

# Instructional Material Program: PORTFOLIO DEUTSCH NEU 2

Colorado Academic Standards for World Languages (2020)

**LEVEL:** NOVICE HIGH TO INTERMEDIATE LOW

## STANDARD 1:

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

## PREPARED GRADUATES:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (interpersonal mode).

### Novice High

#### Range Level Expectation:

*1.1 Communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics using a variety of simple sentences (interpersonal mode).*

## EVIDENCE OUTCOMES Students can:

## EXAMPLES IN PORTFOLIO DEUTSCH NEU 2

a. Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

p. 8 (act. 1b, 1c), p. 9 (act. 2a, 2b, 3a, 3b), p. 10 (act. 4c, 4d), p. 11 (act. 5b, 5c, 6b, 6c, 6d), p. 12 (act. 7a-d, 8b, 8c), p. 14 (act. 2b), p. 15 (act. 3a, 3b), p. 16 (act. 4c-e), p. 17 (act. 5, 6a, 6b), p. 18 (act. 7a-c), p. 19 (act. 10), p. 20 (act. 1a, 1b, 2), p. 21 (act. 3b, 4, 5a, 5b, 5c), p. 22 (act. 6a-d, 7), p. 23 (act. 8b), p. 24 (act. 10a-d, 11), p. 26 (act. 1a, 1b), p. 27 (act. 3, 5a-c), p. 28 (act. 6b, 7), p. 29 (act. 9a-c), p. 30 (act. 11), p. 31 (act. 12, 13, 14), p. 32 (act. 1a, 1c, 2), p. 33 (act. 4a, 4b), p. 34 (act. 5a, 5b, 6a, 6b), p. 35 (act. 7b-d, 8), p. 36 (act. 9a, 10a), p. 38 (act. 1a, 1b, 2a, 2b, 3), p. 39 (act. 3b, 4b, 4c), p. 40 (act. 5a-d, 6a, 6b), p. 41 (act. 7c, 7d, 8), p. 42 (act. 9a-c), p. 43 (act. 11, 12, 13, 14), p. 44 (act. 1b, 2), p. 45 (act. 3a, 3b, 4a, 4b, 4c), p. 46 (act. 6a, 6c, 6d), p. 47 (act. 7a-c, 8a, 8b), p. 48 (act. 9a-e, 10), p. 50 (act. 1, 3a, 3b), p. 51 (act. 3c, 3d, 4a, 4b), p. 52 (act. 5, 6a-d), p. 53 (act. 7a, 7b, 8a-d), p. 54 (act. 9b, 10), p. 55 (act. 11a-c, 12, 13, 14), p. 64 (act. 1a-c, 2b), p. 65 (act. 3a-c, 4a-b), p. 66 (act. 5a, 5b, 6a, 6b), p. 67 (act. 7b, 7c, 8a-d), p. 68 (act. 9a-c, 10), p. 70 (act. 1b, 2), p. 71, (act. 3a, 3b, 3c, 4), p. 72 (act. 6a-c), p. 73 (act. 7a, 7b, 8a-d), p. 74 (act. 9b, 10a, 10b), p. 75 (act. 11, 12a-b, 13), p. 76 (act. 1a), p. 77 (act. 2a, 2b, 3a, 3b, 4), p. 78

	(act. 5a, 5b, 6a, 6b), p. 79 (act. 7c, 7d, 9), p. 80 (act. 10a-c, 11a, 12a), p. 82 (act. 1a-d), p. 83 (act. 2b, 2c, 3, 4), p. 84 (act. 5a-c, 6), p. 85 (act. 7b, 8, 9), p. 86 (act. 10a, 10b, 11, 12a, 12b), p. 87 (act. 13a, 13b, 14-17), p. 88 (act. 1a-c, 2), p. 89 (act. 3a, 3b, 4a, 4b), p. 90 (act. 5, 6a, 6b), p. 91 (act. 7b, 7c, 7d, 8a, 8b), p. 92 (act. 9b, 10, 11, 12), p. 94 (act. 1, 2, 3), p. 95 (act. 4a, 4b, 4c, 4d), p. 96 (act. 5, 6a, 6b, 6c), p. 97 (act. 7a, 7b, 8a, 8b, 9), p. 98 (act. 10a-c), p. 99 (act. 12, 13a-b, 14, 15), p. 100 (act. 1a, 2a-c), p. 101 (act. 3, 4a, 5a, 5b), p. 102 (act. 6c), p. 103 (act. 8, 9, 10a, 11a-b), p. 104 (act. 12a-b, 13a-b), p. 106 (act. 1a, 2a, 2b, 2c), p. 107 (act. 3, 4a, 5a-b), p. 108 (act. 6a-b, 7), p. 109 (act. 8a, 8b, 9, 10, 11a, 11b), p. 110 (act. 12a-c, 13), p. 111 (act. 14, 15, 16a, 16b, 18)
b. Interact with others to meet basic needs related to routine everyday activities using simple sentences most of the time.	p. 23 (act. 9a, 9b), p. 24 (act. 10b-c), p. 36 (act. 9b), p. 70 (act. 1a, 1b)
c. Express, ask about and react to preferences, opinions, or feelings using simple sentences most of the time and asking questions to keep the conversation on topic.	p. 8 (act. 1d, 1e), p. 14 (act. 1b), p. 19 (act. 12), p. 22 (act. 6d, 7), p. 28 (act. 7), p. 31 (act. 13, 15), p. 33 (act. 3c, 4b), p. 39 (act. 3b), p. 43 (act. 15), p. 45 (act. 4c), p. 48 (act. 9a, 9b), p. 55 (act. 14), p. 65 (act. 4a-b), p. 75 (act. 13), p. 78 (act. 5b), p. 87 (act. 17), 90 (act. 6b), p. 92 (act. 9b, 11), p. 99 (act. 15), p. 111 (act. 18)
<b>Intermediate Low</b> <b>Range Level Expectation:</b> <i>1.1 Participate in spontaneous spoken, written or signed conversations on very familiar topics creating simple sentences to ask and answer a variety of questions (interpersonal mode).</i>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Request and provide information in conversations on familiar topics by creating questions and simple sentences and asking appropriate follow-up questions.	p. 120 (act. 1a, 1b, 2b), p. 121 (act. 3b, 3c), p. 122 (act. 4b, 4c), p. 123 (act. 5a-c, 6a-d), p. 124 (act. 7a, 7b, 8a, 8b), p. 126 (act. 1, 2a, 2b), p. 127 (act. 3a-d), p. 128 (act. 4b, 4c, 5a, 5b), p. 129 (act. 5c, 6a-c, 7a, 7b), p. 130 (act. 7c), p. 131 (act. 9a, 9b, 10b, 11), p. 132 (act. 1a-b, 2), p. 133 (act. 3, 4a-c, 5), p. 134 (act. 6a, 6c, 6d), p. 135 (act. 7a-c, 8), p. 136 (act. 9a-c, 10a, 10c, 11a, 11b), p. 138 (act. 1a, 1b, 2a, 2b), p. 139 (act. 3a, 3b, 4, 5), p. 140 (act. 6a-c, 7a), p. 141 (act. 7b-d, 8, 9a-c), p. 142 (act. 10, 11), p. 143 (act. 12-15), p. 144 (act. 1a, 1b, 1c, 1d), p. 145 (act. 2a-c, 3), p. 146 (act. 4a, 4b, 4c, 5), p. 147 (act. 6a, 6b, 7a, 7b, 7c), p. 148 (act. 8a, 8b, 9b), p. 150 (act. 1a-c, 2), p. 151 (act. 2b,

	2c, 2d, 3a, 3b), p. 152 (act. 4a-c), p. 153 (act. 5, 6a, 6b, 7a, 7b), p. 154 (act. 8a-c, 9a, 9b), p. 155 (act. 10-13), p. 156 (act. 1a, 2a, 2b), p. 157 (act. 3a, 3b, 4a, 4b, 5), p. 158 (act. 7a-c), p. 159 (act. 8a, 8b, 9a, 9b), p. 160 (act. 11, 12a-c), p. 162 (act. 2a-c), p. 163 (act. 3, 4a-c), p. 164 (act. 5, 7a, 7b), p. 165 (act. 8, 9a, 9b), p. 166 (act. 10, 11a-b, 12a-d), p. 167 (act. 13, 14a, 14b, 15, 16), p. 176 (act. 1, 2a, 2b, 2c), p. 177 (act. 3a-d, 4), p. 178 (act. 5a, 5b, 6a, 6b), p. 179 (act. 7a, 7b, 8a-c), p. 180 (act. 9b, 10, 11a-c), p. 182 (act. 1, 2, 3a), p. 183 (act. 3b-d, 4), p. 184 (act. 6a-c), p. 185 (act. 6d, 7a, 7b, 8a, 8b), p. 186 (act. 9a, 9b, 10, 11a-b), p. 187 (act. 12-15), p. 188 (act. 1a, 2a, 2b), p. 189 (act. 3b, 4a, 4b), p. 190 (act. 5a-c, 6), p. 191 (act. 7a, 7b, 7c, 8a, 8b, 8c), p. 192 (act. 9a, 9b, 10a-b), p. 194 (act. 1, 2a-c), p. 195 (act. 3a, 3b, 4), p. 196 (act. 5a-d, 6), p. 197 (act. 7a, 7b, 8a, 8b), p. 198 (act. 9a, 9b, 10a, 10b), p. 199 (act. 11a, 11b, 12, 13, 14), p. 200 (act. 1a, 1b, 1c), p. 201 (act. 2a, 2b, 3a, 3b), p. 202 (act. 4a, 4b, 5a-b, 6), p. 203 (act. 7a-c, 8), p. 204 (act. 9a-c, 10b, 11a-c), p. 206 (act. 1a-b, 2), p. 207 (act. 2b, 3), p. 208 (act. 4a-c, 5), p. 209 (act. 6b, 7a, 7b, 8), p. 210 (act. 9, 10, 11a, 11b), p. 211 (act. 12-15), pp. 212-213 (act. 1), p. 214 (act. 2a-b), p. 215 (act. 2c, 2d), pp. 218-219 (act. 1), p. 220 (act. 2a, 2b), p. 221 (act. 2c, 2d), p. 222 (act. 3a, 3b, 3c), p. 223 (act. 3d, 3e)
b. Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	p. 122 (act. 4c), p. 140 (act. 7a), pp. 212-213 (act. 1)
c. 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.	p. 121 (act. 3c), p. 124 (act. 8a), p. 127 (act. 3d), p. 131 (act. 11), p. 143 (act. 15), p. 146 (act. 4b), p. 154 (act. 8c), p. 155 (act. 13), p. 158 (act. 7a), p. 167 (act. 16), p. 176 (act. 2a), p. 177 (act. 3d), p. 178 (act. 5a, 6a-b), p. 183 (act. 3c), p. 187 (act. 15), p. 199 (act. 14), p. 202 (act. 6), p. 211 (act. 15), pp. 212-213 (act. 1)

## PREPARED GRADUATES:

2. Understand, interpret and analyze what is heard, read or viewed on a variety of topics (interpretive mode).

### Novice High

#### Range Level Expectation:

1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing simple sentences (interpretive mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Identify the topic and some isolated facts from simple sentences in informational texts.	p. 9 (act. 2a), p. 10 (act. 4a, 4b), p. 18 (act. 8b), p. 22 (act. 6a), p. 64 (act. 2a), p. 68 (act. 9a, 9b), p. 70 (act. 2b), p. 74 (act. 9a), p. 79 (act. 8a, 8b)
b. Identify the topic and some isolated elements from simple sentences in short fictional texts.	p. 8 (act. 1a), p. 11 (act. 6a), p. 12 (act. 8a), p. 18 (act. 8a), p. 20 (act. 1a, 1b), p. 23 (act. 8a, 8b), p. 24 (act. 10a, 10b), p. 29 (act. 8), p. 33 (act. 3a-b), p. 34 (act. 5a, 5c), p. 35 (act. 7a, 7b), p. 36 (act. 10a, 10b), p. 44 (act. 1a, 1b, 2), p. 45 (act. 4a, 4b), p. 48 (act. 9c), p. 50 (act. 2), p. 54 (act. 9a, 10), p. 65 (act. 3a-b), p. 66 (act. 5a, 5b), p. 67 (act. 7a, 7b), p. 70 (act. 1a), p. 71 (act. 3a-b), p. 72 (act. 5a-b), p. 91 (act. 7a), p. 92 (act. 9a, 10), p. 97 (act. 7c), p. 98 (act. 11), p. 100 (act. 1a-c), p. 101 (act. 3, 4b), p. 108 (act. 6a), p. 109 (act. 8a)
c. Understand familiar questions and statements from simple sentences in conversations, discussions and other sources.	p. 11 (act. 5a-b), p. 15 (act. 3c, 3d), p. 21 (act. 3a, 3b), p. 22 (act. 6b, 6c), p. 27 (act. 4), p. 28 (act. 6a, 6c), p. 32 (act. 1a-c), p. 41 (act. 7a, 7b), p. 42 (act. 10), p. 46 (act. 5a, 5b, 6b), p. 53 (act. 7c), p. 76 (act. 1b), p. 77 (act. 2a, 2b), p. 79 (act. 7a, 7b), p. 80 (act. 11b, 11c), p. 83 (act. 2a-c), p. 85 (act. 7a), p. 88 (act. 1a-c), p. 102 (act. 6a-c, 7), p. 103 (act. 10b), p. 107 (act. 4b)
<b>Intermediate Low</b> <b>Range Level Expectation:</b> 1.2 Understand the main idea and some pieces of information from simple sentences within texts that are spoken, written or signed on familiar topics (interpretive mode).	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Identify the topic and related information from simple sentences in short informational texts.	p. 136 (act. 10a-c), p. 144 (act. 1a, 1b), p. 145 (act. 2a, 2b, 2c), p. 150 (act. 2a), p. 151 (act. 3a, 3b), p. 158 (act. 6a, 6b), p. 178 (act. 5a, 5b), p. 184 (act. 5), p. 188 (act. 1a, 1b), p. 189 (act. 3a-b), p. 204 (act. 9a, 10a, 10b), p. 214 (act. 2a, 2b), p. 215 (act. 2c, 2d)

b. Identify the topic and related information from simple sentences in short fictional texts.	p. 120 (act. 2a), p. 121 (act. 3a, 3b), p. 124 (act. 7a, 7b, 8a), p. 130 (act. 8), p. 132 (act. 1a, 1b), p. 134 (act. 6a, 6b), p. 142 (act. 10, 11), p. 154 (act. 8a), p. 156 (act. 1a, 1b, 2a), p. 159 (act. 8a, 9a), p. 164 (act. 6), p. 165 (act. 8), p. 166 (act. 10), p. 176 (act. 2b), p. 177 (act. 3a-c), p. 179 (act. 7a-b, 8a), p. 182 (act. 3a), p. 184 (act. 6a, 6b), p. 185 (act. 7a, 7b), p. 192 (act. 9a, 9b), p. 195 (act. 3b), p. 198 (act. 9a), p. 201 (act. 2a, 2b), p. 202 (act. 4a), p. 203 (act. 7a, 7b, 7c), p. 206 (act. 1c, 2a), p. 207 (act. 3), p. 210 (act. 9), p. 222 (act. 3b), p. 223 (act. 3d, 3e)
c. Identify the main idea and related information in short conversations, discussions and other sources.	p. 122 (act. 4a), p. 128 (act. 4a), p. 133 (act. 4a, 4b), p. 135 (act. 7a, 7b), p. 146 (act. 4b, 4c), p. 148 (act. 9a), p. 152 (act. 4c, 4d), p. 160 (act. 10a, 10b), p. 165 (act. 9a-b), p. 180 (act. 9a, 9b), p. 190 (act. 5a, 5b), p. 200 (act. 1b), p. 209 (act. 6a)
<b>PREPARED GRADUATES:</b> 3. 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 (presentational mode).	
<b>Novice High</b> <b>Range Level Expectation:</b> <i>1.3 Present information on very familiar and everyday topics using a variety of simple sentences through spoken, written or signed language (presentational mode).</i>	
<b>EVIDENCE OUTCOMES</b> Students can:	<b>EXAMPLES IN PORTFOLIO DEUTSCH NEU 2</b>
a. Present personal information about their lives and activities using simple sentences most of the time.	p. 20 (act. 2), p. 23 (act. 9b), p. 33 (act. 3c), p. 54 (act. 10), p. 65 (act. 4b), p. 85 (act. 9), p. 100 (act. 2c), p. 101 (act. 5b), p. 106 (act. 2c)
b. Express preferences on familiar and everyday topics of interest using simple sentences most of the time.	p. 54 (act. 10), p. 65 (act. 4b), p. 104 (act. 13b)
c. Present on familiar and everyday topics using simple sentences most of the time	p. 11 (act. 5c), p. 22 (act. 7), p. 32 (act. 2), p. 33 (act. 3c), p. 48 (act. 10), p. 54 (act. 10), p. 79 (act. 7d, 9), p. 80 (act. 12b), p. 88 (act. 2), p. 92 (act. 12), p. 97 (act. 9), p. 104 (act. 13b)

**Intermediate Low**

**Range Level Expectation:**

*1.3 Communicate information, make presentations and express thoughts about familiar topics, using simple sentences through spoken, written, or signed language (presentational mode).*

**EVIDENCE OUTCOMES**  
Students can:

**EXAMPLES IN PORTFOLIO DEUTSCH NEU 2**

a. Present personal information about life, activities and events, using simple sentences.

p. 157 (act. 5), p. 190 (act. 6), p. 201 (act. 3a)

b. Express preferences on familiar and everyday topics of interest and explain why one feels that way, using simple sentences.

p. 135 (act. 8), p. 157 (act. 5), p. 202 (act. 6), p. 215 (act. 2e)

c. Present on familiar and everyday topics, using simple sentences.

p. 120 (act. 2b), p. 122 (act. 4c), p. 135 (act. 8), p. 145 (act. 3), p. 159 (act. 9b), p. 186 (act. 10), p. 188 (act. 2b), p. 189 (act. 4b), p. 194 (act. 2c), p. 200 (act. 1c), p. 202 (act. 6), p. 209 (act. 6b), p. 215 (act. 2e), pp. 216-217 (act. 3), p. 223 (act. 3e)

**STANDARD 2:**

*Cultures/Intercultural Communication: Interact with cultural competence and understanding.*

**PREPARED GRADUATES:**

4. Use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.

**Novice High**

**Range Level Expectation:**

*2.1 Interpret practices to help understand perspectives in the target cultures and the student's own.*

**EVIDENCE OUTCOMES**  
Students can:

**EXAMPLES IN PORTFOLIO DEUTSCH NEU 2**

a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and

p. 10 (act. 4a), p. 11 (act. 6d), p. 22 (act. 7), p. 23 (act. 8a), p. 79 (act. 8a, 8b), p. 111 (act. 15)

the student's own culture when using the target language in the three modes at the novice-high range.	
b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-high range.	p. 11 (act. 6c), p. 12 (act. 8b), p. 17 (act. 6b), p. 54 (act. 10)
c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-high range.	p. 8 (act. 1b), p. 79 (act. 8b, 9), p. 85 (act. 9), p. 101 (act. 4a), p. 103 (act. 10a), p. 107 (act. 4a), p. 108 (act. 6b)
d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-high range.	p. 36 (act. 9b), p. 42 (act. 9a), p. 47 (act. 7b, 7c)
<b>Intermediate Low</b> <b>Range Level Expectation:</b> <i>2.1 Investigate and compare practices to help understand perspectives in the target cultures and the student's own.</i>	
<b>EVIDENCE OUTCOMES</b> Students can:	<b>EXAMPLES IN PORTFOLIO DEUTSCH NEU 2</b>
a. Compare practices related to everyday life and personal interests or studies when using the	p. 145 (act. 2a), p. 150 (act. 2a), p. 151 (act. 2d, 3a-b), p. 158 (act. 6a, 6b), p. 164 (act. 6), p. 189 (act. 3a-b), p. 201 (act. 2a), p. 214 (act. 2a, 2b), p. 215 (act. 2c, 2e), p. 220 (act. 2b)

target language in the three modes at the intermediate-low range.	
b. Converse with peers from the target cultures in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.	p. 164 (act. 5), p. 189 (act. 4b), p. 204 (act. 9b)
c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders when using the target language in the three modes at the intermediate-low range.	p. 127 (act. 3b), p. 159 (act. 9a-b), p. 186 (act. 10), p. 191 (act. 7a-c), p. 222 (act. 3a)
d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target language in the three modes at the intermediate-low range.	p. 122 (act. 4b, 4c), p. 133 (act. 5), p. 148 (act. 9b), p. 152 (act. 5), p. 198 (act. 14b)



**PREPARED GRADUATES:**

5. Use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.

**Novice High**

**Range Level Expectation:**

*2.2 Interpret products to help understand perspectives in the target cultures and the student's own.*

EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-high range.	p. 12 (act. 8a, 8c), p. 18 (act. 8a), p. 22 (act. 7), p. 23 (act. 8a), p. 48 (act. 10), p. 64 (act. 1a, 1b, 2a, 2b), p. 65 (act. 3a, 3b)
b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-high range.	p. 12 (act. 8b), p. 17 (act. 6b), p. 65 (act. 4b), p. 78 (act. 5a)
c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-high range.	p. 11 (act. 6d), p. 79 (act. 7d), p. 104 (act. 12b)
d. Interact with others in and from another culture at a survival level in some familiar everyday	p. 77 (act. 2a, 4), p. 79 (act. 9), p. 90 (act. 6a), p. 100 (act. 2b)

contexts when using the target language in the three modes at the novice-high range.	
<b>Intermediate Low</b> <b>Range Level Expectation:</b> <i>2.2 Investigate and compare products to help understand perspectives in the target cultures and the student's own.</i>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Compare products related to everyday life and personal interests or studies when using the target language in the three modes at the intermediate-low range.	p. 144 (act. 1a-b), p. 145 (act. 2a, 2c), p. 150 (act. 2a), p. 151 (act. 2d, 3a, 3b), p. 158 (act. 6a, 6b), p. 164 (act. 6), p. 214 (act. 2b), p. 215 (act. 2c, 2d, 2e), p. 220 (act. 2a, 2b), p. 221 (act. 2c, 2d)
b. Converse with peers from the target cultures in familiar situations at school, work or play, and show interest in basic cultural similarities and differences when using the target language in the three modes at the intermediate-low range.	p. 145 (act. 3), p. 157 (act. 5), p. 188 (act. 2a), p. 207 (act. 3)
c. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders when using the target language in the three modes at the intermediate-low range.	p. 147 (act. 6a, 6b), p. 150 (act. 1a, 1b), p. 201 (act. 3a)
d. Interact with others in and from another culture at a functional level in some familiar contexts when using the target	p. 122 (act. 4c), p. 123 (act. 5c), p. 192 (act. 10a)

language in the three modes at the intermediate-low range.	
<b>STANDARD 3:</b> Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.	
<b>PREPARED GRADUATES:</b> 6. Build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
<b>Novice High Range</b> <b>Level Expectation:</b> 3.1 Examine information gathered from target language resources connected to other content areas.	
<b>EVIDENCE OUTCOMES</b> Students can:	<b>EXAMPLES IN PORTFOLIO DEUTSCH NEU 2</b>
a. Identify selected information and skills from other content areas in experiences related to the target language and cultures when using the target language in the three modes at the novice-high range.	p. 12 (act. 8c), p. 19 (act. 11), p. 84 (act. 5a), p. 92 (act. 12), p. 97 (act. 7a, 7b, 7c)
b. Reinforce learning in other content areas while using authentic target language resources and the three modes at the novice-high range.	p. 10 (act. 4a, 4b), p. 12 (act. 8c), p. 48 (act. 10)
<b>Intermediate Low</b> <b>Range Level Expectation:</b> 3.1 Use information gathered from target language resources for application in other content areas.	
<b>EVIDENCE OUTCOMES</b> Students can:	<b>EXAMPLES IN PORTFOLIO DEUTSCH NEU 3/4</b>
a. Transfer and apply	p. 209 (act. 7a), p. 145 (act. 2a), p. 216 (act. 3), p. 220 (act. 2b)

information and skills from other content areas to experiences related to the target language and its culture(s) when using the three modes at the intermediate-low range.	
b. Apply information gathered through target language resources to other content areas in order to supplement learning when using the three modes at the intermediate-low range.	p. 145 (act. 3), p. 158 (act. 6a), p. 164 (act. 6), p. 178 (act. 5a), p. 189 (act. 3a, 3b, 4b), p. 204 (act. 10a-b), p. 214 (act. 2b), p. 215 (act. 2e)
<b>PREPARED GRADUATES:</b> 7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).	
<b>Novice High</b> <b>Range Level Expectation:</b> <i>3.2 Relate information acquired from authentic resources to individual perspectives and experiences.</i>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Identify and/or apply selected information and skills from other content areas in experiences related to the target language and its culture(s) when using the target language in the three modes at the novice-high range.	p. 12 (act. 8c), p. 18 (act. 8a), p. 64 (act. 1a), p. 68 (act. 9a), p. 79 (act. 8a)
b. Reinforce and/or expand learning in other content areas while using authentic target language resources and the three modes at the novice-high range.	p. 10 (act. 4a, 4b), p. 12 (act. 8a), p. 48 (act. 10)

**Intermediate Low**

**Range Level Expectation:**

*3.2 Examine information and viewpoints present in authentic resources.*

**EVIDENCE OUTCOMES**  
Students can:

**EXAMPLES IN PORTFOLIO DEUTSCH NEU 2**

a. Research authentic target language sources, analyze the content, and acquire unique information available only through the target language and its culture(s) when using the three modes at the intermediate-low range.

p. 145 (act. 3), p. 214 (act. 2b), p. 215 (act. 2e)

b. Use authentic sources to explore the distinctive perspectives of the target language and its cultures in the three modes at the intermediate-low range.

p. 120 (act. 2b), p. 130 (act. 8), p. 158 (act. 6a), p. 177 (act. 5a, 5b)

**STANDARD 4:**

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

**PREPARED GRADUATES:**

8. Use the language to investigate, explain and reflect on the nature of language through comparisons of the target language and the student's own language.

**Novice High**

**Range Level Expectation:**

*4.1 Describe similarities and differences of the target language and the student's own language.*

**EVIDENCE OUTCOMES**  
Students can:

**EXAMPLES IN PORTFOLIO DEUTSCH NEU 2**

a. Use examples of words that are similar in the target language and the

p. 46 (act. 6d), p. 64 (act. 1c), p. 80 (act. 10c), p. 100 (act. 2a)

student's own language in the three modes at the novice-high range.	
b. Recognize identified idiomatic expressions that cannot be directly translated into the student's own language in the three modes at the novice-high range.	p. 48 (act. 9c), p. 80 (act. 10c), p. 103 (act. 10a)
c. Identify differences in formal and informal requirements for language between the target language and the student's language in the three modes at the novice-high range.	p. 11 (act. 6b, 6d), p. 17 (act. 6b), p. 54 (act. 10)
d. Use basic grammatical structures in context and recognize similarities and differences in the student's language when using the target language in the three modes at the novice-high range.	p. 35 (act. 7d), p. 41 (act. 7d), p. 52 (act. 6c), p. 71, (act. 3c), p. 80 (act. 10c), p. 83 (act. 3), p. 91 (act. 7d), p. 109 (act. 10)
e. Identify and compare the sound and writing systems of the target language with the student's language, including stress, intonation and punctuation in the three modes at the novice-high range.	p. 12 (act. 7a-d), p. 18 (act. 7a, 7b, 7c), p. 21 (act. 5a, 5b, 5c), p. 27 (act. 5a-c), p. 34 (act. 6a, 6b), p. 40 (act. 6a, 6b), p. 47 (act. 8a, 8b), p. 53 (act. 8a-d), p. 67 (act. 8a-d), p. 73 (act. 8a-d), p. 80 (act. 10a, 10b, 10c), p. 86 (act. 10a, 10b), p. 91 (act. 8a, 8b), p. 97 (act. 8a, 8b), p. 103 (act. 11a, 11b), p. 109 (act. 11a, 11b)

<b>Intermediate Low</b> <b>Range Level Expectation:</b> <i>4.1 Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the student's own language.</i>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Compare similarities and differences in the target language and the student's own language in the three modes at the intermediate-low range.	p. 151 (act. 2c), p. 162 (act. 2c), p. 179 (act. 8c), p. 202 (act. 5b)
b. Use appropriate idiomatic expressions in limited settings in the three modes at the intermediate-low range.	p. 136 (act. 10a), p. 179 (act. 8a, 8b), p. 196 (act. 5d)
c. Recognize how different time frames are expressed in the target language in the three modes at the intermediate-low range.	p. 184 (act. 6c), p. 190 (act. 5c), p. 196 (act. 6), pp. 218-219 (act. 1)
d. Use knowledge of sound and writing systems in the target language to better understand the student's own language in the three modes at the intermediate-low range.	p. 123 (act. 6a-d), p. 129 (act. 6a-c), p. 136 (act. 9a, 9b, 9c), p. 141 (act. 9a, 9b, 9c), p. 147 (act. 7a, 7b, 7c), p. 153 (act. 7a, 7b), p. 160 (act. 12a-c), p. 166 (act. 12a-d), p. 180 (act. 11a-c), p. 186 (act. 11a, 11b), p. 204 (act. 11a, 11b, 11c), p. 210 (act. 11a, 11b)
e. Compare similarities in formal and informal requirements for language between the target language and their language in the three modes at the intermediate-low range.	p. 140 (act. 7a), p. 191 (act. 8a, 8b, 8c), p. 197 (act. 8a, 8b)

**PREPARED GRADUATES:**

9. Use the language to investigate, explain and reflect on the concept of culture through comparisons of the culture(s) and the student's own culture

**Novice High**

**Range Level Expectation:**

*4.2 Describe the concept of culture through comparisons of the target culture(s) and the student's own culture.*

EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the novice-high range.	p. 8 (act. 1d, 1e), p. 11 (act. 6d), p. 12 (act. 8b), p. 20 (act. 2), p. 48 (act. 9a), p. 79 (act. 8a, 8b, 9), p. 85 (act. 9)
b. Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the novice-high range.	p. 64 (act. 1b), p. 65 (act. 4b), p. 66 (act. 6b)
<b>Intermediate Low</b> <b>Range Level Expectation:</b> <i>4.2 Compare the similarities and differences between the target culture(s) and the student's own culture.</i>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN PORTFOLIO DEUTSCH NEU 2
a. Examine cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the intermediate-low range.	p. 120 (act. 1b), p. 145 (act. 3), p. 178 (act. 6b), p. 188 (act. 2a), p. 189 (act. 4a, 4b)
b. Examine cross-cultural	p. 145 (act. 3), p. 188 (act. 2a), p. 214 (act. 2a)



similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the intermediate-low range.	
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