

**STAGE I:
MODEL ASSESSMENTS
FOR GERMAN
GRADES 9-12**

Communication

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

Benchmark: Share likes, dislikes, and simple preferences in everyday situations (e.g., objects, categories, people, and events).

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: The following is a reading prompt. The student will read the letter that Kris writes to Erik. Kris is responding to Erik's questions about what he does and does not like. The student must make a list of what Kris does and does not like so that Erik can plan a fun week of activities. As a pre-reading activity, students can make a list of activities they like and do not like, interview each other as partners, and graph the class results.*

Prompt: Kris, who lives in the city, is planning to visit his cousin Erik in the country for a week this summer. Erik has written a letter to Kris asking what he does and does not like to do so he can plan a fun week. Help Erik plan the week by making a list of Kris's likes and dislikes so he can keep his cousin busy each day.

Grading: Use the holistic reading rubric. You can also assign 2 points for each item listed.

*The prereading activity is in the interpersonal mode. It could be assessed as well.

Lieber Erik!

Servus! Ich habe deinen Brief bekommen. Du hast viele Fragen gestellt. Ich versuche, alle Fragen zu beantworten. Ich komme am Samstag mit dem Bus, da unser Auto kaputt ist. Es dauert 5 lange Stunden mit dem Bus. Ich fahre lieber mit dem Wagen. Der Bus hat auch keine Klimaanlage. Es wird so heiss sein. Können wir vielleicht zuerst schwimmen gehen, wenn ich ankomme?

Mein Rad bringe ich nicht mit. Hast du vielleicht ein zweites? Ich muß jeden Tage 10 Kilometer in die Stadt fahren und mag es sehr gerne. Zu Fuss gehe ich nicht gern.

Erzähle doch Tante Heidi, dass ich sehr gern Hamburger und Pizza esse, aber ich trinke keine Milch.

Meine Mutter sagt, ich muss vor 11 Uhr ins Bett gehen. Wollen wir einmal im Zelt übernachten? Dann dürfen wir länger wach bleiben und später schlafen gehen, da wir keine Uhr haben werden.

Ich gehe gern fischen, und ich laufe gern Wasserski. Aber bitte, wandern wir nicht! Ich hasse Wandern.

Wir werden viel Spass haben. Das weiss ich. Bis Samstag!

Dein,
Kris

Jetzt mach eine Liste:

Was Kris gern macht

Was Kris nicht gern macht

Beispiel: fährt mit dem Wagen

fährt mit dem Bus

Was machen die Jungen? Was hat Erik vor? Welche Pläne hat er?

Am Samstag / _____

Am Sonntag / _____

Am Montag / _____

Am Dienstag / _____

Am Mittwoch / _____

Am Donnerstag / _____

Am Freitag / _____

Am Samstag / _____ Kris fährt nach Hause zurück. _____

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 the principle message contained in various media such as illustrated texts, posters, or advertisements.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: Students will look at the ads from various German stores to determine what product each store sells. You can have the students answer either in German or English.

Prompt: Look at the page of advertisements from a German newspaper. Make a list of the stores and the kind of products each store sells.

Grading: Use the holistic reading rubric.

Ads on next page. Chart has example in English but can be completed in German.

Geschäft	Waren
1. Nursery	plants
2.	
3.	
4.	
5.	
6.	
7.	



**Wir
möchten Sie verwöhnen**

zum Frühstück
mit vielen knusprigen Brötchensorten
zur Kaffeestunde
mit der großen Auswahl an
leckeren Torten, Kuchen und Gebäcken
zum Abendbrot
mit kräftigen und rustikalen Brotsorten
(auch Vollwertbrote aus biol.-dyn. Anbau)

**Büller
Backwaren**

Poststraße 11 · 2353 Nortorf
Telefon (0 43 92) 33 49



**Rothe
GARTENBAU**

-  Blumenschmuck
-  Pflanzen-Center
-  Hydrokulturen

14169 Berlin (Zehlendorf)
Clayallee 282 – Tel. 811 10 11

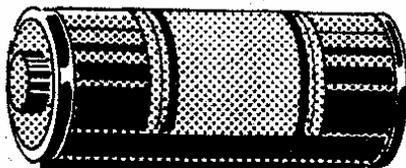


Radhaus

Bismarckstr. 89
Gelsenkirchen
0209/81 76 32

Räder für Alltags- und Sonntagsradler, Maßräder,
Touringbedarf, Literatur, Rad-Karten, Ersatzteile, Zu-
behör, Packtaschen, Hilfe in allen Radiagen, Über-
und Untergrößen, Kernlagersessel

Montag ist Selbsthilfetag
Mittwoch nachmittag geschlossen
Radhaus ist selbstverwaltet



QUITTUNG
für eine bereits bezahlte
**Film-
entwicklung**

foto hamer
☎ (02361) 13423
Am Lohtor 4
4350 Recklinghausen

Willkommen

Bücher. Spiele.
Papier. Geschenke.
Zeichnen. Malen.
Schreiben. Lotto.
Foto. Zeitungen.
Zeitschriften.
Taschenbücher.
Ansichtskarten.

BÜCHERSTUBE
FRANZISKA CLAUSEN
2353 NORTORF AM MARKT 6
TELEFON 04392/2391

B **BÜCHER
BEIM
BUCH-
HÄNDLER**

Seit 1900 die gute Adresse

MODEN
Nüchel

mit dem Fachgeschäft für **Damenwäsche,
Strumpfmoden** und **Herrenartikel**,
dem Fachgeschäft für **Damenmoden** und
dem Fachgeschäft für **Baby + Kind**

Recklinghausen · Am Markt

Communication

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

Benchmark: Prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.

Stage I (9-12)

Mode(s) of Communication: Presentational (writing)

Description: Students will read some elementary German books. They will identify the main themes and the phrases that make these books interesting and easily understood by youngsters. Warm-up activities can include creating webs with the students to generate vocabulary that can be used with a theme, e.g., counting animals, describing what toys are in the toy box, describing what “Johann” does during the day, etc. The assessment requires students to write their own book.

Prompt: You will create a children’s book in German to read to a kindergarten student. The book can be about a theme such as numbers, colors, animals, toys, or actions but must use simple phrases that are repetitious so they can be easily understood by a younger student. Create lots of pictures for your book so it can be understood more easily by your audience.

Grading: Use the holistic writing rubric and the visuals and artwork rubric to grade the book.

Cultures

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

Benchmark: Observe, identify, or discuss simple patterns of behavior in various settings of the cultures studied such as school, family, and community and compare them with their own.

Stage I (9-12)

Mode(s) of Communication: Reading (interpretive)

Description: The student will read the scrambled list of common German and American dining customs and rewrite each phrase in its proper place on the Venn diagram.

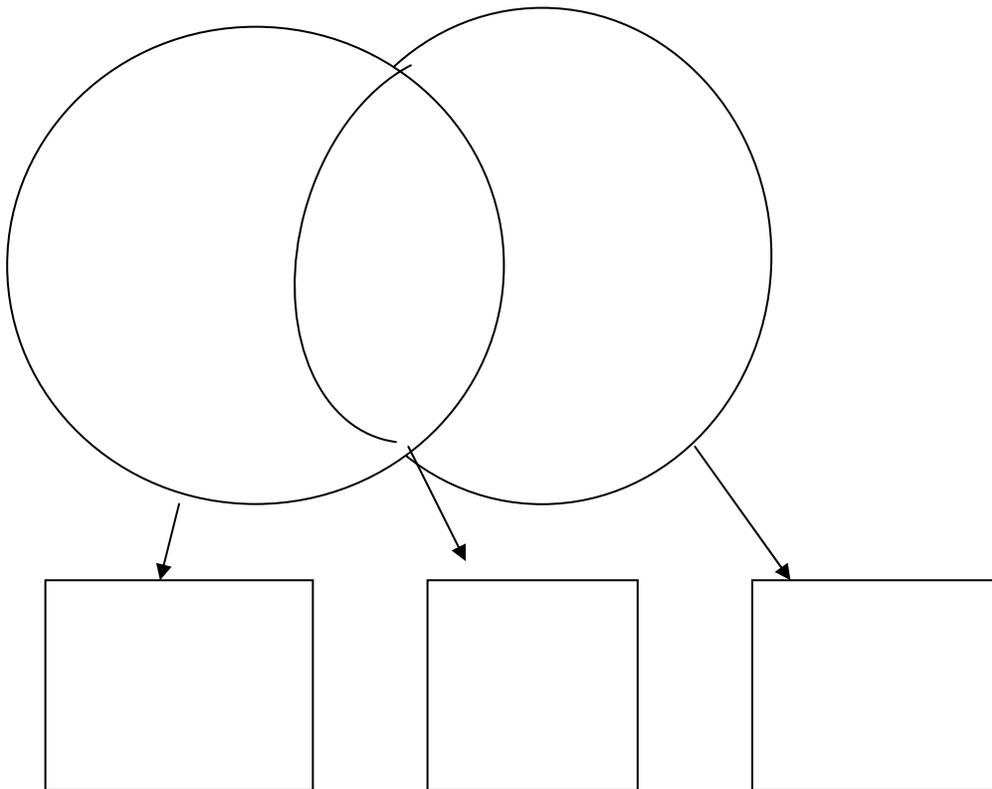
Prompt: Read the phrases on the chart below. Rewrite the phrases on the Venn diagram under the chart to show what you know to be true about German and American eating customs.

Man sieht oft fern, während man isst.	Man hält die Gabel in der linken Hand.	Man trinkt Mineralwasser mit dem Essen.	Man isst Brot mit jeder Mahlzeit.
Das Abendessen ist das größte Essen am Tag.	Kinder essen am liebsten Pommes frites.	McDonalds und Pizzahut sind überall.	Man benutzt Geschirr aus Plastik.
Man isst Pizza und Hamburger mit einer Gabel und einem Messer.	Man trinkt Wasser oder Cola ohne Eiswürfel.	Man isst Pizza und Hamburger mit den Fingern.	Man isst Frankfurter mit Senf und Brot, aber das Brot ist extra.

Grading: Use the holistic reading rubric.

die amerikanische Familie

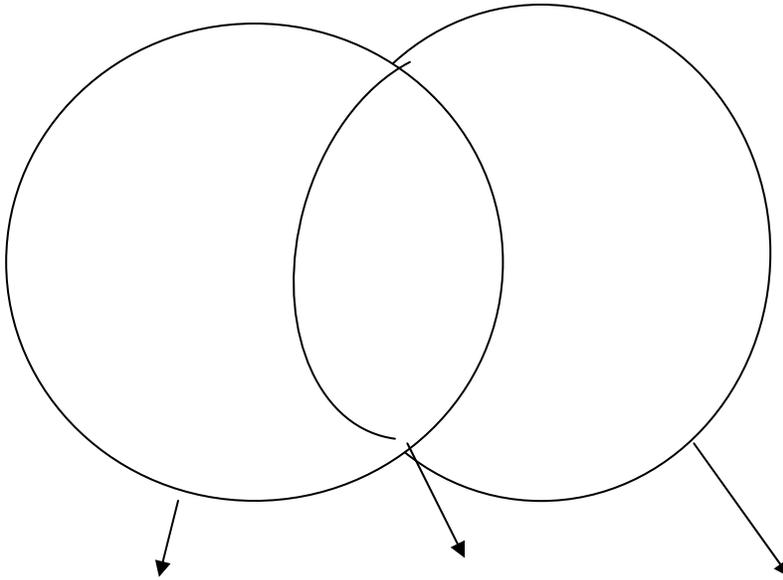
die deutsche Familie



Korrekturschlüssel

die amerikanische Familie

die deutsche Familie



<u>Amerikanisch</u>	<u>beides</u>	<u>Deutsch</u>
1. Fernsehen	1. Pizza u. Hamburger	1. Gabel in der linken Hand
2. Gabel in der rechten Hand	2. McDonalds u. PizzaHut überall	2. Keine Eiswürfel
3. Eiswürfel in der Cola	3. pommes frites	3. Frankfurter mit Senf
4. Plastikgeschirr		4. kein Plastikgeschirr
5. Abendessen am größten		5. Pizza u. Hamburger mit Gabel
6. Pizza u. Hamburger mit Fingern		6. immer Brot zum Essen

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: Express simple ideas and perspectives about the cultures studied.

Stage I (9-12)

Mode(s) of Communication: Presentational (speaking)

Description: Warm-up activities include brainstorming, creating sociograms, webbing to practice necessary vocabulary. Students will be asked to speak about a German holiday, a school custom, a game, or food traditions.

Prompt: Pick three cards from the hat. You will be asked to answer the question on one card, identify the holiday, custom, or tradition and add anything you can about the topic.

Sample questions:

- Wann feiern die Deutschen Weihnachten?
- Was ist ein Osterhase?
- Wer bringt die Ostereier?
- Was singt man zu Weihnachten?
- Was feiert man am 6. Dezember?
- Was bekommt man am ersten Schultag?
- Wie spielt man "Stein-Schere-Papier"?
- Wann singt man "Hoch soll er leben"?
- Was isst man gewöhnlich zu Frankfurtern?

Grading: Use the holistic speaking rubric.

Cultures

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

Benchmark: Compare children’s music, songs, and musical instruments from the target cultures with music, songs, and musical instruments from their own culture.

Stage I (9-12)

Mode(s) of Communication: Interpretive (listening)

Description: Students will listen to a children’s poem or song in two languages, such as “Happy Birthday” or “My Hat, It Has Three Corners,” in German. After listening to the two versions, they will write a short description of how the songs are similar and/or different.

Prompt: Listen to the song in both German and English. Then write a paragraph explaining how the two songs are alike and/or different. Be sure to give examples from the songs that support your answer.

Grading: Use the holistic listening rubric, focusing on the students’ comprehension of cultural differences and similarities.

Cultures

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

Benchmark: Participate in various cultural practices, such as holidays, family celebrations, and traditions and compare them to similar celebrations in their own culture.

Stage I (9-12)

Mode(s) of Communication: Presentational (writing)

Description: Students will write out invitations for two birthday parties – one German and the other American.

Prompt: You are planning a birthday party and want to invite both German and American friends. Make two versions of your invitation, one for your German friends and one for your American friends. Think about how to decorate each card and what to say on each of them based on what you know about birthday customs in both countries. Be creative!

Grading: Use the holistic writing rubric. Focus on students' use of culturally appropriate vocabulary to create a birthday invitation.

Cultures

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

Benchmark: Identify idiomatic expressions in both their native language and the target language and describe how idiomatic expressions work in general.

Stage I (9-12)

Mode(s) of Communication: Interpersonal (writing)

Description: In small groups, students will create a list of commonly used idiomatic expressions in English. They will communicate with students in a German-speaking country by mail or e-mail and request translations. Each student will write an interpretation of the expressions.

Prompt: This project is designed to discover common and differing expressions between the English and German languages. In your group, you will create a list of American idiomatic expressions such as, “practice makes perfect,” “the early bird gets the worm,” etc. You will then write (or e-mail) German students to discover their version of the expression, if they have one. Each member of your group will then pick out a minimum of five expressions to compare. Your group will submit the project when all members have finished their sections. The final project should include:

- 1) the original English letter including the list of expressions written by the group
- 2) the answer from the German classroom with the comparative expressions in German
- 3) a report by each American student comparing five expressions and their meanings in both English and German.

Grading: Use the holistic writing rubric to grade written exchanges between students. Evidence of the communication between students from the two classrooms will be used as the assessment; the project must include the three items mentioned in the prompt above. Example comparison: Americans say “cross your fingers” to wish someone luck. Germans say “Ich drücke dir die Daumen and place the thumb between the pointer and middle fingers. The German expression means, “good luck” but the words and gesture that accompany it are different.

Cultures

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

Benchmark: Demonstrate an awareness that gestures are an important part of communication and that the meaning of gestures may differ among languages.

Stage I (9-12)

Mode(s) of Communication: Interpersonal (listening, speaking)

Description: The student will listen to the teacher say a phrase or describe a situation in which a gesture usually accompanies the utterance (e.g., “Good-bye” or “Be quiet”). The student will respond with the appropriate words or phrases and gestures. **Note:** This assessment can be done more quickly if students are paired. One student could have a list of expressions or situations to say to his partner. The partner would respond with words and gestures. Then the partners reverse roles.

Prompt: You will hear your teacher (or partner) say a phrase or describe a situation in which a gesture usually accompanies the utterance (e.g., “Good-bye” or “Be quiet”). You will respond with the appropriate words, gestures, or actions.

Sample Phrases:

Sei ruhig!
Zähle von eins bis fünf
Kann nichts hören/verstehen
Komm!
Setz dich hin!
Grüß Gott!
Auf Wiedersehen.

Grading: Award 1 point for each appropriate response and 1 point for each appropriate gesture.

Connections and Communities

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

Benchmark: Read and understand authentic materials such as menus, schedules, forms, and advertisements.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: This item is based on a picture of a mailbox in Germany. Students will show their understanding of times and abbreviations of the days of the weeks by reading the chart.

Prompt: Look at the following sign found over a German mailbox. Then answer the questions in German.

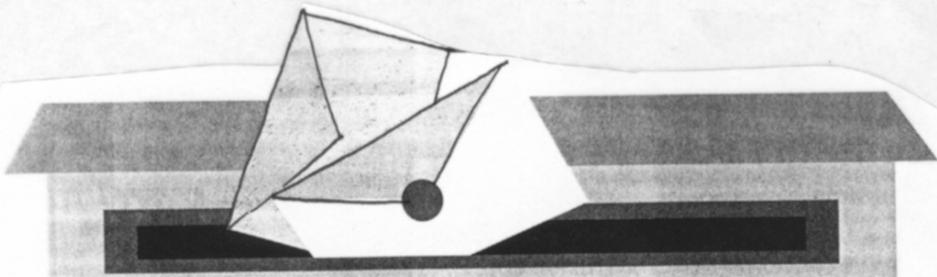
Um wieviel Uhr wird der Briefkasten zum letzten Mal geleert?

Wie oft am Tag wird der Briefkasten geleert?

Wann wird die Post am Samstag und Sonntag abgeholt?

Wie oft während der Woche wird der Briefkasten geleert?

Grading: Use the holistic reading rubric. Students should exhibit an understanding of vocabulary for the various days of the week and times of day.



Mo. - Fr.	12.15 Uhr	15.30 Uhr	17.45 Uhr	19.30 Uhr
Sa.	14.15 Uhr			
So.	9.00 Uhr			



Nächste
Leerung:

17.45 Uhr

Connections and Communities

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

Benchmark: Compare age-appropriate subject content such as folk tales, short stories, poems, and songs written for speakers of the target language with similar texts written for their own age group.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading); presentational (speaking)

Description: Students work in small groups to report and present on a folk tale, a song, or a short story. Students will read both a German and an English version of the same text or song. Examples include the Grimms' fairy tales, the birthday song, or a short description of a common celebration such as a wedding, a holiday like Christmas or Easter, or Karneval.

Prompt: You will work in small groups to create a report on similarities and differences between German and English versions of a fairy tale, a legend, a song, or a description of a celebration. You will then present your report to the class. You should include in your report a minimum of three examples of similarities and/or differences. Also incorporate pictures and illustrations where possible. Your group must submit the following items with the report:

- 1) a list of similarities and differences between the two versions, in German
- 2) a presentation to the class in which the German version is presented in German and the English version is presented in English.
- 3) evidence of research on the topic (Internet search of customs, interview with a native speaker, etc.)

Grading: Use the reading or listening rubric for the first criterion. Use the oral presentation rubric and the visuals and artwork rubric.

Connections and Communities

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

Benchmark: Understand words and ideas that can only be grasped through the original language and cultures.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: Students will look at a caricature depicting German reunification. They will use simple sentences to describe the illustration and the sentiments represented. They will then suggest a possible solution to the problem depicted.

Prompt: Look at the cartoon below. Then answer the questions in complete German sentences. Remember to use the vocabulary you know and keep the sentences simple.

- Was sieht man im Bild? (Welche Personen? Was passiert,?usw.)
- Sind die Menschen glücklich oder unglücklich? Warum?
- Zeichne jetzt dein eigenes Bild, in dem du das Problem vom ersten Bild löst. Was kann man machen, um dieses Problem zu überwinden? Sei kreativ.

Grading: Use the holistic reading rubric with added elements of cultural understanding. Focus on the students' comprehension of the problem, the way it is addressed in the cartoon, and the creativity of the solution they propose.

Connections and Communities

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

Benchmark: Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.

Stage I (9-12)

Mode(s) of Communication: Interpretive (reading)

Description: The student will sort the names of rivers and mountains in Germany that are written in a list.

Prompt: Read the list of geographical features in Germany and then decide which are rivers and mountains. Place the names under the correct heading "Flüsse" or "Berge." Some of the names do not fit under either category.

die Alpen
der Rhein
der Harz
die Elbe
der Main
die Nordsee
der Neckar
der Thüringer Wald
die Schwäbische Alp
die Mosel

Flüsse

Berge

Grading: Give 1 point for each correctly placed item.

Connections and Communities

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

Benchmark: Students perform for a school or community celebration.

Stage I (9-12)

Mode(s) of Communication: Presentational (speaking/writing)

Description: The students will present a skit for the school's open house or similar school event. They can create their own script and follow specific guidelines concerning length, appropriateness of subject matter, number of players, costumes and scenery, etc. Skit topics should be related to material currently being covered in class and should incorporate important cultural knowledge.

Prompt: In your small group you will write, practice, and perform a short skit. You will submit your script to the teacher before practicing it. The script will be graded using a writing rubric. Your performance will be graded using a speaking rubric.

Grading: Use the holistic writing and speaking rubrics. Incorporate elements of culturally appropriate gestures and information.