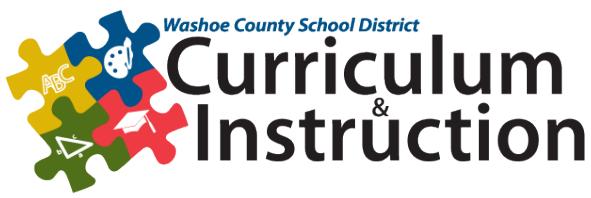


Passports to Proficiency

German 1-2



Washeoe County School District World Languages: German 1-2

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 1*. 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:

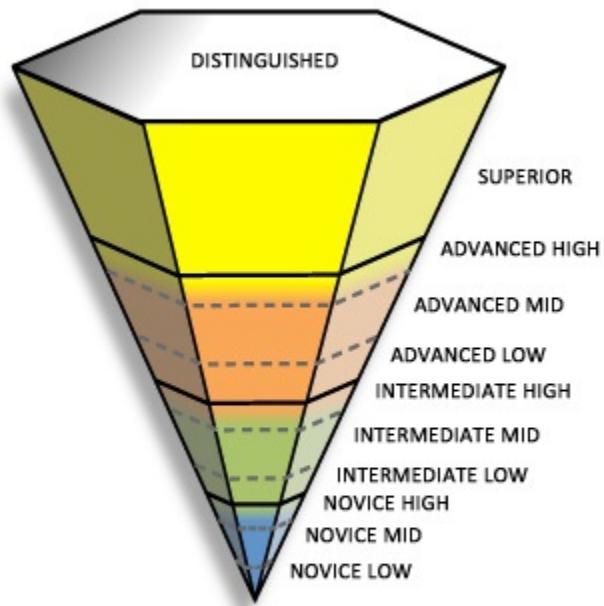
German 1-2 — Novice Mid

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.



ACTFL
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Visit www.actfl.org/virtuallearning

Provide Appropriate Oral Feedback

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



Nevada Academic Content Standards for World Languages

Novice-Mid

Learners at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid Learners may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, learners frequently resort to repetition, words from their native language, or silence.

| COMMUNICATION | STANDARD | PERFORMANCE INDICATORS |
|---------------|--|---|
| | <p>1. Interpersonal Communication: 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"> • Greet and leave people in a polite way • Introduce self and others • Answer a variety of simple questions • Make simple statements in a conversation • Ask simple questions |
| | <p>2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> | <ul style="list-style-type: none"> • Understand a few courtesy phrases • Recognize and understand basic information • Recognize and understand words for a specific purpose • Recognize and understand words, phrases, and characters with visuals, guidance, or through association with what learners already know |
| | <p>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.</p> | <ul style="list-style-type: none"> • Present information using words or phrases about self, daily activities, likes, and dislikes • Fill out a simple form with basic information • Write about self, using learned phrases as well as memorized expressions • List daily activities and write lists that help in day-to-day life |

| | | |
|-------------|--|--|
| 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"> • Initiate greetings and use appropriate gestures • Identify some common social practices • Describe some aspects of major traditions and celebrations |
| | <p><i>5. Relating Cultural Products to Perspectives:</i></p> | <ul style="list-style-type: none"> • Identify culture-specific products and their uses |
| 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"> • Identify culture-specific products and their uses • Identify similarities and differences of common expressive products between learners' culture and the target culture(s) |
| | <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"> • Describe and situate geographic locations relative to each other on a map • Use basic math functions in target language • Compare and contrast, and discuss and retell aspects of authentic texts • Identify dates, figures, or events of historical importance |
| COMPARISONS | <p><i>8. 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"> • Identify measurementsystems • Describe cultural products • Recognize and interact with simple authentic resources |
| | <p><i>9. 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"> • Recognize cognates, word families, and language patterns • Demonstrate that languages have important sound distinctions • Analyze the writing system of the target language • Identify language patterns and grammatical functions |

| | | |
|--------------------|--|--|
| COMMUNITIES | <p>10. School and Global Communities: 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 target language can be used |
| | | <p>11. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

Novice-High

Learners at the Novice-High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High Learners respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

| | STANDARD | PERFORMANCE INDICATORS |
|---------------|--|---|
| COMMUNICATION | <i>1. 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">• Exchange some personal information• Exchange information using texts, graphs, or pictures• Ask for and give simple directions• Make plans with others• Interact with others in everyday situations |
| | <i>2. 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 simple questions or statements on familiar topics• Understand simple information via pictures and graphs• Usually understand short simple messages on familiar topics• Understand short simple descriptions• Understand the main idea of published materials |
| | <i>3. 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 information using phrases and simple sentences about one's life and familiar experiences or about a familiar person, place, or thing• Write short notes about things learned, and request information |
| CULTURES | <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. | <ul style="list-style-type: none">• Use appropriate gestures, and social courtesies in a variety of structured, everyday situations• Investigate common social practices in relevant situations• Examine major traditions and celebrations and the practices associated with them |

| | | |
|-------------|--|--|
| | <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"> Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology, and the arts |
| 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"> Describe and identify geographic locations, terms, and features Use basic math functions in target language Compare, contrast, and discuss or retell aspects of authentic texts Identify dates, figures, or events of historical importance |
| | <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"> Compare and contrast measurement systems Describe cultural products Recognize authentic resources Interact with authentic resources |
| COMPARISONS | <p><i>8. 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 cognates, word families, and language patterns Demonstrate that languages have important sound distinctions Analyze the writing system of the target language Identify language patterns and grammatical functions |
| | <p><i>9. 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"> Identify cultural differences about traditions, celebrations, and customs Recognize various language registers and their uses |
| COMMUNITIES | <p><i>10. 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 target language can be used |
| | <p><i>11. 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 1-2 Novice-Mid

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 Greet and leave people in a polite way. | 2a Understand a few courtesy phrases. |
| 1b Introduce self and others. | 2b Recognize and understand basic information. |
| 1c Answer a variety of simple questions | 2c Recognize and understand words for a specific purpose. |
| 1d Make simple statements in a conversation. | |
| 1e Ask simple questions. | |

| | | |
|---------------------------|-------|---|
| 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 1-2 Novice-Mid

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 Present information using words or phrases about self, daily activities, likes, and dislikes.

3c Speak about self, using learned phrases as well as memorized expressions.

3d Speak about daily activities that help in day to day life.

| | | |
|---------------------------|-------|---|
| 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 1-2 Novice-Mid

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 punctuation. |
| 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 Present information using words or phrases about self, daily activities, likes and dislikes.

3b Fill out a simple form with basic information.

3c Write about self, using learned phrases as well as memorized expressions.

3d List daily activities and write lists that help in day to day life.

| | | |
|---------------------------|-------|---|
| 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 1-2 Novice-Mid

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, 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

- 1a. Greet and leave people in a polite way.
- 1b. Introduce self and others.
- 1c. Answer a variety of simple questions.
- 1d. Makes simple statements in a written conversation.
- 1e. Asks simple questions.
- 2a. Understand a few courtesy phrases
- 2b. Recognize and understand basic information.
- 2c. Recognize and understand words for a specific purpose.
- 2d. Recognize and understand words, phrases, and characters with visuals, guidance, or through association with what learners already know

| | | |
|---------------------------|-------|---|
| 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 1-2, Teil 1: Hallo!

Essential question: How do people reach out to communicate with others?

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:

- Ask for and give names
- Ask and tell where someone is from
- Ask for and state age
- Ask and tell how someone is feeling
- Express courtesy
- Ask for and state the time

Vocabulary in context to support the learning outcomes:

- Greetings
- Farewells
- Alphabet
- Names
- Numbers 0-100
- German-speaking countries
- How people are doing
- Courtesy expressions
- Time

Language structures to support the learning outcomes:

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

- Punctuation
- Definite articles and countries
- Cognates
- Formal vs. informal register
- Telling time

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Kapitel 1: Hallo!

Essential question: How do people reach out to communicate with others?

| INVESTIGATE | PROFICIENCY BENCHMARK | |
|--|---|--|
| | In my own and other cultures I can identify products and practices to help me understand perspectives. | |
| Investigate Products And Practices To Understand Cultural Perspectives | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| INTERACT | PROFICIENCY BENCHMARK | |
|--|---|--|
| | I can interact at a survival level in some familiar everyday contexts. | |
| Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| | BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

| | |
|-------------|---|
| Investigate | In my own and in German-speaking cultures I can identify familiar landmarks and monuments and what they represent to people. |
| Interact | I can answer simple questions about where various monuments and landmarks are located. |

| | |
|-------------|--|
| Investigate | In my own and other cultures, I can identify some authors, artists, and musicians, and their contributions. |
| Interact | I can recommend sites to experience the work of authors, artists, and musicians from my own and other cultures. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|--|---------------|
| Name: | Class Period: |
| German 1-2, Teil 1: Hallo! | |
| Essential question: How do people reach out to communicate with others? | |

| | | | |
|---|---|---|---|
| I can spell words in German | I can ask for and give names | I can greet and say good-bye | I can use German punctuation appropriately |
| I can talk about birthdays in German-speaking countries | I can greet people with appropriate gestures | I can identify where German is spoken in the world | I can ask where someone is from and say where I am from |
| I can and others their age and state my age | I can count up to 100 | I can interpret a simple narrative in German | I can explain cognates and false cognates |
| I can ask and tell how someone is feeling | I can recognize the difference between informal and formal German | I can identify important landmarks in the German-speaking world | I can ask for and state the time |
| I can | I can | I can | I can |

German 1-2, Teil 2: Schule

Essential question: How does education promote understanding of different cultures?

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:

- Identify people and classroom objects
- Ask for and give names
- Ask or tell where someone is from
- Discuss school schedules
- Describe classroom objects and clothing
- Say some things people do
- State location
- Talk about how someone feels

Vocabulary in context to support the learning outcomes:

- Identifying people
- Saying where a person is from
- Classroom objects
- Class schedule
- Days of the week
- Colors
- Clothing
- Technology items

Language structures to support the learning outcomes:

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

- Gender of nouns
- Sein
- Personal pronouns
- Present tense verbs
- Question formation

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Teil 2: Schule

Essential question: How does education promote understanding of different cultures?

| INVESTIGATE | PROFICIENCY BENCHMARK | |
|--|---|--|
| | In my own and other cultures I can identify products and practices to help me understand perspectives. | |
| Investigate Products And Practices To Understand Cultural Perspectives | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| INTERACT | PROFICIENCY BENCHMARK | |
|--|---|--|
| | I can interact at a survival level in some familiar everyday contexts. | |
| Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| | BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

| | |
|-------------|--|
| Investigate | In my own and other cultures I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture. |
| Interact | I can answer simple questions about my study abroad plans. |

| | |
|-------------|--|
| Investigate | In my own and other cultures I can identify some common product names and show how and why they are globalized, such as food, places, and activities. |
| Interact | I can share with peers various foods, places, and activities which originate in a German-speaking culture. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|--|---------------|
| Name: | Class Period: |
| German 1-2, Teil 2: Schule | |
| Essential question: How does education promote understanding of different cultures? | |

| | | | |
|---|--|---|--|
| I can ask and tell who someone is | I can ask and tell where someone is from | I can give examples of German in everyday life, e.g. state names, street names, etc. | I can analyze the German speaking immigrant influence in the U.S. |
| I can ask and tell how to say a word in German | I can talk about one or several people, places, or classroom objects | I can compare the grading system in the education system of German-speaking countries with that of the US | I can discuss school schedules |
| I can describe classroom objects and clothing | I can hold a simple, short phone conversation in German | I can talk about what people do and need | I can investigate student exchange programs and schools in the German-speaking world |
| I can identify technology items | I can ask for and provide contact information | I can talk about where things and places are located and how people are doing/feeling | I can identify the different parts of a poem |
| I can use the title of an authentic resource to make a prediction | I can identify the topic sentence of an authentic resource | I can | I can |

German 1-2, Teil 3: Stadt

Essential question: How do major cities tell their stories?

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 places in the city
- Make introductions and express courtesy
- Ask and answer questions
- Discuss how to go somewhere
- Say some things people do
- Say where someone is going
- Talk about the future
- Order food and beverages

Vocabulary in context to support the learning outcomes:

- Places in a city
- Introductions and responses
- Suggestions and invitations
- Transportation
- Foods
- Restaurant dining

Language structures to support the learning outcomes:

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

- Haben
- Word order
- Zu Hause and nach Hause
- Definite article (accusative)
- Wer? Wen? Was?
- Sein present tense (all forms)

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Teil 3: Stadt

Essential question: How do major cities tell their stories?

| INVESTIGATE | PROFICIENCY BENCHMARK | |
|--|---|--|
| | In my own and other cultures I can identify products and practices to help me understand perspectives. | |
| Investigate Products And Practices To Understand Cultural Perspectives | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| INTERACT | PROFICIENCY BENCHMARK | |
|--|---|--|
| | I can interact at a survival level in some familiar everyday contexts. | |
| Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| | BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

| | |
|-------------|--|
| Investigate | In my own and other cultures I can identify locations to buy something and how culture affects where people shop. |
| Interact | I can use rehearsed behaviors when shopping in a familiar type of store. |

| | |
|-------------|---|
| Investigate | In my own and other cultures I can identify what and why people eat what they do. |
| Interact | I can act appropriately when obtaining food in familiar situations such as grocery shopping or eating in a restaurant. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|--|---------------|
| Name: | Class Period: |
| German 1-2, Teil 3: Stadt | |
| Essential question: How do major cities tell their stories? | |

| | | | |
|--|---|--|--|
| I can talk about places in the city | I can invite people to go places and to do things | I can introduce a friend and express courtesy | I can ask and answer questions about people and places |
| I can describe interesting places to visit in the German-speaking world, such as Vienna | I can describe basic attributes of a work of art from a German-speaking artist such as Gustav Klimt | I can talk about modes of transportation and proximity | I can express when I have problem and why I have it |
| I can ask and say where someone is going | I can compare transit systems in German-speaking cities, such as Vienna | I can talk about many places in the city | I can ask and say what people are going to do |
| I can identify products and practices of various cultures in German-speaking countries | I can describe basic features of landmarks and cuisine in the German-speaking world | I can have a conversation about food in a restaurant | I can talk about various activities people do |
| I can identify specialized vocabulary to anticipate meaning within an authentic resource | I can | I can | I can |

German 1-2, Teil 4: Zu Hause

Essential question: How do cultural values shape relationships in German speaking 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:

- Talk about family and relationships
- Express possession
- Say some things people do
- State likes and dislikes
- Describe people and things

Vocabulary in context to support the learning outcomes:

- Family relationships
- Possession
- Leisure-time activities
- Relationships with friends
- Likes and dislikes
- Descriptions

Language structures to support the learning outcomes:

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

- Indefinite article (nominative and accusative)
- Plural nouns
- Wie viel? Wie viele?

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Teil 4: Zu Hause

Essential question: How do cultural values shape relationships in Hispanic countries?

| INVESTIGATE | PROFICIENCY BENCHMARK | |
|--|---|--|
| | In my own and other cultures I can identify products and practices to help me understand perspectives. | |
| Investigate Products And Practices To Understand Cultural Perspectives | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| INTERACT | PROFICIENCY BENCHMARK | |
|--|---|--|
| | I can interact at a survival level in some familiar everyday contexts. | |
| Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| | BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

| | |
|-------------|--|
| Investigate | In my own and German-speaking cultures I can identify who people consider to be part of their family. |
| Interact | I can appropriately address members of a family who represent different generations and genders. |

| | |
|-------------|---|
| Investigate | In my own and German-speaking cultures I can identify the different types of dances people practice during celebrations. |
| Interact | I can observe and imitate appropriate behaviors at celebrations. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|---|---------------|
| Name: | Class Period: |
| German 1-2, Teil 4: Zu Hause | |
| Essential question: How do cultural values shape relationships in German speaking countries? | |

| | | | |
|---|--|---|---|
| I can talk about family and relationships | I can describe relationships among friends and family | I can talk about where people live and at what time they leave and arrive places | I can compare the languages and peoples in German-speaking countries or territories such as Austria |
| I can describe how people are feeling, or the temporary state of things | I can explain the German speaking naming tradition, and compare it to that of my own culture or family | I can talk about activities people like and don't like to do | I can analyze the role of the family in German-speaking countries such as Switzerland |
| I can describe typical music in German-speaking countries such as Germany, and compare it to that of the US | I can describe the physical traits and personalities of my friends and family | I can express the importance of different sports in German-speaking countries, such as soccer | I can discuss activities that people typically do or don't do |
| I can describe the location of things | I can skim an authentic text to make predictions about the content | I can | I can |
| I can | I can | I can | I can |

German 1-2, Teil 5: Was macht's du?

Essential question: How do key activities in a society reflect its values?

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 electronics
- Describe everyday activities
- Express strong feelings
- Talk about days, dates, and holidays

Vocabulary in context to support the learning outcomes:

- Electronic equipment
- Weekly schedule
- Leisure-time activities
- Dates
- Special Days
- Numbers 101-999,999
- Months

Language structures to support the learning outcomes:

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

- Modal auxiliaries
- Future tense
- Negation

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Teil 5: Was macht's du?

Essential question: How do key activities in a society reflect its values?

| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
|---|---|--|
| | In my own and other cultures I can identify products and practices to help me understand perspectives. | |
| INTERACT Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| INTERACT Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
|--|--|--|
| | I can interact at a survival level in some familiar everyday contexts. | |
| | PERFORMANCE INDICATORS | |
| LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. | |
| BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. | |

| | |
|-------------|--|
| Investigate | In my own and German-speaking cultures I can identify how people use their free time and why. |
| Interact | I can participate in a sport with peers by observing and imitating them. |

| | |
|-------------|---|
| Investigate | In my own and German-speaking cultures I can identify how people celebrate local and national holidays or festivals. |
| Interact | I can observe and imitate appropriate behaviors at a holiday or festival celebration. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|---|---------------|
| Name: | Class Period: |
| German 1-2, Teil 5: Was macht's du? | |
| Essential question: How do key activities in a society reflect its values? | |

| | | | |
|--|--|--|---|
| I can identify objects in an electronic store | I can talk about what people have and don't have | I can express strong feelings | I can analyze the relationship between citizens and the environment in German-speaking countries, such as Austria |
| I can describe activities for the coming week | I can describe who and what I see | I can answer questions about people and things | I can discuss the importance of natural reserves in German-speaking countries |
| I can compare holidays and celebrations between the US and a German-speaking country | I can tell where someone comes from | I can describe festivals in German-speaking countries | I can talk about days, the months of the year and birthdays |
| I can count using numbers 101 to 1,000,000 | I can ask for and give the date | I can interpret a poem by a German-speaking poet such as Heinrich Heine the cultural values reflected in a country's celebrations and/or festivals | I can use illustrations to make predictions about an authentic resource |
| I can | I can | I can | I can |

German 1-2, Teil 6: Wie schmeckt's?/zu Hause

Essential question: What does a house and its contents tell us about the people who live there?

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:

- Identify items in the kitchen and at the dinner table
- Express obligations, wishes, and preferences
- Discuss food and table items
- Point out people and things
- Describe a household
- Tell what someone says
- Say how someone is doing

Vocabulary in context to support the learning outcomes:

- Objects in a kitchen
- Table setting and cleanup
- Foods
- At the dinner table
- Rooms and floors of a house
- Describing a home
- How someone is doing (*tener* idioms)

Language structures to support the learning outcomes:

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

- Verbs with stem vowel change
- Wissen/kennen
- Words used for emphasis
- Possessive adjectives
- Personal pronouns
- Ordinal numbers
- Accusative prepositions

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Teil 6: Wie schmeckt's?/zu Hause

Essential question: What does a house and its contents tell us about the people who live there?

| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
|---|---|--|
| | In my own and other cultures I can identify products and practices to help me understand perspectives. | |
| INTERACT Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| INTERACT Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
|--|--|--|
| | I can interact at a survival level in some familiar everyday contexts. | |
| | PERFORMANCE INDICATORS | |
| LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. | |
| BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. | |

| | |
|-------------|--|
| Investigate | In my own and German-speaking cultures I can identify various types of living spaces and how people utilize them. |
| Interact | I can work with a peer and use math skills to compare the area of our living spaces. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|--|---------------|
| Name: | Class Period: |
| German 1-2, Teil 6: Wie schmeckt's?/zu Hause | |
| Essential question: What does a house and its contents tell us about the people who live there? | |

| | | | |
|---|---|---|--|
| I can identify items in the kitchen and dining room | I can express obligations such as chores | I can talk about plans and preferences | I can describe and compare different types of housing in German |
| I can talk about typical foods in German-speaking countries | I can describe table settings and food | I can point things out at different distances | I can describe the geography of various regions of the German-speaking world |
| I can identify rooms and floors of a house | I can report what other people say | I can express wishes | I can tell how I and others feel |
| I can make requests | I can both ask questions and ask for things | I can use a German song to interpret irony | I can identify an ironic statement |
| I can organize information into categories or headings to summarize an authentic text | I can | I can | I can |

German 1-2, Teil 7: Sport

Essential question: How does geography affect the sports and leisure of a nation?

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 leisure-time activities
- Discuss sports
- Say what someone can do
- Discuss length of time
- Describe what is happening
- Talk about the seasons and weather
- Indicate order

Vocabulary in context to support the learning outcomes:

- Leisure-time activities
- Entertainment
- Sports
- Time expressions
- Seasons
- Weather
- Ordinal numbers

Language structures to support the learning outcomes:

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

- Verbs with separable prefixes
- Compound nouns
- Command forms
- Dative (indirect object)
- Dative prepositions

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Teil 7: Sport

Essential question: How does geography affect the sports and leisure of a nation?

| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
|---|---|--|
| | In my own and other cultures I can identify products and practices to help me understand perspectives. | |
| INTERACT Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| INTERACT Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
|--|--|--|
| | I can interact at a survival level in some familiar everyday contexts. | |
| | PERFORMANCE INDICATORS | |
| LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. | |
| BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. | |

| | |
|-------------|--|
| Investigate | In my own and other cultures, I can identify some athletes, the sport they play, and the teams they play for. |
| Interact | I can answer simple questions about who certain players are and which sports they play. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|--|---------------|
| Name: | Class Period: |
| German 1-2, Teil 7: Sport | |
| Essential question: How does geography affect the sports and leisure of a nation? | |

| | | | |
|--|---|---|---|
| I can talk about leisure activities | I can talk about things people can and can't do, games and sports people play, how much things cost, and ask about and describe memories. | I can discuss the geography and pastimes of German | I can say how long things have been happening |
| I can describe what is happening right now | I can discuss popular sports in German | I can talk about seasons and weather | I can correctly stress a syllable for proper pronunciation |
| I can talk about going on trips | I can discuss where people place things | I can discuss the geography of German-speaking countries and how it affects sports and leisure activities | I can identify people who participate in sports |
| I can discuss the order of people and things | I can | I can determine the main points of an authentic resource | I can skip words that I don't understand, then use context clues to interpret their meaning |
| I can | I can | I can | I can |

German 1-2, Teil 8: Vergnügen und Arbeit

Essential question: How do routines inside and outside the home reflect cultural values?

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 household chores
- Say what happened
- Ask for and offer help
- Talk about the past
- Identify and describe foods
- Discuss food preparation
- Make comparisons

Vocabulary in context to support the learning outcomes:

- Household chores
- Foods
- Shopping in a market

Language structures to support the learning outcomes:

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

- Verbs followed by the dative case
- Dative (personal pronouns)
- Present perfect tense (regular verbs)
- Present perfect tense (irregular verbs)

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Teil 8: Vergnügen und Arbeit

Essential question: How do routines inside and outside the home reflect cultural values?

| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
|---|------------------------|---|
| | | In my own and other cultures I can identify products and practices to help me understand perspectives. |
| INTERACT Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| Investigate | In my own and other cultures I can identify how, what and why people eat what they do. |
|-------------|--|
| Interact | I can act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|---|---------------|
| Name: | Class Period: |
| German 1-2, Teil 8: Vergnügen und Arbeit | |
| Essential question: How do routines inside and outside the home reflect cultural values? | |

| | | | |
|---|---|--|--|
| I can talk about household chores | I can discuss actions to say to whom or for whom something is done | I can say what just happened | I can discuss daily life in German-speaking countries for adults and teenagers |
| I can talk about party preparations | I can discuss what people like to listen to | I can discuss what people bring to a party | I can describe an event that happened in the past |
| I can compare how people spend their free time in German-speaking countries versus the US | I can identify and describe foods | I can talk about preparing a meal | I can make comparisons |
| I can analyze how food and family bring people together in German-speaking countries | I can compare the advantages and disadvantages of different places where people shop for food | I can purchase food at a market | I can talk about what people have given to others |
| I can talk about places where people have been | I can interpret irony (and possibly employ) in a short story | I can compare regional foods in Germany | I can |

German 1-2, Teil 9: Reisen

Essential question: What can you learn about a country from the products and services it offers?

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 clothing
- Identify parts of the body
- Express disagreement
- Talk about the past
- Discuss size and fit
- Describe accessories
- Discuss price and payment

Vocabulary in context to support the learning outcomes:

- Clothing
- Shopping in a department store
- Parts of the body
- Gift ideas
- Jewelry
- Size and fit
- At the cash register

Language structures to support the learning outcomes:

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

- Sentence formation
- Modal auxiliaries
- Verb form
- Separable prefixes
- Categorizing words
- Possessive adjectives
- Dative prepositions
- Sentence formation
- Sentence completion

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

German 1-2, Teil 9: Reisen

Essential question: What can you learn about a country from the products and services it offers?

| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
|---|---|--|
| | In my own and other cultures I can identify products and practices to help me understand perspectives. | |
| INTERACT Interact With Others In And From Another Culture | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. |

| INTERACT Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
|--|--|--|
| | I can interact at a survival level in some familiar everyday contexts. | |
| | PERFORMANCE INDICATORS | |
| LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. | |
| BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. | |

| | |
|-------------|--|
| Investigate | In my own and other cultures, I can identify some traditional practices and tell how and why they are globalized, such as the way people dress. |
| Interact | I can select clothing that fits in with what others are wearing. |

| | |
|-------------|--|
| Investigate | |
| Interact | |

| | |
|-------------|--|
| Investigate | |
| Interact | |

Passport to Proficiency

| | |
|---|---------------|
| Name: | Class Period: |
| German 1-2, Teil 9: Reisen | |
| Essential question: What can you learn about a country from the products and services it offers? | |

| | | | |
|--|---|--|---|
| I can describe clothing in terms of color, fabric, and fit | I can identify parts of the body | I can say which colors I like | I can describe an event that occurred in the past |
| I can analyze the effects of globalization on a German-speaking country | I can talk about shopping for clothing | I can talk about where people have gone | I can talk about the way things were |
| I can talk affirmatively and negatively in conversation | I can interpret an authentic advertisement | I can talk about gifts and accessories | I can express affection or size |
| I can compare advertising strategies across differing regions from an authentic resource | I can talk about the connection between geography and goods in German | I can talk about prices and payment practices in a store | I can talk about the relationships between things or people |
| I can | I can | I can | I can |

