

**STAGE II:  
MODEL ASSESSMENTS  
FOR GERMAN  
GRADES 6-8**

## Communication

**Expectation #1:** Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.

**Benchmark:** Acquire goods, services, or information orally and/ or in writing.

### Stage II (6-8)

**Mode(s) of Communication:** Interpersonal (speaking)

**Description:** The prompt that follows will require students to role play a situation at the train station. One student plays the person selling tickets. The other student, whose speaking skills will be assessed, plays the person buying a ticket. Before receiving the prompt, students should practice reading and talking about authentic German train schedules (which can be found on the web). One way to prepare students for the following speaking prompt is to have them take turns asking each other specific questions about the schedule. (For example: Wann fährt der nächste Zug nach... ? Wann komme ich in ....an? Wo muß ich umsteigen?) See the sample schedule on the next page.

**Prompt:** Imagine that you are traveling by train in Germany. You need to get from Frankfurt to the Berlin Ostbahnhof by early evening. You have lots of luggage with you and would like to avoid transferring trains as much as possible. You must ask the person at the counter (played by another student) for the information that will help you decide which train to take. Be sure to ask if you must transfer, what the departure and arrival times are, what kind of train it is, and how much it costs. After you have received all the information you need, be sure to order your ticket.

**Grading:** Use the holistic speaking rubric. Only the student who is playing the role of the customer will be assessed. Focus on the students' understanding and use of vocabulary dealing with this topic.



### Verbindungen - Reiseplan

[Hilfe](#) | [Homepage](#)

1.

Halt	Datum	Zeit	Gleis	Fahrt	Bemerkungen*
<u>Frankfurt(Main)Hbf</u>	15.08.00	ab 10:57	7	ICE 670	RE BR
<u>Hannover Hbf</u>		an 13:19	8		
<u>Hannover Hbf</u>	15.08.00	ab 14:01	9	IC 922	FR G BR
<u>Berlin Ostbahnhof</u>		an 16:07	1		

Fahrzeit: 5:10; fährt täglich

Preis: 207,00 DM (Standardtarif, 1 Erwachsener ohne BahnCard in der 2. Klasse)

2.

Halt	Datum	Zeit	Gleis	Fahrt	Bemerkungen*
<u>Frankfurt(Main)Hbf</u>	15.08.00	ab 11:15	8	ICE 598	BR
<u>Potsdam Hauptbahnhof</u>		an 15:47	4		
<u>Potsdam Hauptbahnhof</u>	15.08.00	ab 15:52	4	RE 38011	FK
<u>Berlin Ostbahnhof</u>		an 16:27	1		

Fahrzeit: 5:12; fährt täglich

Preis: 200,00 DM (Standardtarif, 1 Erwachsener ohne BahnCard in der 2. Klasse)

3.

Halt	Datum	Zeit	Gleis	Fahrt	Bemerkungen*
<u>Frankfurt(Main)Hbf</u>	15.08.00	ab 12:15	8	ICE 798	BR
<u>Berlin Ostbahnhof</u>		an 16:33	3		

Fahrzeit: 4:18; fährt täglich

Preis: 207,00 DM (Standardtarif, 1 Erwachsener ohne BahnCard in der 2. Klasse)

4.

Halt	Datum	Zeit	Gleis	Fahrt	Bemerkungen*
<u>Frankfurt(Main)Hbf</u>	15.08.00	ab 13:15	8	ICE 596	BR
<u>Berlin Ostbahnhof</u>		an 17:32	6		

Fahrzeit: 4:17; fährt täglich

Preis: 207,00 DM (Standardtarif, 1 Erwachsener ohne BahnCard in der 2. Klasse)

5.

Halt	Datum	Zeit	Gleis	Fahrt	Bemerkungen*
<u>Frankfurt(Main)Hbf</u>	15.08.00	ab 14:15	8	ICE 796	BR
<u>Berlin Ostbahnhof</u>		an 18:33	3		

Fahrzeit: 4:18; fährt täglich

Preis: 207,00 DM (Standardtarif, 1 Erwachsener ohne BahnCard in der 2. Klasse)

[Übersicht](#)
[Reiseplan](#)
[Reiseplan-Plus](#)
[Grafik](#)
[Druckansicht](#)

## Communication

**Expectation #2:** Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target language.

**Benchmark:** Comprehend information and messages related to other school subjects.

### Stage II (6-8)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** This assessment requires students to demonstrate their understanding of specific vocabulary words used in a recipe and their knowledge of the metric system. Students should have learned about the metric system in math, science, or life skills classes and practiced with these measurements in the context of cooking before taking the assessment.

**Prompt:** Read the following German recipe for whole wheat scones and then answer the following questions in English.

1. Imagine that you want to bake these scones at home. Since you probably have different measuring instruments at home, it would be best to think of them in terms of cups and tea/tablespoons. Fill in the chart below with the converted measurements for each ingredient. The measurements do not have to be exact.

What?	How much?
Salt	
Milk	
Flour	
Baking Powder	
Butter	

2. Now think about baking temperature in the Fahrenheit system. At what temperature should you set a conventional oven? \_\_\_\_\_
  - The recipe suggests that you press the dough out to be \_\_\_\_\_ in diameter.

**Grading:** Give 2 points for each piece of information for a total of 14 points.

## 2 Vollkorn-Scones

500 g *Vollkornmehl*

100 g *Butter*

12 g *Salz*

225 g *Milch*

15 g *Backpulver*

(1 *Tütchen*)

Konventioneller Backofen auf 200°, Umluft-Backofen auf 180° C, Gas-Ofen auf Stufe 4 einschalten.

in eine Schüssel geben.

weich werden lassen, zum Mehl geben. Mehl und Butter zwischen beiden Händen zu einer krümeligen Masse zerreiben.

und portionenweise dazugeben. Mit den Händen rasch zu einem Teig verkneten. Zu einer Kugel formen. Diese auf einer trockenen Arbeitsfläche zu einem Fladen (Durchmesser 25 cm) drücken. Diesen wie eine Torte in acht Dreiecke zerschneiden. Die Stücke auf ein mit Öl bepinseltes oder mit Backpapier ausgelegtes Kuchenblech geben. Sofort in den Backofen schieben.

Backzeit 20 Minuten.

Die Scones können warm oder kalt gegessen werden.

Haltbarkeit ungekühlt 3 Tage.

Zum Tiefkühlen (4 Wochen) geeignet.

Übrigens ...

Ich kenne kein anderes Gebäck, das in kürzerer Arbeits- und Backzeit Brot ersetzen kann.

Kathrin Rüegg's Brotbackstube, Müller Rüschtikon Verlag A, S.30

## Communication

**Expectation #3:** Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.

**Benchmark:** Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language studied for an adult audience.

### Stage II (6-8)

**Mode(s) of Communication:** Presentational (speaking)

**Description:** Students will prepare and present short skits from their favorite scenes from various stories in front of an audience made up of people whom the students have invited. You could give this assessment after a unit on fairy tales or children's literature (e.g. books by Janosch).

**Prompt:** Find two to three other students with whom you will prepare and perform a skit for a real audience. Please follow the guidelines below:

1. Choose a scene (or a combination of a few short scenes) from your favorite story that you would like to perform. You must choose the scene(s) from the stories that we have studied in this unit.
2. The scene should be one that will give the audience a clear idea of what the story is about.
3. Every student in your group must have a speaking part.
4. You must use the dialogue in the story for the dialogue in your skit. You must learn your lines; you may not use note cards.
5. You may use any props or costumes that fit into your scene(s).

**Grading:** Use the holistic speaking rubric. Focus on intonation, accuracy in pronunciation, and fluidity of speech.

## Cultures

**Expectation #5:** Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of views of the target language cultures and compare them with their own.

**Benchmark:** Compare cultural beliefs and perspectives of people in both their own and the target cultures.

### Stage II (6-8)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students will identify words in the poem “Ein deutsches Alphabet.” This assessment could serve as both a reading assessment and as preparation for a discussion of cultural perspectives, including prejudices or stereotypes. Students at this level will most likely not understand all the words in the text but should at least be able to identify some, especially cognates.

**Prompt:** Read “Ein deutsches Alphabet” by Waltraud Stephenson and then answer the following questions in English.

1. How many words can you identify? Write the English equivalent next to each German word you know.
2. Now place a “G” next to the words that you associate with German-speaking countries.
3. Then place an “A” next to the words that you associate with the U.S.
4. Choose at least two of the words from the alphabet and explain why you think the author chose those words to describe German culture. Write your answer in English.
5. Choose at least two of the words from the alphabet that you would associate with your country and explain why you chose them (in English).

**Grading:** Use the holistic reading rubric. Consider students' ability to recognize key words and to explain their significance to the understanding of the target cultures.

## EIN DEUTSCHES ALPHABET



<b>A</b>	wie	Ausländerfreundlichkeit
<b>B</b>	wie	Bier
<b>C</b>	wie	Charakterstärke
<b>D</b>	wie	documenta
<b>E</b>	wie	Einheit
<b>F</b>	wie	Fortschritt
<b>G</b>	wie	Goethe
<b>H</b>	wie	Heimat
<b>I</b>	wie	Industrie
<b>J</b>	wie	Jugend
<b>K</b>	wie	Kartoffeln
<b>L</b>	wie	Luxus
<b>M</b>	wie	Mercedes
<b>N</b>	wie	Nationalsozialismus
<b>O</b>	wie	Organisation
<b>P</b>	wie	Pünktlichkeit
<b>Q</b>	wie	Qualitätsarbeit
<b>R</b>	wie	Reisen
<b>S</b>	wie	Sauberkeit
<b>T</b>	wie	Tätigkeitsdrang
<b>U</b>	wie	Umweltschutz
<b>V</b>	wie	Vereine
<b>W</b>	wie	Wurst
<b>X</b>	wie	x-beliebig
<b>Y</b>	wie	Yücegök, Mehmet
<b>Z</b>	wie	Zukunft

*Waltraud Stephenson*

Menschen in Deutschland, Langenscheidt, p. 11

## Cultures

**Expectation #6:** Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

**Benchmark:** Identify, discuss, and analyze themes, ideas, and perspectives related to the products being studied.

### Stage II (6-8)

**Mode(s) of Communication:** Interpretive (listening, reading); presentational (writing)

**Description:** For this assessment, students will listen for major themes and tones in popular German music and compare them to the themes and tones in popular American music. This assessment should not be the students' first exposure to German music. You can use any German CDs or videos (available from Inter Naciones, Goethe-Institut, German Information Center, etc.) that are appropriate and whose lyrics are comprehensible at this particular level. Before beginning the assessment, brainstorm with students about popular themes and tones.

### Prompt:

	<b>Themen und Hauptthemen des Liedes</b>	<b>Ton der Musik</b>
<b>deutsches Lied</b> _____		
<b>amerikanisches Lied</b> _____		

- Du hörst ein bekanntes deutsches Lied. Was sind die Themen und Hauptideen des Liedes? Schreib sie in die erste Spalte der Tabelle. Dann hör das Lied ein zweites Mal und beschreib die Stimmung des Liedes in der zweiten Spalte der Tabelle.
- Du wirst das Lied noch ein drittes Mal hören. Dann kannst du weitere Antworten und Stichwörter in die Tabelle eintragen. Schreib deine Antworten auf Deutsch.
- Lies jetzt den Text des deutschen Liedes und überprüfe deine Antworten. Du kannst Änderungen machen oder noch weitere Antworten dazuschreiben, wenn du willst.

- Als Hausaufgabe sollst du Radio hören oder deine CDs anhören. Finde ein amerikanisches Lied, das ähnlich wie das deutsche Lied ist, das du eben gehört hast. Hör dir den Text genau an und schreibe die Information (Hauptthemen, Stimmung) in die Tabelle ein. Schreib die Antworten auf Deutsch.
- Als Nächstes schreib einen kurzen Aufsatz, in dem du erklärst, wovon das Lied handelt, und was für Ähnlichkeiten es mit deutschen Liedern hat. Gibt es auch Unterschiede? Was meinst du, was halten deutsche Teenager von dem Lied? Was ist an dem Lied amerikanisch?

**Grading:** Use the holistic writing rubric. Focus on the students' ability to demonstrate their understanding of themes and key phrases and words. Consider whether the answers show that the students are able to use the context, cognates, or parts of words to understand the themes and meaning of the song.

## Cultures

**Expectation #7:** Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

**Benchmark:** Describe the effects of expressive cultural products (e.g. stories, poetry, music, painting, dance, and drama) on the cultures studied.

### Stage II (6-8)

**Mode(s) of Communication:** Presentational (writing)

**Description:** Students will reflect in writing about a previous discussion of children's books by Janosch. After reading some of Janosch's books, you can discuss the effect that he has had on modern German culture and direct students to several Janosch web sites. These activities will prepare the students for their reflections.

**Prompt:** Denk über unsere Diskussionen über Janosch nach, und beantworte die Fragen mit deutschen Sätzen!

1. Was für Bücher schreibt Janosch?
2. Wer liest die Bücher von Janosch?
3. Janosch ist sehr populär in Deutschland. Welche Produkte außer Bücher können Janosch-Fans in Deutschland kaufen?
4. Wo kann man andere Janosch-Fans aus Deutschland und aus anderen Ländern kennenlernen?

**Grading:** Use the holistic writing rubric. Focus on the comprehensibility of the students' responses to the questions.

## Cultures

**Expectation #8:** Describe significant influences (e.g., political, philosophical, and sociological) of the target language cultures.

**Benchmark:** Identify and discuss common themes, ideas, or perspectives as portrayed in advertisements, music, and film.

### Stage II (6-8)

**Mode(s) of Communication:** Interpretive (listening); presentational (writing)

**Description:** To prepare students for this assessment, provide them with opportunities to listen to and analyze various kinds of audio advertisements. For the assessment, you can choose any advertisements (for products or services) from Germany. Many textbook videos include TV ads; the AATG sells videos with advertisement clips too). Students will be expected to identify and understand the significance of the most common themes in the various ads.

**Prompt:** Listen to the advertisements that you see in the video and then answer the questions in English.

1. List the products being advertised.
2. How do the advertisements catch the attention of the reader?
3. What patterns do you notice in these ads? (Consider style, themes, and language).

Now compare the ad with an advertisement you might find in the American media. What similarities and differences do you find? Do you think one ad is more effective than the other? Why?

**Grading:** Give 2 points for each correctly answered question. The students should be able to give specific details that expand their answers. Use the holistic writing rubric to grade the students' comparison of German versus American ads.

## Cultures

**Expectation #9:** Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

**Benchmark:** Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

### Stage II (6-8)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** For this assessment, students will predict the content of newspaper articles based on their headlines/openers. The sample quotes are taken from the openers to different articles (from web sites and *Typisch deutsch?* by Behal-Thomsen and Mog) that discuss when to use *Sie* and *du* in different situations. You could use any titles or headlines that come from articles about using different levels of formality.

**Prompt:** Lies die folgenden Überschriften von deutschen Web-Seiten und Artikeln. Beantworte dann folgende Fragen auf Deutsch

Hallo Sie da...darf ich Sie duzen?

Alle duzen sich – kann ich beim "Sie" bleiben?

**Noch darf man den Chef nicht duzen**

Wieder mehr siezen?

- Das sind alles Überschriften von Artikeln zum gleichen Thema. Kannst du sagen, was das Thema ist und worüber diese Artikel sein werden? Beantworte die Fragen so genau, wie du kannst und gib Beispiele.
- Warum ist das ein wichtiges Thema in deutschsprachigen Ländern?
- Kannst du dir eine Diskussion über ein ähnliches Thema in amerikanischen Zeitschriften oder Zeitungen vorstellen?

**Grading:** Use the holistic reading rubric, integrating elements of cultural knowledge. The students' work should reflect an understanding of the cultural explanations for different forms of address in Germany as well as of the cultural differences between American and German formal/informal speech.

## Cultures

**Expectation #10:** For students of modern languages, interact in culturally appropriate ways with speakers of the target language.

**Benchmark:** Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the target language.

### Stage II (6-8)

**Mode(s) of Communication:** Interpersonal (speaking)

**Description:** Before using this assessment, show students videos of customers interacting in a five-star restaurant. There are three parts to this assessment. First, students will work together in pairs to role play a situation in a five-star German restaurant. Second, students will role-play the same situation in a five-star American restaurant. Third, students must analyze the situations according to what kind of language and gestures are used to show respect and how they are different in each of the countries.

#### **Prompt:**

You and a partner will role play a situation in a five-star restaurant in Germany. Below are descriptions of the roles that you will act out. This is a five-star restaurant, so you should pay special attention to how you speak to the other person. Be sure to use the correct “you” form and other phrases and words that add politeness to your speech.

**Role 1:** You are the maitre d’ of the finest five-star restaurant in the city. You must make sure that your customers receive only the best service possible. As you do the following, be sure to show politeness and respect to the customers

- Ask the customers for their names.
- Take their coats.
- Show them to their table.
- Come to the table while the customers are eating and ask how their dinner is.
- At the end of the evening, tell the customers that you hope to see them again.

**Role 2:** You are a guest in the finest five-star restaurant in the city. You know that it is very important to show respect to the maitre d'. As you do the following, be sure to use the appropriate language that shows respect for him/her.

- Tell the maitre d' your name.
- Give him/her your coat.
- The maitre d' will show you to your table.
- Tell him/her how the food is when he/she asks.
- Thank him/her for an excellent dining experience at the end of the evening.

Now role play this same situation in English. Make sure that you use the appropriate language that shows politeness and respect.

Now think about how the German situation differs from the same situation in the U.S. How do Germans show respect for each other? How do Americans show respect for each other? Write in English.

**Grading:** Use the holistic speaking rubric to grade the first part of the assessment. Grade both students on their use of appropriate German vocabulary, phrases, and gestures that show the correct level of respect in this situation.

## Connections and Communities

**Expectation #11:** Use authentic target language sources to bring distinctive perspectives to research in and study of other disciplines.

**Benchmark:** Read, listen to, reenact, and talk about age-appropriate folk tales, short stories, poems, and songs that are written for native speakers of the target language and contrast them with similar texts from their own culture.

### Stage II (6-8)

**Mode(s) of Communication:** Interpretive (reading) .

**Description:** This assessment requires students to compare and contrast a German and an English version of the same song. You can choose any song for which you have both versions and that has a text that students can understand. The example used here is Pete Seeger’s “Where Have All the Flowers Gone?” and Udo Lindenberg’s “Sag mir, wo die Blumen sind?”. Students will read the lyrics while listening to each version and then will compare the two.

Example of the first verse:

Sag mir, wo die Blumen sind.

Wo sind sie geblieben?

Sag mir, wo die Blumen sind.

Was ist geschehen?

Sag mir, wo die Blumen sind.

Mädchen pflückten sie geschwind.

Wann wird man je verstehen?

Wann wird man je verstehen?

**Prompt:** Du hörst das Lied “Where have All the Flowers Gone?” von Pete Seeger und danach die deutsche Version des Liedes “Sag mir, wo die Blumen sind?” von Udo Lindenberg. Lies die Liedtexte genau während du die Lieder hörst. Dann sollst du die beiden Lieder vergleichen. Schreib deine Ergebnisse in die Tabelle.

	Englische Version	Deutsche Version
Wonach fragt der Sänger in den einzelnen Strophen? Schreib alle Personen und Dinge auf.		
Welches Verb verwendet der Sänger im Refrain, um die Frage zu stellen?		
Wieviele verschiedene Zeitformen im Lied kannst du erkennen?		

Jetzt schreib einen Aufsatz von fünfhundert Wörtern, in dem du die zwei Versionen des Liedes vergleichst. Was sind die Ähnlichkeiten zwischen den Liedern? Gibt es auch Unterschiede? Welche? Denk sowohl an die Texte der Lieder als auch an die Melodie der Musik.

**Grading:** Use the holistic reading rubric to grade the table. Focus mainly on whether the student's work demonstrates an understanding of the patterns found in the German version – nouns and verb tenses - and how they differ from the patterns in the English version. Use the holistic writing rubric to grade the essay. Take into account how well the students recognize stylistic as well as grammar differences.

## Connections and Communities

**Expectation #12:** Use the target language to acquire information in other disciplines.

**Benchmark:** Use sources (catalogs, keypals, web sites, magazines) intended for same-age speakers of the target language to prepare reports on topics of personal interest.

### Stage II (6-8)

**Mode(s) of Communication:** Presentational (speaking)

**Description:** For this assessment, students will choose an article to read from a German teen magazine (e.g. Bravo, Popcorn, Juma, etc.) and present it to the rest of the class. This is an assessment that you can use throughout the school year or during a particular unit. For this age group, you may want to photocopy the appropriate articles for students to choose from (or censor the pictures).

**Prompt:** Alle Schüler der Klasse werden abwechselnd eine kurze Präsentation über einen Artikel aus einer deutschen Zeitschrift für Jugendliche machen. Jeden Freitag soll ein/e Schüler/in eine Präsentation über einen Artikel machen, den sie/er gelesen hat. Wähle einen Artikel aus, den du interessant findest und mach eine Kopie für deine/n Lehrer/in. Dein/e Lehrer/in braucht die Kopie des Artikels mindestens eine Woche vor deiner Präsentation. Nachdem dein/e Lehrer/in deinen Artikel akzeptiert hat, bereite eine 3-5 Minuten lange Präsentation vor. Du sollst folgende Fragen in deiner Präsentation beantworten:

- Wo hast du den Artikel gefunden?
- Wer hat ihn geschrieben?
- Wovon handelt der Artikel?
- Warum hast du diesen Artikel gewählt?
- Wie findest du ihn?
- Würdest du den Artikel deinen Klassenkameraden empfehlen? Warum/ warum nicht?

**Grading:** Use the holistic speaking rubric. Focus on the student's vocabulary use. Did he/she use vocabulary necessary for a discussion of books or articles (Autor, Journalist, handeln von..., empfehlen, usw.)? Did he/she use a variety of vocabulary or rely on the same words?

## Connections and Communities

**Expectation #13:** Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

**Benchmark:** Understand ideas and view points that can only be explained in terms of the original language and culture.

### Stage II (6-8)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** In order to understand better common compound words used at this level, students will design a poster that explains a compound word. (The Goethe Institut has made a series of posters that illustrate compound words broken down into their individual components, e.g. Erdbeerblüte: Erde, Beere, Blüte.) The students may use a German/English-English/German dictionary. However, they must be able to break down the compound word into the appropriate parts and demonstrate with their pictures that they understand the meaning of the parts.

**Prompt:** Wähle aus der Liste unten ein Kompositum (ein zusammengesetztes Wort) aus. Du sollst dieses Wort in Form eines Posters darstellen. Trenne das Kompositum in die einzelnen Teile und stelle die Bedeutung der einzelnen Teile des Wortes mit Bildern dar. Dann zeichne eine Bild des ganzen Wortes.

Paß auf, daß dein Poster deutlich zeigt, daß du beide Teile des Wortes richtig verstanden hast und daß du das ganze Wort verstehst. Wir werden die Poster in den Deutschklassenzimmern aufhängen, damit auch andere Schüler das Konzept der zusammengesetzten Wörter besser verstehen lernen.

das Haustier  
die Sonnenblume  
die Straßenbahn  
der Bahnhof  
die Eisenbahn  
der Kugelschreiber

die Salzstangen  
die Handschuhe  
die Kinderbücher  
das Wörterbuch  
der Lastwagen  
der Obstbaum

**Grading:** Use the visuals and artwork rubric.

## Connections and Communities

**Expectation #14:** Use the target language to demonstrate an understanding of concepts learned in other disciplines.

**Benchmark:** Present reports in the target language, orally and/or in writing, on topics being studied in other classes.

### Stage II (6-8)

**Mode(s) of Communication:** Presentational (writing)

**Description:** In this assessment, students must demonstrate an understanding of the concepts of recycling and the environment that they learn about in science class. This assessment should be assigned after students discuss and acquire vocabulary about recycling and trash separation in Germany (e.g., Plastik, Altglas, Papier, usw.).

**Prompt:** Stell dir vor, du bist ein/e Schüler/in in einem deutschen Gymnasium und du arbeitest in einem Schülerkommittee mit, das sich mit Recycling beschäftigt. Du sollst ein Poster machen, das alle Schüler daran erinnern soll, daß sie den Müll trennen. Dein Poster soll den Schülern die verschiedenen Arten von Müll zeigen, z.B. Glas (grün, weiß, braun), Papier, Aluminium, Plastik.

Das Poster soll auch konkrete Beispiele von Müll zeigen. Welcher Müll gehört zu welcher Kategorie von Müll?

Denk an folgende Punkte, wenn du dein Poster gestaltest:

- Dein Poster soll demonstrieren, wie das Recyclingsystem funktioniert.
- Verwende deutsche Wörter für die Arten von Müll und die konkreten Beispiele.
- Dein Poster soll einen guten Titel oder Slogan haben, der alle auf das Thema Recycling aufmerksam macht.

**Grading:** Use the visuals and artwork rubric. In grading this assessment, consider whether the students are creative and use a wide variety of vocabulary that is appropriate for this topic.

## Connections and Communities

**Expectation #15:** Use the target language beyond the school setting.

**Benchmark:** Students participate in club activities which benefit the school or community.

### Stage II (6-8)

**Mode(s) of Communication:** Presentational (writing)

**Description:** Students will work in groups of three or four to design a mural that depicts German history and/or culture. This type of assessment requires cooperation and permission from other members of the school or community, who can help you find a space on a school wall (inside or outside) or the side of a building in your town/ city for the mural. The mural can also be painted on large rolls of paper and hung on a wall in the building.

**Prompt:** You and two other students from your class will design a segment of a mural that you feel depicts an important scene from German history and/or culture (this can include German reunification, holidays, authors, musicians, scientists, etc.). This mural will be on display for everyone to see so you should design your pictures to help the viewers understand the dialogue or description written in German. Please follow these steps when completing the task:

- Find two people with whom you want to depict a scene relating to German culture.
- Each person in your group will draw a scene that represents your event on a piece of 8 1/2 x 11 in. paper. Your scene must show people interacting with each other and must include either captions or a description under the picture in German. Be sure that your picture is a culturally and historically accurate representation.
- After everyone has drawn a picture, decide as a group which ideas you will use for the mural.
- Each person must turn in his/her own idea along with a paragraph in German describing the significance of the scene. Grades will be based on these two assignments.
- After all groups have decided on a final design that they will paint on the wall, the class will paint the mural together.

**Grading:** Use the visuals and artwork rubric to grade the individual designs that have been submitted to you. Use the holistic writing rubric to grade the descriptions. The group design that is used for the mural should not be graded.