

Course Title: German 2 A/B

Grade Level(s): 9-12

Length of Course: Two trimesters

Credit: 10 units

Prerequisite: German 1

Co-requisite: none

Course Overview:

German 2 is a course in which learners understand, interpret, and analyze what is heard, read, or viewed in German on a variety of topics. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Students 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. Students in the class will be required to think, compare and contrast their way of life, their likes and dislikes, with other cultures. Students will use higher-level thinking skills to contemplate cultural and social issues while using a second language.

Schools Offering: Livermore High School
Del Valle High School
Granada High School
Vineyard High School

Meets University of California
Entrance Requirements: Seeking "a, b, c, d, e, f, g" approval

Board Approval: Pending Board Approval

Course Materials: Mosaik
Tobias Barske, Christinae Anton
Vista Higher Learning, copyright 2014;
Student text ISBN: 978-1618573650
Teacher's Edition ISBN: 978-1680051148;
Website: vhlcentral.com

Supplemental Materials: Program includes access to the supersite. There is an online interactive textbook, Flash Culture videos, animated grammar tutorials, listening practice and activities, etc.

CURRICULUM MAP German Level 2

UNIT 1: FEIERN

German II Mosaik Textbook, Online Activities

OBJECTIVES: Learn regional celebrations, holiday customs and expressions. Understand recurring action that occurred in the past (Perfekt). Learn helping verb 'haben' with Perfekt. Understand usage of participles with helping verbs. Use both verbs to know correctly. Review accusative pronouns. Learn dative personal pronouns with dative verbs. Study fashion trends and history of clothing industry in German-speaking countries.

PACING: Lektion 1A FESTE FEIERN / Weeks 1-4 **ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit) Be able to speak using Perfekt. Understand national and regional celebrations and appropriate expressions. Use the dative case when speaking with dative verbs. Be familiar with garment industry, typical dress used in festivals, historical trends, and role of fashion in Germany.

Presentational Speaking: Describe what people bring to a party. Plan a party; explain sequence of what takes place Create an interactive game to distinguish between wissen and kennen

Reading: Use context clues and background knowledge to understand main idea and key details of familiar and unfamiliar vocabulary. Das Oktoberfest, Weihnachten, Die Sternsinge

Writing: Write a personal letter/invitation to invite friends to a German celebration in which you take part. Describe pictures using accusative and dative case (with schenken) to describe what is being given at a birthday party.

Listening: Use context cues to identify the main idea. Obtain information from a conversation. Understand expressions related to celebrations. Identify familiar vocabulary from video. Listening: comprehension related to shopping in Munich. Fotoroman: (CD) Frohes neues Jahr! Zapping: (Video Clip) Shopping in München Fotoroman: (CD) Sehr attraktiv, George!

Culture Recognize various verbal expressions associated with celebrations. Compare similarities and differences of practices to understand ways of thinking. Analyze the role of costumes and clothing used in festivals and celebrations. Connections: Reinforce previous knowledge of cultural traditions in target language Access new information regarding contemporary influences (Halloween, clothing) Learn various Happy Birthday songs in German and compare differences.

Comparisons: Recognize cognates in celebration songs. Compare similar songs, practices, and customs used in various celebrations. Communities: Review Oktoberfest chants and holidays songs that will be sung at Oktoberfest parties and when caroling. Communication: Initiate conversations regarding how birthdays are celebrated Use dative case to explain what is being given as a birthday present. Use Perfekt to speak of actions/ everyday situations that have occurred in the past. Follow grammatical rules for self-correction when speaking.

UNIT 1: FEIERN

OBJECTIVES: Use sein helping verb with Perfekt. Study the cultural and geographical characteristics of Bayern. Differentiate between two-way prepositions, using accusative and dative case. **PACING:** Lektion 1B KLEIDUNG / Weeks 5-9 **ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit) Be able to speak using both helping verbs and correct participles in the Perfekt. Identify when two-way requires either accusative or dative case. Learn participles associated with sein helping verbs using past tense Perfekt. Discuss fashion industry and trends using past tense.

Presentational Speaking Describe activities of motion in the past using the helping verb sein in Perfekt. Use sein as a helping verb to describe states of being in the past tense. **Reading** Use context clues and background knowledge to understand the main idea Identify main idea and key details of familiar and unfamiliar vocabulary. Deutsche Modewelt, Die Tracht, Rudolf Moshhammer

Writing Write an entry in a Tagesbuch in the past tense using Perfekt with helping verb haben and sein. Word oder in the Perfekt. **Listening:** Use context cues to identify the main idea of conversations. Obtain information from a conversation. Understand the main idea and supporting details on familiar topics. Aussprache und Rechtschreibung, Fotoroman: (CD) Sehr attraktiv, George!

Culture Discuss life on a German college campus using Perfekt and informal commands. **Connections:** Use expanded vocabulary and structure (dative verbs and two-way prepositions using the dative case) to increase content area knowledge.

Comparisons: Compare and contrast structural patterns in target language and own. (two way prepositions, dative case) **Communities:** Use a variety of media venues in the target language to access info about community events. **Communication:** Ask and answer questions on familiar topics to clarify info and sustain a conversation (two-way prepositions) Describe pictures to a partner using two-way prepositions. (where is it located?) Tell a funny story about something that happened to you, using Perfekt. Use TPR (Total Physical Response) to demonstrate accusative and dative cases with two-way prepositions. Two-Way Prepositions Chart Two-Way Prepositions (die Stadt) 1

UNIT 2: TRAUTES HEIM

OBJECTIVES: Understand usage of completed action in the past Präteritum. Learn irregular verbs in past tense. Study German fairytales using past tense (Präteritum). Use Coordinating Conjunctions to join clauses. Differentiate the usage of Compounds in statements and questions. **PACING:** Lektion 2A Zu Hause /Weeks **ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit) Be able to converse using Perfekt. Analyze various fairy tales, and prepare a performance of a traditional or original fairytale Answer questions using wo-and da-compounds.

Presentational Speaking Describe rooms of a home or apartment, and articles used for to decorate. Re-tell a German fairytale using coordinating conjunctions and relevant detail. Perform a fairytale in target language to an outside audience for enrichment. Grimm's Fairy Tales / Heinrich Hoffmann s Struwwelpeter **Reading** Determine main idea when reading Grimm's Fairy Tales Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context. Based on actual real estate ads, answer questions regarding promotional advertising. Jacob and Wilhelm Grimm's Fairy Tales, Heinrich Hoffmann s Struwwelpeter Fairytales Ein Märchen, Culture: Fribourg and aspects of Swiss culture,

Writing: Write your own Märchen using 10 verbs in Präteritum, and detail as used in German fairytales. Based on an actual blueprint, draft a real estate ad describing rooms and layout in detail that would entice a renter for an apartment. Listening: Identify essential information and supporting details of student multimedia presentations regarding history, usage, and evolution of fairy tales. Understand key points and details of what takes place during Max's visit. Fotoroman: (CD) Besuch von Max

Culture Examine historic influences on culture (Cesar Ritz Hotel/Tourism Industry), architecture and chalets of the Swiss. Connections: Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, and architecture to reinforce knowledge of other disciplines through target language.

Comparisons: Compare and contrast the geography and history of countries of the target language, and discuss their impact. Kultur: Fribourg, City divided Communities: Perform a fairytale in target language to an outside audience for enrichment. Grimm's Fairy Tales / Heinrich Hoffmann's Struwwelpeter Communication: Using Preterite, initiate conversations with a partner about what you did last weekend Identify and describe layout of homes/apartments, as well as furniture and decorations Small group analysis /presentation of fairytale using multi-media. Original development and presentation of fairytale satire.

UNIT 2: TRAUTES HEIM

OBJECTIVES: Learn how to use separable and inseparable prefix verbs in the Perfekt. Study the use of household items and their evolution in German-speaking countries. Identify cultural highlights of Switzerland and Liechtenstein PACING: Lektion 2B HAUSARBEIT/ Weeks ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit) Be able to speak use separable and inseparable prefix verbs in the past tense. Create a detailed chart to describe household chores and frequency Compare German online retailers of household & diy items. Understand cultural cleaning practices in German apartment complexes. Examine Winter traditions and holiday practices in German-speaking countries.

Presentational Speaking Describe what chores you do to help around the house (using nominative and past tense). Present analysis of household items used in German-speaking countries over time. Research advertising and commercials that promote products used in household chores. Reading Recognize high frequency idiomatic expression from a variety of authentic texts (some regarding household chores) Evaluate expressions (Redewendungen) and English equivalents Analyze advertisements/commercials of household items and their usage Examine usage and history of household equipment Study the social tradition of Kehrwoche in German apartment complexes Fotoroman: Ich putze gern!, 88, 89 Weihnachten, Die Sternsinger (review) Kultur: Haushaltsgeräte, Weiter geht's: Panorama = Die Schweiz und Liechtenstein, Wohnung im historischen Fribourg, Writing Create questions using separable prefix verbs to inquire about activities from childhood. Formulate appropriate responses in the past. The Odd Couple / Ein seltsames Paar: Write a story in the past tense about roommates who are completely opposite (use preterite). Kindheitserinnerungen, Die Mitbewohner, Listening: Demonstrate understanding of the main idea on familiar topics. Follow partner's instructions on what to use to clean the house. Fotoroman: (CD) Ich putze gern!

20 Culture Research products on Hellweg website (that a homeowner or apartment dweller may order online for delivery Compare products and services of Hellweg and Otto, German retailers for home improvement and household products. Examine significant historical contributions; identify inventions and

products What does Otto's commercial say about its customer service philosophy? Die neue Küche, Deutschland testet OTTO Connections: Access new information on contemporary influences and practices from the target language.

Comparisons: Compare and contrast Hellweg and Otto home improvement / household retail (and online) stores, language structures that transfer from one language to another

Communities: Use expanded vocabulary in target language to access different media /community resources. Hellweg and Otto websites Communication: With a partner, determine who needs to complete which chore. Exchange general information about a few topics outside personal interests. Pronounce the German k sound Use household chores calendar to discuss cleaning schedules in small groups. Discuss the social tradition of Kehrwoche in German apartment complexes and offer alternatives. Kommunikation, Aussprache und Rechtschreibung

UNIT 3: URLAUB UND FEREIN

OBJECTIVES: Use separable and inseparable prefix verbs in Präteritum Learn verb phrases that require accusative versus dative Use prepositions in describing seasonal activities Learn conversions and usage of Celsius temperature measurement

PACING: Lektion 3A JAHRESZEITEN/ Weeks 1-3 ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit) Be able to discuss climate and environmental initiatives of German-speaking countries. Be able to understand and present a weather forecast. Create questionnaires to interview classmates about seasonal activities they've participated in. Incorporate the preterit of all verb forms in dialogs.

Presentational Speaking in the role of Meteorologist, with a partner, explain the forecast in Germany, Switzerland, or Austria and use Celsius. Reading Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context. Fotoroman: Berlin von oben, Kultur: Windenergie, Planen un Blumen, Klima in Deutschland, Zapping: Urlaub im grünen Binnenland

Writing with a partner, create a weather report for a German city of your choice. Write and give advice to a student in Germany about what to bring, based on the weather here. Interview a fellow student about activities that take place based on weather Use preterit tense to write a story about what you did during the different seasons when you were 10 years old. Ein Wetterbericht, Gute Ratschläge, Wiederholung, Listening: Demonstrate understanding of main idea and essential details from oral narration. Fotoroman: (CD) Berlin von oben, Easy German video series #113 Tips for the Winter in Germany

Culture Use Celsius in discussions regarding temperatures in a variety of locations during various seasons. Celsius and Fahrenheit Thermometer Comparison Connections: Use previously acquired vocabulary to discuss familiar topics.

Comparisons: Compare Celsius and Fahrenheit temperature reading to read and present a weather forecast. Celsius and Fahrenheit thermometer reading Communities: Use various media sources to research seasonal activities, such as hiking, skiing, and biking in German speaking countries Deutsche Welle Easy German video series #113 Tips for the Winter in Germany, Communication: With partner, discuss your favorite season and why? Discuss throwing a surprise party, using separable prefix verbs in

preterit form Identify which historical persons made significant discoveries Use prepositions in describing seasonal activities Create an interview questionnaire using verb-dependent prepositions.

Kommunikation, Überraschungsfeier Historische Personen Anwendung, Kommunikation: Persönliche Fragen,

UNIT 3: URLAUB UND FERIEN

OBJECTIVES: Learn modes of transportation used while in traveling in Europe Identify popular tourist destinations and alternative forms of tourism Compare youth hostels and Gasthöfe to typical accommodations in the U.S. Use infinitive expression and clauses **PACING:** Lektion 3B REISEN / Weeks 4-9 **ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit) Be able to compare various forms of accommodations in German-speaking countries. Create a travel brochure including either a Jugendherberge, Gasthof, or Castle Hotel Study eco-friendly travel options within the tourist industry Examine popularity of traveling by bus 27.

Presentational Speaking Research Jugendherbergen in German-speaking countries to prepare a multimedia presentation. Demonstrate in sequential order how to travel from one tourist site to another, based on directional commands and using maps. Reading maps and asking for directions while visiting a German-speaking city. Examine various travel destinations and popular modes of transportation within Germany. Evaluate the popularity of eco-friendly tourism alternatives. **Fotoroman:** Berlin von oben, 114, 115 **Kultur:** Flughafen Frankfurt, Urlaub, Sylt, Der ICE Weiter geht s: Panorama = Schleswig-Holstein, Hamburg und Bremen.

Writing Using first an outline, create a Mind map for a travel brochure. Write a travel brochure for a German-speaking destination of your choice based on the bullet points. Schreiben, 151

Listening: Demonstrate understanding of main ideas on familiar topics. Learn alternative forms of tourism: Eco- Tourism.

Culture Examine affordable and popular travel in Germany using buses (der Fernbus). Research options for staying at a Gasthof, for example the Werdenfelser Hof in Garmisch- Partenkirchen or a castle, such as Burg Schnellenberg (built in 1222).

Connections: Access new information on contemporary influences that underlie cultural practices.

Comparisons: Compare and contrast traveling experiences in the U.S. and in German-speaking countries.

Communities: Use expanded vocabulary in target language to access different media and community resources. **Communication:** Describe pictures of modes of transportation with partner Describe which activity could be performed based on the picture of items. Tell a story based on photographs and clues (Viel gereist) Use infinitive expressions to explain why you brought specific items on a trip. Use opinion phrasing to support why you have decided to travel to a specific destination. Complete a short interview with your partner Develop a story based on time expressions, main words, and verbs Use clues to build statements regarding travel. Kommunikation, Aussprache und Rechtschreibung, Anwendung, Kommunikation.

Course Number: German II 2nd Semester Intermediate Low-Mid

UNIT 4: VERKEHRSMITTEL UND TECHNOLOGIE

OBJECTIVES: Learn Plusquamperfekt as a form of past tense Integrate conjunctions with Plusquamperfekt Learn umlaut changes with comparative and superlative comparisons PACING: Lektion 4A AUTO UND RAD FAHREN /

Weeks 1-4 ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit) Speak about past events that occurred before another event in the past. Be able to compare using Komparativ and Superlativ descriptors. Use conjunctions when describing past actions that have occurred before another event in the past 32

33 Presentational Speaking Using multimedia, present inventions, history, evolution and contributions made by German Speakers to the bicycle and automotive industry. Examine its global impact on contemporary culture. Reading Identify main idea and causal effects based on an article reporting a car accident. Research the development of cars and bicycles in Germany. Kommunikation: Unfall in Frankfurter Innenstadt, 156 Fotoroman: Ein Ende mit Schrecken. Kultur: Die erste Autofernfahrt, Fahrrad fahren, Der Trabant.

Writing: Convert questions and statements from Perfekt into Plusquamperfekt Using Plusquamperfekt conjunctions, write a story about what happened before, as, and after something occurred (such as, what you had already done before starting this school year). Jetzt sind Sie daran, Listening: Focus on how conjunctions are used with Plusquamperfekt Practice conversion of vowel to umlaut for application in comparatives and superlatives. Identify the ironic twist to the commercial regarding cars. Fotoroman: (CD) Ein Ende mit Schrecken, Aussprache und Rechtschreibung, Zapping: Mercedes mit Allradantrieb

Culture Examine biking culture in German-speaking countries in large cities, and countryside cycling tours for the family. Der Elberadweg. Connections: Access new information on contemporary influences that underlie cultural practices. Comparisons: Compare and contrast public transportation in the U.S. and in German-speaking countries. Examine usage of bicycles and automobiles. Communities: Use expanded vocabulary in target language to access different media and community resources.

Communication: Identify with a partner the various popular forms of transportation. Explain in logical sequence the steps leading up to, and after an auto accident. With a partner, discuss what occurred in the article about a Frankfurt accident by answering the questions. Discuss in small groups what types of transportation (Verkehrsmittel) could be used to reach a destination. Munich's Public Transportation verkehr/oeffentlichernahverkehr.html Connect Plusquamperfekt phrases together to form complete sentences, and what had taken place before the picture was taken (refer to pictures in Erzählen Sie) Discuss in small group what had taken place before your birthday (Wichtige Ereignisse) Berlin's Public Transportation.

UNIT 4: VERKEHRSMITTEL UND TECHNOLOGIE

OBJECTIVES: Learn the genitive (possessive) case Analyze the role of the Max-Planck-Society in modern science Examine examples of Germany's auto industry PACING: Lektion 4B TECHNIK UND MEDIEN /

Weeks 5-9 ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit) Be able to use the genitive case to describe what belongs to something (of the) research innovation in science and technology, compare social media usage between the U.S. and Germany, evaluate the use of auto commercials to represent the image of auto manufacturers.

Presentational Speaking Research Nobel prize winners from the Max-Planck Society, and present findings of discoveries, innovations, and contributions to modern science. Reading Evaluate the contributions of Max Planck, cities known for science, and media enterprises. Analyze culture, geography, and historical points of Hessen and Thürigen, Fotoroman: Ein Spaziergang durch Spandau, Kultur: Max-Planck-Gesellschaft.

Writing a report about a specific make and model of a German vehicle, following instructions for Schreiben. Identify accusative or genitive case, to whom (genitive form), and use Plusquamperfekt regarding daily activities. Schreiben, Anwendung, Listening: Use context cues to identify the main idea and essential details on familiar topics. The German I. Analyze German car commercials: who is their target audience, what aspects (quality, affordability, luxury, technology) are important, and what image of the company does the commercial represent? (See Communication) Fotoroman: (CD) Ein Spaziergang durch Spandau, Aussprache und Rechtschreibung, BMW: Physikstunde Mercedes Commercial Porsche Commercial VW Commercial.

Culture Examine how technology is used in Germany, specifically the auto and energy/solar energy industry. EuroNews: Germany: Europe's growth engine Deutsche Welle: Technology Pioneers: Made in Germany Connections: Access new information on contemporary influences that underlie cultural practices. Comparisons: Compare social media/internet usage in the U.S. versus in Germany.

Communication: Discuss what types of social media you use daily / weekly: Technische Geräte What types of products can you find in the Elektronikladen? Describe what plans you have for the weekend, that include some form of technology or social media. Analyze German car commercials: who is their target audience, what aspects (quality, affordability, luxury, technology) are important, and what image of the company does the commercial represent? (See Listening:)

COURSE TITLE: German 1

COURSE CONTENT:

Standards for Foreign Language Learning in the 21st Century by American Council on the Teaching of Foreign Languages (ACTFL). Mosaik uses the underlying principles of the Five C's (Communication, Cultures, Connections, Comparisons, Communities). The following is from the VHL textbook:

1. Communication

Students:

1. Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal mode)
2. Understand and interpret written and spoken language. (Interpretive mode)
3. Present information, concepts and ideas to an audience of listeners or readers. (Presentational mode)

2. Cultures

Students demonstrate an understanding of the relationship between:

1. The practices and perspectives of the culture studied.
2. The products and perspectives of the culture studied.

3. Connections

Students:

1. Reinforce and further their knowledge of other disciplines through German.
2. Acquire information and recognize distinctive viewpoints only available through German language and cultures.

4. Comparisons

Students demonstrate understanding of:

1. The nature of language through comparisons of the German language and their own.
2. The concept of culture through comparisons of the cultures studied and their own.

5. Communities

Students:

1. Use German both within and beyond the school setting.
2. Show evidence of becoming life-long learners by using German for personal enjoyment and enrichment.

NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS

Building on the Novice levels in German 1 and moving towards Intermediate High...

Communication-Interpretive

Benchmark: Intermediate

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Performance Indicators

- I can identify the topic and related information from simple sentences in short informational texts.
- I can understand the main idea and key information in short straightforward informational texts.
- I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
- I can identify the topic and related information from simple sentences in short fictional texts.
- I can understand the main idea and key information in short straightforward fictional texts.
- I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- I can identify the main idea in short conversations.
- I can identify the main idea and key information in short straightforward conversations.
- I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Communication-Interpersonal

Benchmark: Intermediate

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Performance Indicators

- I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
- I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow up questions.
- I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Communication-Presentational

Benchmark: Intermediate

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Performance Indicators

- I can present personal information about my life, activities and events, using simple sentences.
- I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
- I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
- I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- I can present on familiar and everyday topics, using simple sentences.
- I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.
- I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

Intercultural Communication-Investigate

Benchmark: Intermediate

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

Performance Indicators

- Products: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Practices: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

Intercultural Communication-Interact**Benchmark: Intermediate**

I can interact at a functional level in some familiar contexts.

Performance Indicators

- Language: I can 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 can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

World Languages Standards for California Public Schools Kindergarten Through Grade Twelve**Communication Standard 1: Interpretive Communication**

Students demonstrate understanding, interpret, and analyze what is heard, read or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.

Intermediate WL.CM1.I

Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment in sentences and strings of sentences in authentic texts that are spoken, written, or signed

Communication Standard 2: Interpersonal Communication

Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

Intermediate WL.CM2.I

Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment, creating sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

Communication Standard 3: Presentational Communication

Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

Intermediate WL.CM3.I

Make simple presentations in culturally-appropriate ways on transactional and informal topics related to self and the immediate environment using sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

Communication Standard 4: Settings for Communication

Students use language in highly predictable common daily settings (NOVICE), transactional and some informal settings (INTERMEDIATE),
Students recognize (NOVICE), participate in (INTERMEDIATE), language use opportunities outside the classroom and set goals, reflecting on progress, and using language for enjoyment, enrichment and advancement.

Intermediate WL.CM4.I

Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic - language in transactional and some - informal settings within target-language communities in the United States and around the world.

Communication Standard 5: Receptive Structures in Service of Communication

Students use the following structures to communicate:
sounds, parameters, and writing systems (Novice)
basic word and sentence formation (Intermediate)

Students use the following language text types to communicate:
learned words, signs and fingerspelling, and phrases (Novice)
sentences and strings of sentences (Intermediate)

Intermediate WL.CM5.I

Demonstrate understanding of transactional and informal topics related to self and the immediate environment using basic sentence-level elements (morphology and syntax).

Communication Standard 6: Productive Structures in Service of Communication Goals

Students use the following structures to communicate:
sounds, parameters, and writing systems (Novice)
basic word and sentence formation (Intermediate)

Students use the following language text types to communicate:
learned words, signs and fingerspelling, and phrases (Novice)

sentences and strings of sentences (Intermediate)

Communication Standard 7: Language Comparisons in Service of Communication

To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

Intermediate WL.CM7.I

Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.

Cultures Standard 1: Culturally Appropriate Interaction

Students interact with cultural competence and understanding.

Intermediate WL.CL1.I

Interact with understanding in a variety of familiar age-appropriate, transactional situations and common daily informal settings.

Cultures Standard 2: Cultural Products, Practices and Perspectives

Students demonstrate understanding and use the target language to investigate, explain and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence.

Intermediate WL.CL2.I

Experience, recognize and explore the relationships among typical age-appropriate target- cultures' products, practices and perspectives in culturally-appropriate ways in transactional situations and some informal settings.

Cultures Standard 3: Cultural Comparisons

Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.

Intermediate WL.CL3.I

Exchange information about similarities and differences among common daily products, practices and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Cultures Standard 4: Intercultural Influences

Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence.

Intermediate WL.C.4.I

State reasons for cultural borrowings.

Connections Standard 1: Connections to Other Disciplines

Students build, reinforce, and expand their knowledge of other disciplines using the target-language to develop critical thinking and solve problems in order to function in real-world situations, academic and career-related settings.

Intermediate WL.CN1.I

Acquire, exchange, and present information in the target language on topics related to self and the immediate environment and age- appropriate academic content across disciplines.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints Goal

Students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures in order to function in real-world situations, academic and career-related settings.

Intermediate WL.CN2.I

Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

Assessment Methods and/or Tools

Formative assessments:

- *Written exercises* - The instructor will assess student understanding through written practice exercises and short writing assignments.
- *Written/spoken response to reading/listening* - Depth and breadth of comprehension and connection may be assessed by reading/listening to students' responses to both written and spoken German.
- *Contribution to classroom and response to teacher questions* - The instructor can use student questions and responses to assess students' understanding and ability to apply concepts.
- *Teacher observation of partner/group work and speaking practice* - As students work collaboratively on group projects, exercises, and oral language practice, the instructor will walk around the room, checking in with students on their progress, and assessing skill and comprehension.

Summative assessments:

- *Quizzes* - Students will take quizzes along the way to assess their success in achieving course benchmarks and objectives.
- *Unit tests*- Unit tests will be administered to assess students' proficiency with cumulative skills, vocabulary, and knowledge.
- *Projects*-Projects will be graded using rubrics, which will outline key elements required in the projects.
- *Speaking*-Students will be assessed on their ability to speak in the target language in formulaic contexts with the use of rubrics.

Assessment Criteria

- 97% < A+ > 100%
- 94% < A < 96%
- 90% < A- < 93%
- 87% < B+ < 89%
- 84% < B < 86%
- 80% < B- < 83%
- 77% < C+ < 79%
- 74% < C < 76%
- 70% < C- < 73%
- 67% < D+ < 69%
- 64% < D < 66%
- 60% < D- < 63%
- F < 59%