

# Course Profile



Novice High



Novice High



Novice High



Novice High



Intermediate Low

## [Georgia Performance Standards for Modern Languages Level 1](#)

### **Communication – Interpersonal Mode (IP)**

- MLI.IP1** The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
- MLI.IP1A** Use basic greetings, farewells, and expressions of courtesy.
- MLI.IP1B** Express like/dislike, emotions, and agreement/disagreement.
- MLI.IP1C** Make simple requests.
- MLI.IP1D** Ask for clarification.
- MLI.IP1E** Give simple descriptions.
- MLI.IP1F** Comprehend basic directions.
- MLI.IP1G** Ask questions and provide responses based on suggested topics.
- MLI.IP1H** Use sequenced information meaningfully.
- MLI.IP2** The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. T
- MLI.IP2A** Initiate, participate in, and close a brief exchange.
- MLI.IP2B** Use formal and informal forms of address.
- MLI.IP2C** Demonstrate Novice range proficiency in oral and written exchanges.

### **Communication – Interpretive Mode (INT)**

- MLI.INT1** The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.
- MLI.INT1A** Identify the main ideas and some details when reading and listening.
- MLI.INT1B** Comprehend simple, culturally authentic reading materials.
- MLI.INT1C** Understand simple instructions.
- MLI.INT1D** Demonstrate Novice range proficiency in listening, viewing and reading comprehension.
- MLI.INT2** The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
- MLI.INT2A** Differentiate among statements, questions, and exclamations.
- MLI.INT2B** Recognize basic non-verbal cues.

### **Communication Presentational Mode (P)**

- MLI.P1** The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.
- MLI.P1A** Present information from a variety of sources.
- MLI.P1B** Give basic information about self and others using suggested topics.
- MLI.P1C** Demonstrate Novice range proficiency in oral and written presentations.
- MLI.P2** The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.



## German 1

- MLI.P2A** Demonstrate Novice range proficiency when presenting rehearsed material.
- MLI.P2B** Demonstrate comprehension of rehearsed material.

### **Cultural Perspectives, Practices, and Products (CU)**

- MLI.CU1** The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
- MLI.CU1A** Demonstrate knowledge of cultural contributions.
- MLI.CU1B** Identify commonly held cultural viewpoints.
- MLI.CU1C** Describe cultural customs and traditions.

### **Connections, Comparisons, and Communities (CCC)**

- MLI.CCC1** The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.
- MLI.CCC1A** Demonstrate basic geographical knowledge.
- MLI.CCC1B** Apply previously learned skills from other subjects.
- MLI.CCC1C** Identify examples of the target language in other subjects.
- MLI.CCC1D** Relate content from other subjects as it relates to the target language.
- MLI.CCC2** The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.
- MLI.CCC2A** Compare cultural patterns of behavior and interaction.
- MLI.CCC2B** Demonstrate awareness of students' own cultures.
- MLI.CCC3** The students compare basic elements of the target language to the English language
- MLI.CCC3A** Recognize similarities/differences between target language and English.
- MLI.CCC3B** Recognize basic sound distinctions and their effect on communication.
- MLI.CCC4** The students demonstrate an awareness of current events in the target culture(s).
- MLI.CCC4A** Give information about current events of target cultures.
- MLI.CCC4B** Understand the impact of current events of target cultures.
- MLI.CCC5** The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.
- MLI.CCC5A** Identify examples of target language and culture in media forms.
- MLI.CCC5B** Identify community and Internet resources.



### Language Proficiency Targets by Mode

	Interpersonal	Speaking	Listening	Reading	Writing
7 <sup>th</sup> grade	Novice High -	Novice High -	Novice High -	Intermediate Low-	Novice High -
8 <sup>th</sup> grade	Novice High	Novice High	Novice High	Intermediate Low	Novice High
Level 1	<b>Novice High</b>	<b>Novice High</b>	<b>Novice High</b>	<b>Intermediate Low</b>	<b>Novice High</b>
Level 2	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid -	Intermediate Low
Level 3	Intermediate Mid -	Intermediate Mid -	Intermediate Mid -	Intermediate Mid	Intermediate Mid -
Level 4	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate High -	Intermediate Mid
Level 5-8	Intermediate High-Advanced Low	Intermediate High-Advanced Low	Intermediate High-Advanced Low	Intermediate High-Advanced Low	Intermediate High-Advanced Low

### AP/IB Alignment

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>AP/IB Themes</b>	Personal and Public Identities / Who We Are	Families and Communities / How We Organize Ourselves	Contemporary Life / Where We Are in Place and Time	Beauty and Aesthetics / How We Express Ourselves	Science and Technology / How The World Works	Global Challenges / Sharing The Planet
7 <sup>th</sup> grade	<b>Einstieg: Los geht's</b> Who I am <b>Kapitel 1: Wer bin ich?</b> Who I am Where I am from How I interact with others <b>Kapitel 2: Das macht Spaß!</b> What I do for fun <b>Kapitel 3: Mein Schultag</b> Cultural Heritage Beliefs and Values	<b>Kapitel 2: Das macht Spaß!</b> Citizenship and Duty  <b>Kapitel 3: Mein Schultag</b> Childhood and Adolescence Customs and Traditions	<b>Einstieg: Los geht's</b> Education <b>Kapitel 2: Das macht Spaß!</b> Sports and Leisure <b>Kapitel 3: Mein Schultag</b> Education	<b>Kapitel 2: Das macht Spaß!</b> Natur	<b>Kapitel 2: Das macht Spaß!</b> Research and New Frontiers	<b>Kapitel 2: Das macht Spaß!</b> Our Earth Human Rights
8 <sup>th</sup> grade	<b>Kapitel 4: Bunte Familien</b> Where am I from <b>Kapitel 6: Kleider machen Leute</b>	<b>Kapitel 4: Bunte Familien</b> Home <b>Kapitel 5: Mahlzeit!</b> Shopping and Food	<b>Kapitel 6: Kleider machen Leute</b> Advertising and Marketing	<b>Kapitel 4: Bunte Familien</b> Appearance <b>Kapitel 6: Kleider machen Leute</b>	<b>Kapitel 5: Mahlzeit!</b> Well-being	<b>Kapitel 5: Mahlzeit!</b> Food and Nutrition <b>Kapitel 6: Kleider machen Leute</b>



German 1

	Cultural Heritage	<b>Kapitel 6: Kleider machen Leute</b> Customs and Tradition		Fashion		Conservation
Level 1	<b>Kapitel 1: Wer bin ich?</b> Who I am Where I am from How I interact with others <b>Kapitel 2: Das macht Spaß!</b> What I do for fun <b>Kapitel 3: Mein Schultag</b> Cultural Heritage Beliefs and Values <b>Kapitel 4: Bunte Familien</b> Where am I from <b>Kapitel 6: Kleider machen Leute</b> Cultural Heritage	<b>Kapitel 2: Das macht Spaß!</b> Citizenship and Duty <b>Kapitel 3: Mein Schultag</b> Childhood and Adolescence Customs and Traditions <b>Kapitel 4: Bunte Familien</b> Home <b>Kapitel 5: Mahlzeit!</b> Shopping and Food <b>Kapitel 6: Kleider machen Leute</b> Customs and Tradition	<b>Kapitel 2: Das macht Spaß!</b> Sports and Leisure <b>Kapitel 3: Mein Schultag</b> Education <b>Kapitel 6: Kleider machen Leute</b> Advertising and Marketing	<b>Kapitel 2: Das macht Spaß!</b> Natur <b>Kapitel 4: Bunte Familien</b> Appearance <b>Kapitel 6: Kleider machen Leute</b> Fashion	<b>Kapitel 2: Das macht Spaß!</b> Research and New Frontiers <b>Kapitel 5: Mahlzeit!</b> Well-being	<b>Kapitel 2: Das macht Spaß!</b> Our Earth Human Rights <b>Kapitel 5: Mahlzeit!</b> Food and Nutrition <b>Kapitel 6: Kleider machen Leute</b> Conservation
Level 2	<b>Kapitel 1: Reisen nah und fern</b> Personality Culture Heritage <b>Kapitel 2: Alles um die Wellness</b> Who I Am What I do for fun Beliefs and Values <b>Kapitel 3: Tierwelt</b> How I interact with others Beliefs and Values <b>Kapitel 4: Wohnwelt</b> Personality Beliefs and Values	<b>Kapitel 1: Reisen nah und fern</b> Places in the Community Customs and Traditions Shopping and Food <b>Kapitel 2: Alles um die Wellness</b> Family and Friends Home <b>Kapitel 3: Tierwelt</b> Home <b>Kapitel 3: Tierwelt</b> Places in the Community Childhood and Adolescence <b>Kapitel 4: Wohnwelt</b> Family and Friends Home	<b>Kapitel 1: Reisen nah und fern</b> Travel and Lodging Sport and Leisure <b>Kapitel 2: Alles um die Wellness</b> Sport and Leisure <b>Kapitel 4: Wohnwelt</b> Holidays and Celebrations	<b>Kapitel 1: Reisen nah und fern</b> Nature Architecture <b>Kapitel 2: Alles um die Wellness</b> Nature <b>Kapitel 3: Tierwelt</b> Nature <b>Kapitel 4: Wohnwelt</b> Architecture	<b>Kapitel 2: Alles um die Wellness</b> Wellbeing Nature and Science <b>Kapitel 1: Reisen nah und fern</b> Ethical Questions Current Technology <b>Kapitel 3: Tierwelt</b> Nature Science	<b>Kapitel 1: Reisen nah und fern</b> Our Earth <b>Kapitel 2: Alles um die Wellness</b> Food and Nutrition <b>Kapitel 3: Tierwelt</b> Our Earth Conservation <b>Kapitel 4: Wohnwelt</b> Coexistence
Level 3						
Level 4						



## Proficiency Benchmarks and Can-Do Statements (NCSSFL-ACTFL)



### Interpersonal Communication

<p><b>NOVICE LOW:</b> I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p>	<p><b>NOVICE MID:</b> I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p><b>NOVICE HIGH:</b> I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p>	<p><b>INTERMEDIATE LOW:</b> I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>
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## German 1

<p>I can tell someone my telephone number.</p> <p>I can respond appropriately to a greeting and ask others how they are.</p> <p>I can answer basic questions about families.</p>	<p>I can introduce myself and ask others for their name.</p> <p>I can answer basic questions about myself to provide personal information.</p> <p>I can answer questions about participating in a social event.</p> <p>I can exchange information about which activities I like to do.</p> <p>I can answer questions about preferred sports.</p> <p>I can exchange information about favorite school subjects.</p> <p>I can exchange information about needed school supplies.</p>	<p><b>I can answer questions about important dates.</b></p> <p><b>I can ask someone when their birthday is and tell them my birthday.</b></p> <p><b>I can ask and answer simple questions to exchange personal information.</b></p> <p><b>I can ask and answer simple questions about the sports people like.</b></p> <p><b>I can exchange information about which activities I like to do at various times.</b></p> <p><b>I can exchange information about school rules.</b></p> <p><b>I can answer questions about my chores.</b></p> <p><b>I can read and respond to messages to share my basic opinions about foods.</b></p> <p><b>I can answer questions about my food choices.</b></p> <p><b>I can exchange information to give tips about what to buy someone.</b></p> <p><b>I can discuss clothing needs for a variety of weather situations.</b></p>	<p>I can understand and respond to a short email to provide personal information and describe my personality.</p> <p>I can answer questions about the subjects or extracurricular activities I am interested in and say why.</p> <p>I can ask and answer questions about my real or ideal personal space and how it defines me.</p> <p>I can give advice about earning extra money doing chores.</p> <p>I can exchange information about what I like to eat and why.</p> <p>I can exchange information to give advice about souvenirs to buy for others.</p> <p>I can exchange information about sustainable shopping practices.</p> <p>I can exchange information to give fashion advice.</p>
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## Presentational Speaking



<p><b>NOVICE LOW:</b> I can present information about myself and some other very familiar topics using single words or memorized phrases.</p>	<p><b>NOVICE MID:</b> I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>	<p><b>NOVICE HIGH:</b> I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p><b>INTERMEDIATE LOW:</b> I can present information on most familiar topics using a series of simple sentences.</p>
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## German 1

<p>I can spell my name and share my age.</p> <p>I can list my family members.</p> <p>I can state where I am from.</p>	<p>I can present a simple infographic to share data.</p> <p>I can say which supplies I need based on my classes or interests.</p> <p>I can describe members of a family.</p>	<p><b>I can describe myself and my personality.</b></p> <p><b>I can describe myself and others.</b></p> <p><b>I can tell someone about the sports and activities I like to participate in at various times.</b></p> <p><b>I can tell some tips for success in school.</b></p> <p><b>I can describe my personal space.</b></p> <p><b>I can describe various outfits for various occasions.</b></p> <p><b>I can describe a favorite outfit.</b></p>	<p>I can describe a social event and invite someone to attend.</p> <p>I can present and compare information about preferred sports.</p> <p>I can explain why I like a particular activity or club.</p> <p>I can describe my chores compared to those of a German-speaking teen.</p> <p>I can present some similarities and Differences between my community's fast-food culture and that of a German-speaking region.</p> <p>I can give advice for food choices and activities.</p>
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## Presentational Writing



<p><b>NOVICE LOW:</b> I can copy some familiar words, characters, or phrases.</p>	<p><b>NOVICE MID:</b> I can write lists and memorized phrases on familiar topics.</p>	<p><b>NOVICE HIGH:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p><b>INTERMEDIATE LOW:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.</p>
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## German 1

<p>I can create a brief profile about myself.</p> <p>I can list members of my family.</p> <p>I can list what foods I or others like.</p> <p>I can state what clothing is needed for various situations.</p>	<p>I can describe my personality.</p> <p>I can create and present a simple infographic to share data.</p> <p>I can describe how foods taste.</p>	<p><b>I can describe myself and others.</b></p> <p><b>I can present and compare information about preferred sports.</b></p> <p><b>I can tell someone about the sports and activities I like to participate in at various times.</b></p> <p><b>I can say which supplies I need based on my classes or interests.</b></p> <p><b>I can present tips for success in school.</b></p> <p><b>I can describe members of a family.</b></p> <p><b>I can describe different types of families.</b></p> <p><b>I can describe my chores.</b></p> <p><b>I can tell people what foods I or others like and how they taste.</b></p> <p><b>I can describe outfits for various occasions.</b></p>	<p>I can describe a social event and invite someone to attend.</p> <p>I can explain why I like a particular activity or club.</p> <p>I can describe my personal space.</p> <p>I can give my opinion about items in my room or space.</p> <p>I can present some similarities and differences between my community's food culture and that of a German speaking region.</p> <p>I can give advice on good food choices and activities.</p> <p>I can give advice about what to buy for others based on their preferences.</p> <p>I can write a short blog post about clothing and style trends.</p>
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## Interpretive Listening





# German 1

<b>NOVICE LOW:</b> I can recognize a few memorized words and phrases when I hear them spoken.	<b>NOVICE MID:</b> I can recognize some familiar words and phrases when I hear them spoken.	<b>NOVICE HIGH:</b> I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	<b>INTERMEDIATE LOW:</b> I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
<p>I can spell familiar words based on the letters I hear.</p> <p>I can understand the names of some school supplies when I hear them.</p> <p>I can understand when someone tells me a date.</p> <p>I can recognize a greeting and associate it with the appropriate situation or region.</p>	<p>I can follow classroom commands.</p> <p>I can identify which school supplies are needed.</p> <p>I can understand when someone says what they have or need for school.</p> <p>I can understand when someone describes which gifts they give to each person.</p>	<p><b>I can understand when someone provides basic personal information.</b></p> <p><b>I can understand the main ideas when someone talks about preferred sports.</b></p> <p><b>I can understand when someone describes a family.</b></p> <p><b>I can understand when someone describes their room.</b></p> <p><b>I can understand a weather forecast.</b></p> <p><b>I can understand a video about traditional clothing in Germany.</b></p>	<p>I can understand a short conversation about where people are from and where they live.</p> <p>I can understand when someone describes volunteer activities.</p> <p>I can understand a video blog about someone's fast food preferences.</p> <p>I can understand a podcast or video blog to identify foods that are available.</p> <p>I can understand a video blog about fashion tips.</p>





## Interpretive Reading

<p><b>NOVICE MID:</b> I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p>	<p><b>NOVICE HIGH:</b> I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	<p><b>INTERMEDIATE LOW:</b> I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p><b>INTERMEDIATE MID:</b> I can understand the main idea of texts related to everyday life and personal interests or studies.</p>
<p>I can understand some German words that are similar to English.</p> <p>I can understand a short biography in German that contains cognates.</p> <p>I can recognize a greeting and associate it with the appropriate situation or region.</p> <p>I can identify which school supplies are needed.</p> <p>I can understand a cafeteria menu and choose foods based on preferences.</p>	<p>I can understand the main ideas of an advertisement for an event.</p> <p>I can understand when I read about different types of families.</p> <p>I can understand an infographic about chores.</p> <p>I can understand an article about breakfast foods.</p> <p>I can understand an infographic about favorite gifts to give others.</p>	<p><b>I can understand an announcement about an upcoming social event.</b></p> <p><b>I can understand an infographic about preferred fitness activities.</b></p> <p><b>I can understand the main ideas of an online article about cell phone use in schools.</b></p> <p><b>I can understand the main ideas in descriptions of extracurricular activities.</b></p> <p><b>I can understand an article about eating choices.</b></p>	<p>I can understand statements to solve a logic puzzle.</p> <p>I can understand a text about eating habits and categorize important information.</p> <p>I can understand an article about personal style.</p> <p>I can understand an article about fashion tips.</p>

