and others am/are doing
I can describe my family's morning routine	I can express emotional and physical changes	I can give instructions for what to do around the house	I can describe the locations of things around the house
I can investigate the products and practices of the German speaking family	I can discuss express my opinions of works by German speaking artists	I can analyze the effects of German-speaking immigration on different cities in the United States	I can interpret written works of important German-speaking authors
I can compare my home life to that of a typical German-speaking family	I can use an authentic resource to identify cause and effect	I can use an author's details to describe the setting and characters of a fictional story	I can use the title, illustrations and subheadings to predict the content of a written source
I can...	I can...	I can...	I can...

German 5-6H, Teil 3: Nachricht

Essential question: How does the history of a country manifest itself in its current culture?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Classify news in corresponding sections
- Talk about activities of the media
- Talk about how long something has been going on
- Comment on news and events in the media
- Recall and talk about events in the past
- React to news events
- Link parts of sentences

Vocabulary in context to support the learning outcomes:

- Sections of a newspaper
- Activities of the media
- Events in the past
- News

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Als, wenn, wann
- Present Subjunctive II: Requests and wishes
- Compound nouns
- Imperative
- Past participles
- Relative pronouns
- If/then clauses

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 3: Nachricht

Essential question: How does the history of a country manifest itself in its current culture?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
		PERFORMANCE INDICATORS
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, <i>I can</i> compare a German-speaking country's history to its culture.
Interact	<i>I can</i> create digital presentation informing others about the colonial influences on Latin America.

Investigate	In my own and other cultures, <i>I can</i> compare different forms of government in the German-speaking world.
Interact	<i>I can</i> demonstrate appropriate behaviors when voting in a German-Speaking country.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 3: Nachricht	
Essential question: How does the history of a country manifest itself in its current culture?	

I can discuss headlines and events in the news	I can describe events that have happened in the past	I can make comparisons of festivals and other events covered by the media	I can describe how long ago different events happened
I can compare the way things were in the past to how they are now	I can formulate opinions on different events in the news	I can summarize a historical event in the past with supporting details	I can describe what happened leading up to an event in the past, such as a car accident or crime
I can include who or what was involved with a particular event in the past, such as a natural disaster	I can explain how the events of the past have affected present times in a German-speaking country	I can analyze current fashion and entertainment trends in a German-speaking country	I can explain how customs of the past affect the products, practices, and perspectives of the present in a German-speaking country
I can analyze the role of a hero in a piece of authentic literature	I can differentiate between fact and opinion in an authentic resource	I can...	I can...
I can...	I can...	I can...	I can...

German 5-6H, Teil 4: Kommunikation

Essential question: How is the culture diffused inside and outside a country?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Describe your personality and that of your friends
- Talk about personal relationships
- Make apologies
- Express events in the past
- Describe people and things
- Talk about family relationships
- Give recommendations and advice
- Receive and place phone calls
- Talk about actions that lasted for an extended time

Vocabulary in context to support the learning outcomes:

- Descriptions
- Feelings
- Relationships
- Apologies
- Family relationships
- Giving orders and advice
- Using the phone

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Review: past tense
- Verb-preposition combinations
- Relative pronouns after prepositions
- Comparative and superlative
- Adjective placement and meaning
- Informal negative commands
- Uses of the preposition *a*
- Imperfect progressive

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 4: Kommunikation

Essential question: How is the culture diffused inside and outside a country?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, <i>I can</i> compare how traditions and events influence music and art.
Interact	<i>I can</i> investigate an upcoming music or art festival in a German-speaking country and discuss it with my peers.

Investigate	In my own and other cultures, <i>I can</i> compare efforts people take to protect the environment.
Interact	<i>I can</i> work with my peers to address a local environmental issue, such as creating a recycling or composting program.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 4: Kommunikation	
Essential question: How is the culture diffused inside and outside a country?	

I can describe people, their feelings, and their personalities	I can offer relationship advice	I can describe an event that has recently taken place	I can use the location of an adjective in a sentence to interpret meaning
I can feelings and relationships between family members	I can make suggestions about what not to do	I can have a simple telephone conversation	I can write and interpret simple text messages
I can talk about actions that lasted for an extended period of time	I can explain how cultures influence products, practices and perspectives of modern life in German	I can analyze the different ways adolescents communicate across various cultures	I can assess how literature spreads culture within and outside of a particular German-speaking country
I can identify metaphors within a poem	I can analyze word choice to infer the attitude of an authentic poem or piece of literature	I can identify and use transition words to indicate comparison and contrast	I can...
I can...	I can...	I can...	I can...

German 5-6H, Teil 5: Stadt und Land

Essential question: How people use transportation and where are they going?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Give advice about driving in the city
- Identify road signs
- Tell others what to do
- Ask for and give directions
- Make generalizations about what's important, useful, and necessary
- Talk about train travel
- Talk about camping activities
- Make requests, suggestions, and demands

Vocabulary in context to support the learning outcomes:

- Driving
- Road signs
- Giving directions
- Train travel
- The country
- Camping activities

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Formal commands (singular & plural)
- Commands with *plural pronouns*
- Subjunctive verbs
- Impersonal expressions
- Modals: Present perfect modals
- Modals: Double infinitives
- Modals: Narrative past
- Modals: Present subjunctive
- Modals: Past subjunctive
- Wann and ob

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 5: Stadt und Land

Essential question: How people use transportation and where are they going?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, <i>I can</i> compare how the various options for travel are determined by geography, economics, and ecology.
Interact	<i>I can</i> choose an appropriate means of transportation based on my location, needs, and local options.

Investigate	In my own and other cultures, <i>I can</i> compare historical modes of transportation with today's forms.
Interact	<i>I can</i> investigate and discuss how transportation has changed the culture of rural communities.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 5: Stadt und Land	
Essential question: How people use transportation and where are they going?	

I can discuss driving	I can interpret road signs	I can give driving directions	I can make suggestions for an activity involving myself and others
I can differentiate between asking for service and asking a question	I can make generalizations about certain topics	I can make indirect suggestions or recommendations	I can discuss traveling on a train
I can express my general opinions about certain topics	I can categorize what is necessary for a trip, such as camping	I can compare and contrast life in the city and countryside	I can express my desires, wishes, and demands
I can discuss the advantages and disadvantages of different transportation options in a German-speaking country	I can compare typical dances and music between German-speaking countries	I can defend my opinion on how cartoons can reflect popular culture in a German-speaking country	I can speculate how geography influences transportation and climate in a particular place
I can analyze the work of a prominent German-speaking author, such as Herbert Kernecker	I can...	I can...	I can...

German 5-6H, Teil 6: Reise

Essential question: Why do people travel to other countries?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Make travel plans
- Make weather predictions
- Talk about events that will take place in the future
- Express doubt or certainty about certain facts
- Make lodging arrangements
- State wishes and preferences
- Make requests in a polite manner
- Describe a visit to a national park
- Express emotions, likes, & dislikes

Vocabulary in context to support the learning outcomes:

- Travel plans
- Weather
- Airport
- Lodging arrangements
- National parks
- Outdoor activities
- Wildlife

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Subjunctive with adverbial clauses
- Future tense
- Subjunctive to express doubt, uncertainty, or denial
- Conditional tense
- Uses of conditional tense
- Subjunctive with verbs that express emotion
- Use of werden

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 6: Reise

Essential question: Why do people travel to other countries?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, I can compare indigenous cultures with that of the modern culture in a German-speaking country.
Interact	I can research folkloric dress from the indigenous culture of a German-speaking country and share that information with my partner.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 6: Reise	
Essential question: Why do people travel to other countries?	

I can make and adjust travel plans	I can describe when an event might happen in relation to another event	I can discuss air travel	I can describe what will happen in the future
I can express doubt, uncertainty, or denial	I can make hotel reservations and discuss lodging and amenities	I can describe what could happen in a hypothetical situation	I can express the probability or likelihood of a particular event happening
I can make requests in a polite manner	I can explore issues related to the environment and nature	I can express emotions, likes and dislikes	I can discuss the effects of economic development on the environment in a German-speaking country
I can recommend possible activities for a tourist to do in a particular German-speaking country	I can identify examples of personification in a poem by a German-speaking poet	I can identify examples of figurative language in an authentic resource	I can use the format of an authentic resource to make predictions about its content
I can...	I can...	I can...	I can...

German 5-6H, Teil 7: Essen

Essential question: How is the food consumed in a country related to its culture?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Talk about grocery shopping
- Describe food in terms of flavor and freshness
- Make comparisons
- Single out something
- Discuss food preparations
- Express accidental occurrences
- Talk about good manners
- Order food in a restaurant
- Make complaints
- Avoid using a word already mentioned

Vocabulary in context to support the learning outcomes:

- Food
- Shopping in an outdoor market
- Comparisons
- Cooking
- Good manners at a party
- Ordering food

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Review: comparatives
- Comparatives of equality
- Superlatives
- Passive voice
- *Sein* and the past participle
- Imperfect of the subjunctive mood
- Subjunctive after relative pronouns
- Past participles as adjectives
- Subordinate clauses with question words

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 7: Essen

Essential question: How is the food consumed in a country related to its culture?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, I can compare foods with the country or region from which they originate.
Interact	I can create a Venn diagram comparing the typical food eaten in my region with that of a specific region in a German-speaking country.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 7: Essen	
Essential question: How is the food consumed in a country related to its culture?	

I can talk about the experience of buying food at a market	I can make comparisons of equality and inequality and superlatives	I can create and interpret a recipe, and talk about food preparation	I can use the passive voice to be kind or diplomatic in a social situation
I can describe a condition that is a result of a previous action	I can describe an accidental occurrence	I can identify things at a party and determine appropriate behaviors	I can describe how a past event made me feel
I can recount things that others' said in the past	I can order food from a menu	I can make a complaint or compliment in a restaurant setting	I can discuss people or things that may or may not exist
I can compare the products, practices and perspectives of an open-air marketplace in a German-speaking to a market in my hometown	I can identify and describe some typical staple foods in a particular German-speaking country	I can use an authentic resource to assess the importance of cooking and eating typical dishes in cultural or familial celebrations	I can compare the food cultures of a typical German-speaking country such with that of the US
I can use the five senses to describe things	I can use scanning to look for important information in an authentic text	I can...	I can...

German 5-6H, Teil 8: Gesundheit

Essential question: What was done in the past to stay healthy and what is done today?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Talk about minor accidents
- Express future events
- Talk about situations that would have happened
- Talk about symptoms and remedies
- Ask for and provide medical information
- Express length of time
- Discuss ways to stay fit
- Express what someone would do in a specific situation
- Talk about a healthy diet

Vocabulary in context to support the learning outcomes:

- Emergencies at a clinic
- Parts of the body
- At the hospital
- Symptoms
- Remedies
- Fitness
- Nutrition

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Review: prepositions and pronouns
- Compound tenses
- Infinitive verbs following prepositions
- Passive voice, narrative past
- Passive voice with modals, narrative past
- Relative pronouns
- Was and wo
- Review: genitive

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 8: Gesundheit

Essential question: What was done in the past to stay healthy and what is done today?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	I can investigate health care treatments in German-speaking countries in the past and in the present.
Interact	I can present about interacting in a medical environment in a German-speaking country.

Investigate	I can research the benefits of thermal bathes in other countries and how the target culture incorporates them into their healthy lifestyles.
Interact	In my own and other cultures, I can compare medicinal practices from yesterday with today.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 8: Gesundheit	
Essential question: What was done in the past to stay healthy and what is done today?	

I can describe a minor accident or a visit to the emergency room	I can describe what hurts	I can describe hypothetical future events	I can describe events that would have happened if something specific had occurred
I can categorize symptoms and remedies for common illnesses	I can describe how long something has/had been going on	I can make suggestions for ways to stay fit and live a healthy lifestyle	I can describe hypothetical situations using cause/effect
I can interpret moral from an authentic text	I can compare how people from a German-speaking culture and my own culture maintain a healthy lifestyles	I can analyze the products and practices of sports or games in a German-speaking culture and how they have changed over time.	I can assess how health practices have changed over time in German-speaking countries
I can	I can...	I can...	I can...
I can...	I can...	I can...	I can...

German 5-6H, Teil 9: Die Mode

Essential question: How is culture reflected through fashion?

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

- Describe hairstyles
- Express hypothetical situations
- Describe clothes and accessories
- Describe colors
- Talk about the cleaning and tailoring of clothing items
- Specify conditions under which things will be done
- Say to whom things belong
- Talk about handicrafts

Vocabulary in context to support the learning outcomes:

- Hairstyles
- Clothes
- Colors
- At the dry cleaner
- Sewing notions
- Handicrafts

Language structures to support the learning outcomes:

Teach structures as a concept and use in context. Students focus on meaning BEFORE form.

- Review: diminutives to express size or terms of endearment
- Review: adjectives and possessive pronouns
- Present perfect of subjunctive mood
- Past perfect of subjunctive mood
- Past perfect with modals
- Adjectives to describe colors
- Uses of the infinitive
- Uses of the gerund and the past participle
- Subordinate clauses with question words

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

German 5-6H, Teil 9: Die Mode

Essential question: How is culture reflected through fashion?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

Investigate	In my own and other cultures, I can compare how traditions have changed over time.
Interact	I can create a digital presentation to explain to my peers how one common tradition in a German-speaking country has changed over time and examine the influences that may have caused the change.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
German 5-6H, Teil 9: Die Mode	
Essential question: How is culture reflected through fashion?	

I can navigate a situation in a beauty salon and describe hairstyles	I can describe potential actions in the past	I can describe contrary-to-fact conditions in the past	I can use the general term <i>welch</i>
I can describe clothing and footwear in detail, and compare styles between the US and a German-speaking country	I can describe specific color	I can indicate small or large size of an item	I can discuss the cleaning and tailoring of clothing
I can describe the purpose or intent of an action	I can describe possession	I can compare traditional fashions of a German-speaking country like those of a Lederhosen or Dirndl	I can identify the principal aspects of a legend
I can describe the products, practices, and perspectives of a fashion or artisanal market in a German-speaking country	I can identify different aspects of a play, such as <i>Die Rattenfangen</i>	I can explain the relationship between cause and effect in an authentic resource	I can...
I can...	I can...	I can...	I can...

