



DAS REPORTERTEAM 2

COURSE TITLE(S): German 2

COURSE CODE(S): 0702330

2011 Florida Next Generation World Languages Standards

STANDARD 1: Interpretive Listening

The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.1.1	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.	SE: p. 111 (act. 7a, 7b), p. 192 (act. 3c, 3d), p. 194 (act. 6a, 6b), p. 197 (act. 9b, 9c), p. 213 (act. 3b), p. 237 (act. 6b)
WL.K12.IM.1.2	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.	SE: p. 147 (act. 1a, 1b), p. 189 (act. 1a), p. 230 (act. 1a)
WL.K12.IM.1.3	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.	SE: p. 154 (act. 7b, 7c), p. 270 (act. 1)
WL.K12.IM.1.4	Identify essential information and supporting details on familiar topics presented through a variety of media.	SE: p. 154 (act. 7b, 7c), p. 155 (act. 8a, 8b), p. 257 (act. 4a, 4b)
WL.K12.IM.1.5	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	SE: p. 60 (act. 1), p. 270 (act. 1)
WL.K12.IM.1.6	Demonstrate understanding of complex directions and instructions in familiar settings.	SE: p. 197 (act. 8c)
WL.K12.IL.1.1	Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	SE: p. 11 (act. 12a), p. 14 (act. 15a, 15b), p. 15 (act. 16b)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	SE: p. 13 (act. 14a, 14b), p. 15 (act. 16b), p. 25 (act. 5a, 5b), p. 30 (act. 14), p. 40 (act. 2b, 2c), p. 43 (act. 6c, 6d), p. 86 (act. 6a, 6b), p. 117 (act. 15a)
WL.K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	SE: p. 27 (act. 7a, 7b), p. 108 (act. 3b)
WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented in a variety of media.	SE: p. 6 (act. 6b), p. 9 (act. 10a), p. 11 (act. 12a), p. 14 (act. 15a, 15b), p. 25 (act. 4a, 4b, 5a, 5b), p. 75 (act. 14c), p. 87 (act. 7c), p. 144 (act. 1)
WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	SE: p. 60 (act. 1), p. 91 (act. 14a)
WL.K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions, in familiar settings.	SE: p. 153 (act. 5d)

STANDARDS 2: Interpretative Reading

The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.2.1	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.	SE: p. 5 (act. 5b), p. 8 (act. 9a), p. 16 (act. 17a), p. 21 (act. 1a), p. 23 (act. 2a), p. 63 (act. 1a), p. 65 (act. 2c), p. 69 (act. 4a), p. 70 (act. 6), p. 81 (act. 1a, 1b), p. 84 (act. 4a, 4b), p. 85 (act. 5a), p. 107 (act. 2a), p. 109 (act. 4a), p. 110 (act. 6b), p. 111 (act. 7a), p. 128 (act. 2a), p. 131 (act. 6a, 6b), p. 144 (act. 1a, 1b, 1c), p. 169 (act. 1a, 1b), p. 193 (act. 4a), p. 233 (act. 2b), p. 253 (act. 1b)
WL.K12.IM.2.2	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.	SE: pp. 46-47 DAS DEUTSCH-MAGAZIN, pp. 70-71 DAS DEUTSCH-MAGAZIN, pp. 88-89 DAS DEUTSCH-MAGAZIN, pp. 102-103 (act. 1), pp. 14-115 DAS DEUTSCH-MAGAZIN
WL.K12.IM.2.3	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.	SE: p. 23 (act. 2a), p. 39 (act. 1a), p. 65 (act. 2a, 2b), p. 81 (act. 1a), p. 149 (act. 2a), p. 169 (act. 1a), p. 192 (act. 3a), p. 211 (act. 1a), p. 253 (act. 1a)
WL.K12.IM.2.4	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.	SE: p. 23 (act. 2b), p. 81 (act. 1a), p. 107 (act. 2a), p. 154 (act. 7c)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.2.1	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.	SE: p. 4 (act. 4a), p. 5 (act. 5b), p. 6 (act. 6a), p. 8 (act. 9a), p. 16 (act. 17a), p. 21 (act. 1a), p. 23 (act. 2c), p. 39 (act. 1c), p. 40 (act. 2a), p. 43 (act. 6b), p. 60 (act. 1a, 1b), p. 66 (act. 3c, 3d), p. 70 (act. 5, 6), p. 71 (act. 7), p. 82 (act. 2c), p. 83 (act. 3a, 3b, 3c), p. 84 (act. 4a, 4b), p. 103 (act. 1a, 1b), p. 107 (act. 2a, 2b, 2c), p. 108 (act. 3a), p. 109 (act. 4a), p. 111 (act. 7a), p. 115 (act. 12), p. 127 (act. 1a, 1c), p. 129 (act. 3a, 3b), p. 130 (act. 5b), p. 144 (act. 1a, 1b, 1c), p. 147 (act. 1a, 1b), p. 149 (act. 2b), p. 154 (act. 7a, 7b), p. 169 (act. 1b), p. 171 (act. 2a, 2b), p. 172 (act. 4a, 4b, 4c), p. 191 (act. 2a, 2b), p. 193 (act. 4a), p. 194 (act. 5a, 5b, 5c), p. 196 (act. 8b), p. 197 (act. 8c), p. 211 (act. 1c), p. 214 (act. 4b, 4c, 4d, 4e), p. 231 (act. 1a), p. 233 (act. 2a), p. 234 (act. 3a, 3b), p. 236 (act. 5b, 5c), p. 239 (act. 8b, 8c), p. 240 (act. 9, 10), p. 254 (act. 2a), p. 256 (act. 3b), p. 257 (act. 4b), p. 270 (act. 1a, 1b, 1c)
WL.K12.IL.2.2	Interpret written literary text in which the writer tells or asks about familiar topics.	SE: pp. 126-127 (act. 1a, 1b)
WL.K12.IL.2.3	Determine the meaning of a message and identify the author's purpose of authentic	SE: p. 128 (act. 2a), pp. 148-149 (act. 2a, 2b), p. 186 (act. 1d)
WL.K12.IL.2.4	Demonstrate understanding of vocabulary used in context when following written directions.	SE: p. 196 (act. 8b)

STANDARD 3: Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.3.1	Express views and effectively engage in conversations on a variety of familiar topics.	SE: p. 135 (act. 14), p. 169 (act.1c), p. 173 (act. 5a), p. 214 (act. 4e), p. 231 (act. 1b, 1c), p. 234 (act. 3c)
WL.K12.IM.3.2	Ask and answer questions on familiar topics to clarify information and sustain a conversation.	SE: p. 113 (act. 9d), p. 127 (act. 1b), p. 172 (act. 4d), p. 196 (act. 8a), p. 203 (act. 24)
WL.K12.IM.3.3	Express personal views and opinions on a variety of topics.	SE: p. 29 (act. 11), p. 39 (act. Kultureller Vergleich), p. 42 (act. 5b), p. 45 (act. 7b), p. 67 (act. 3f), p. 82 (act. 2d), p. 86 (act. 7a), p. 105 (act. 1b), p. 110 (act. 6d), p. 111 (act. 7e), p. 112 (act. 8f), p. 113 (act. 9c), p. 121 (act. 26), p. 128 (act. 2d), p. 145 (act. 2), p. 149 (act. 2c), p. 151 (act. 3c, 3d, 4d, 4e), p. 153 (act. 5e), p. 154 (act. 7c), p. 173 (act. 5b, 5e), p. 175 (act. 8), p. 193 (act. 4d, 4e), p. 195 (act. 6c, 6d), p. 211 (act. 1d), p. 213 (act. 2d, 3b), p. 215 (act. 5), p. 236 (act. 5d, Kultureller Vergleich), p. 229 (act. 2), p. 239 (act. 8e, 8f), p. 255 (act. 2b, 2d, 2e), p. 257 (act. 3c, 3d, 4c, 4d), p. 259 (act. 7)
WL.K12.IM.3.4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).	SE: p. 150 (act. 3a), p. 173 (act. 5d), p. 175 (act. 8)
WL.K12.IM.3.5	Initiate and maintain a conversation on a variety of familiar topics.	SE: p. 239 (act. 8e), p. 253 (act. 1c), p. 257 (act. 4c)
WL.K12.IM.3.6	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.	SE: p. 49 (act. 15), p. 69 (act. 4e), p. 171 (act. 2d), p. 235 (act. 4c)
WL.K12.IM.3.7	Follow grammatical rules for self-correction when speaking.	SE: p. 197 (act. 8d), p. 219 (act. 12), p. 229 (act. 2)
WL.K12.IM.3.8	Describe a problem or situation with details and state an opinion.	SE: p. 131 (act. 6d), p. 171 (act. 2d), p. 187 (act. 2), p. 193 (act. 4e)
WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.	SE: p. 3 (act. 2b, 2c), p. 5 (act. 5a), p. 6 (act. 6c), p. 7 (act. 7a), p. 10 (act. 11a), p. 12 (act. 13c), p. 13 (act. 14c), p. 17 (act. 18a, 18c), p. 24 (act. 3c), p. 25 (act. 4c, 5c), p. 26 (act. 6b), p. 41 (act. 4a, 4b), p. 42 (act. 5d), p. 43 (act. 6e), p. 45 (act. 7a, 8d), p. 56 (act. 24), p. 131 (act. 6e)
WL.K12.IL.3.2	Interact with others in everyday situations.	SE: p. 0 (act. 1b), p. 5 (act. 5b, 5c), p. 11 (act. 12b), p. 12 (act. 13a, 13b, 13c), p. 13 (act. 14c), p. 17 (act. 18c), pp. 18-19 (act. Leiterspiel), p. 26 (act. 6b, 6c), p. 27 (act. 7b, 8), p. 32 (act. 19), p. 43 (act. 6e), p. 45 (act. 8b, 8c), p. 61 (act. 3), p. 113 (act. 9c), p. 131 (act. 6f), p. 171 (act. 3), p. 172 (act. 4e), p. 195 (act. 7)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.	SE: p. 15 (act. 16c), p. 16 (act. 17b), p. 121 (act. 26)
WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.	SE: p. 7 (act. 8a), p. 15 (act. 16a), p. 21 (act. 1b), p. 23 (act. Kultureller Vergleich), p. 33 (act. 22), p. 41 (act. 2d), p. 65 (act. Kultureller Vergleich), p. 81 (act. Kultureller Vergleich), p. 83 (act. 3e), p. 85 (act. 5c), p. 86 (act. 6c), p. 107 (act. Kultureller Vergleich), p. 110 (act. 6a), p. 127 (act. Kultureller Vergleich), p. 128 (act. Kultureller Vergleich), p. 149 (act. Kultureller Vergleich), p. 152 (act. Kultureller Vergleich), p. 154 (act. Kultureller Vergleich), p. 155 (act. 8d), p. 157 (act. 11), p. 169 (act. Kultureller Vergleich), p. 199 (act. 12), p. 211 (act. Kultureller Vergleich), p. 213 (act. 3c, 3d), p. 229 (act. 2), p. 233 (act. Kultureller Vergleich), p. 235 (act. Kultureller Vergleich), p. 236 (act. Kultureller Vergleich), p. 253 (act. Kultureller Vergleich), p. 254 (act. Kultureller Vergleich), p. 257 (act. Kultureller Vergleich), p. 271 (act. 2)
WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.	SE: p. 271 (act. 2)
WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.	SE: p. 11 (act. 12c), p. 25 (act. 5a, 5b), p. 87 (act. 7e), p. 129 (act. 3a), p. 192 (act. 3b), p. 197 (act. 8d, 9b, 9c)
WL.K12.IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.	SE: p. 25 (act. Kultureller Vergleich), p. 45 (act. 8d), p. 46 (act. 10), p. 103 (act. 2), p. 133 (act. 9), p. 191 (act. Kultureller Vergleich), p. 193 (act. Kultureller Vergleich), p. 197 (act. Kultureller Vergleich)
WL.K12.IL.3.8	Initiate, engage, and exchange basic information to solve a problem.	SE: . p. 61 (act. 3), p. 128 (act. 2d), p. 131 (act. 2e), p. 195 (act. 6c, 7), p. 202 (act. 21)

STANDARD 4: Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.4.1	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.	SE: p. 151 (act. 4c), p. 167 (act. MINIPROJEKT 1), p. 184 (act. ABSCHLUSSPROJEKT), p. 226 (act. ABSCHLUSSPROJEKT), p. 241 (act. 11, JETZT BIST DU DRAN!), p. 259 (act. JETZT BIST DU DRAN!)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.	SE: p. 167 (act. MINIPROJEKT 1), p. 184 (act. ABSCHLUSSPROJEKT), p. 226 (act. ABSCHLUSSPROJEKT), p. 267 (act. MINIPROJEKT 2), p. 271 (act. 3)
WL.K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.	SE: p. 87 (act. 8)
WL.K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.	SE: p. 151 (act. 4c), p. 175 (act. JETZT BIST DU DRAN!), p. 271 (act. 3)
WL.K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.	SE: p. 83 (act. 3b)
WL.K12.IM.4.6	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.	SE: p. 61 (act. 2)
WL.K12.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.	SE: p. 58 (act. ABSCHLUSSPROJEKT), p. 61 (act. 2), p. 71 (act. JETZT BIST DU DRAN!), p. 85 (act. 5d), p. 100 (act. ABSCHLUSSPROJEKT), p. 125 (act. MINIPROJEKT 1), p. 172 (act. 4e), p. 175 (act. JETZT BIST DU DRAN!), p. 184 (act. ABSCHLUSSPROJEKT)
WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	SE: p. 4 (act. 4b), p. 7 (act. 7b), p. 47 (act. JETZT BIST DU DRAN!), p. 58 (act. ABSCHLUSSPROJEKT), p. 61 (act. 2), p. 71 (act. JETZT BIST DU DRAN!), p. 100 (act. ABSCHLUSSPROJEKT), p. 125 (act. MINIPROJEKT 1), p. 172 (act. 4e)
WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	SE: p. 125 (act. MINIPROJEKT 1), p. 142 (act. ABSCHLUSSPROJEKT)
WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	SE: p. 142 (act. ABSCHLUSSPROJEKT), p. 197 (act. 8e)
WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.	SE: p. 57 (act. MINIPROJEKT 2), p. 209 (act. MINIPROJEKT 1)
WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.	SE: p. 61 (act. 2), p. 87 (act. 7e), p. 100 (act. ABSCHLUSSPROJEKT)

STANDARD 5: Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.	SE: p. 103 (act. 3)
WL.K12.IM.5.2	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.	SE: p. 157 (act. JETZT BIST DU DRAN!), p. 175 (act. JETZT BIST DU DRAN!), p. 199 (act. JETZT BIST DU DRAN!), p. 217 (act. JETZT BIST DU DRAN!), p. 225 (act. MINIPROJEKT 2), p. 226 (act. ABSCHLUSSPROJEKT), p. 267 (act. MINIPROJEKT 2), p. 268 (act. ABSCHLUSSPROJEKT).
WL.K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.	SE: p. 175 (act. JETZT BIST DU DRAN!), p. 187 (act. 3), p. 225 (act. MINIPROJEKT 2), p. 239 (act. 8f)
WL.K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	SE: p. 157 (act. JETZT BIST DU DRAN!), p. 175 (act. JETZT BIST DU DRAN!), p. 217 (act. JETZT BIST DU DRAN!)
WL.K12.IM.5.5	Draft, edit, and summarize information, concepts, and ideas.	SE: p. 184 (act. ABSCHLUSSPROJEKT), p. 225 (act. MINIPROJEKT 2), p. 251 (act. MINIPROJEKT 1), p. 268 (act. ABSCHLUSSPROJEKT)
WL.K12.IM.5.6	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.	SE: p. 217 (act. JETZT BIST DU DRAN!), p. 229 (act. 3), p. 251 (act. MINIPROJEKT 1), p. 268 (act. ABSCHLUSSPROJEKT)
WL.K12.IM.5.7	Write a narrative based on experiences that use descriptive language and details.	SE: p. 183 (act. MINIPROJEKT 2)
WL.K12.IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.	SE: p. 9 (act. 9c), p. 10 (act. 11b), p. 11 (act. 12d), p. 29 (act. JETZT BIST DU DRAN!), p. 37 (act. MINIPROJEKT 1), p. 41 (act. 2e), p. 58 (act. ABSCHLUSSPROJEKT), p. 79 (act. MINIPROJEKT 1), p. 89 (act. JETZT BIST DU DRAN!), p. 99 (act. MINIPROJEKT 2), p. 100 (act. ABSCHLUSSPROJEKT), p. 115 (act. JETZT BIST DU DRAN!), p. 125 (act. MINIPROJEKT 1), p. 133 (act. JETZT BIST DU DRAN!), p. 141 (act. MINIPROJEKT 2), p. 142 (act. ABSCHLUSSPROJEKT), p. 145 (act. 3)
WL.K12.IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details.	SE: p. 99 (act. MINIPROJEKT 2), p. 103 (act. 3), p. 167 (act. MINIPROJEKT 1)
WL.K12.IL.5.3	Express and support opinions on familiar topics using a series of sentences.	SE: p. 11 (act. 12d), p. 37 (act. MINIPROJEKT 1), p. 79 (act. MINIPROJEKT 1), p. 89 (act. JETZT BIST DU DRAN!), p. 100 (act. ABSCHLUSSPROJEKT), p. 115 (act. JETZT BIST DU DRAN!), p. 125 (act. MINIPROJEKT 1)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.5.4	Compare and contrast information, concepts, and ideas.	SE: p. 11 (act. 12d), p. 37 (act. MINIPROJEKT 1), p. 115 (act. JETZT BIST DU DRAN!), p. 125 (act. MINIPROJEKT 1), p. 142 (act. ABSCHLUSSPROJEKT)
WL.K12.IL.5.5	Develop questions to obtain and clarify information.	SE: p. 37 (act. MINIPROJEKT 1)
WL.K12.IL.5.6	Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).	SE: p. 29 (act. JETZT BIST DU DRAN!), p. 58 (act. ABSCHLUSSPROJEKT), p. 79 (act. MINIPROJEKT 1)
WL.K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.	SE: p. 100 (act. ABSCHLUSSPROJEKT), p. 141 (act. MINIPROJEKT 2)

STANDARD 6: Culture

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.6.1	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).	SE: p. 151 (act. 3b, 3d), p. 172 (act. 4c), p. 173 (act. 5a), p. 191 (act. 2a, 2b), p. 211 (act. 1a, 1b, 1c, 1d), p. 225 (act. MINIPROJEKT 2).
WL.K12.IM.6.2	Use practices and characteristics of the target cultures for daily activities among peers and adults.	SE: p. 229 (act. 3), p. 267 (act. MINIPROJEKT 2), p. 271 (act. 2)
WL.K12.IM.6.3	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.	SE: p. 3 (act. 3), p. 133 (act. 9), p. 157 (act. 11)
WL.K12.IM.6.4	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).	SE: p. 107 (act. Kultureller Vergleich), p. 127 (act. Kultureller Vergleich), p. 128 (act. Kultureller Vergleich)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IL.6.1	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.	SE: p. 6 (act. 6a, 6b), p. 8 (act. 9a), p. 16 (act. 17a), p. 21 (act. 1a, 1b), p. 23 (act. 2a, 2b, 2c), p. 25 (act. 4a, 4b, 4c), p. 26 (act. 6a), p. 28 (act. 9, 10), p. 29 (act. 11, Kultureller Vergleich), p. 39 (act. 1a, 1b, 1c, Kultureller Vergleich), p. 40 (act. 2a), p. 42 (act. 5a), p. 45 (act. 7a, 7b), p. 58 (act. ABSCHLUSSPROJEKT), p. 65 (act. Kultureller Vergleich), p. 69 (act. 4a, 4b), p. 81 (act. 1a, 1b), p. 83 (act. 3a, 3b), p. 84 (act. 4a, 4b), p. 86 (act. 6a, 6b, 7a), p. 110 (act. 6a, 6b, 6c), p. 111 (act. 7a, 7b, 7c), p. 112 (act. 8c, 8d), p. 114 (act. 10, 11), p. 115 (act. 12), p. 131 (act. 6a, 6b), p. 149 (act. 2a, 2b), p. 151 (act. 3b, 3d), p. 154 (act. 7c), p. 169 (act. 1a), p. 174 (act. 6, 7), p. 211 (act. 1a, 1b, 1c, 1d), p. 213 (act. 2a, 2c, 2d, 3a, 3b, 3c), p. 214 (act. 4a, 4b, 4c, 4d, 4e), p. 216 (act. 7, 8), p. 225 (act. MINIPROJEKT 2)
WL.K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	SE: pp. 0-1 (act. 1a, 1b), p. 6 (act. 6a, 6b), p. 11 (act. 12a), p. 16 (act. 17a), p. 23 (act. 2a, 2b, 2c), p. 25 (act. 4a, 4b, 4c), p. 26 (act. 6a), p. 28 (act. 9, 10), p. 29 (act. 11), p. 39 (act. 1a, 1b, 1c), p. 42 (act. 5a), p. 45 (act. 7a, 7b), p. 58 (act. ABSCHLUSSPROJEKT), p. 67 (act. 3f), p. 81 (act. 1a, 1b), p. 83 (act. 3a, 3b), p. 110 (act. 6a, 6b, 6c), p. 115 (act. 12), p. 131 (act. 6a, 6b), p. 147 (act. 1a, 1b), p. 149 (act. 2a, 2b), p. 189 (act. 1a, 1b), p. 213 (act. 2a, 2c, 2d, 3a, 3b, 3c), p. 214 (act. 4a, 4b, 4c, 4d, 4e), p. 233 (act. 2a)
WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	SE: p. 2 (act. 2a), p. 3 (act. 3), p. 4 (act. 4a), p. 8 (act. 9a), p. 88 (act. 9, 10), p. 89 (act. 11), p. 132 (act. 8), p. 156 (act. 10)
WL.K12.IL.6.4	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).	SE: pp. 0-1 (act. 1a, 1b), p. 3 (act. 3), p. 4 (act. 4a), p. 6 (act. 6a, 6b), p. 8 (act. 9a), p. 14 (act. 15a, 15b), p. 15 (act. 16a, 16b, 16c), p. 16 (act. 17a), p. 29 (act. 11), p. 21 (act. 1a, 1b), p. 39 (act. 1a, 1b, 1c), p. 40 (act. 2a), p. 42 (act. 5a), p. 43 (act. 6b), p. 45 (act. 7a, 7b), p. 46 (act. 9, 10), p. 47 (act. JETZT BIST DU DRAN!), p. 58 (act. ABSCHLUSSPROJEKT), p. 69 (act. 4a, 4b), p. 70 (act. 5, 6), p. 71 (act. 7), p. 81 (act. 1a, 1b), p. 84 (act. 4a, 4b), p. 85 (act. 5a), p. 88 (act. 9, 10), p. 89 (act. 11), p. 105 (act. 1a, 1b), p. 107 (act. 2a, 2c), p. 110 (act. 6a, 6b, 6c), p. 112 (act. 8c, 8d), p. 114 (act. 10, 11), p. 115 (act. 12), p. 127 (act. 1a, 1c), p. 132 (act. 7, 8), p. 133 (act. 9), p. 147 (act. 1a, 1b), p. 149 (act. 2a, 2b), p. 151 (act. 3b, 3d), p. 156 (act. 9, 10), p. 174 (act. 6, 7), p. 189 (act. 1a, 1b), p. 191 (act. 2a, 2b), p. 192 (act. 3a, 3b, 3c, 3d), p. 196 (act. 8a, 8b), p. 197 (act. 8c, 8d), p. 198 (act. 10, 11), p. 199 (act. 12), p. 211 (act. 1a, 1b, 1c, 1d), p. 213 (act. 2a, 2c, 2d, 3b, 3c), p. 214 (act. 4a, 4b, 4c, 4d, 4e), p. 216 (act. 7, 8), p. 225 (act. MINIPROJEKT 2), p. 228 (act. 1), p. 231 (act. 1a, 1b, 1c), p. 233 (act. 2a, 2b), p. 234 (act. 3a, 3b), p. 235 (act. 4a), p. 236 (act. 5a, 5b, 5c), p. 240 (act. 9, 10), p. 241 (act. 11), p. 242 (act. 12), p. 245 (act. 18), p. 254 (act. 2a), p. 256 (act. 3a, 3b), p. 258 (act. 5, 6)

STANDARD 7: Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.7.1	Use expanded vocabulary and structures in the target language to increase content area knowledge.	SE: p. 71 (act. JETZT BIST DU DRAN!), p. 89 (act. JETZT BIST DU DRAN!), p. 115 (act. 12), p. 157 (act. JETZT BIST DU DRAN!), p. 199 (act. 12, JETZT BIST DU DRAN!), p. 226 (act. ABSCHLUSSPROJEKT), p. 241 (act. 11, JETZT BIST DU DRAN!)
WL.K12.IM.7.2	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.	SE: p. 241 (act. 11, JETZT BIST DU DRAN!), p. 258 (act. 5, 6), p. 259 (act. 7)
WL.K12.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.	SE: p. 28 (act. 9, 10), p. 29 (act. JETZT BIST DU DRAN!), p. 46 (act. 9, 10), p. 70 (act. 5, 6), p. 84 (act. 4a, 4b), p. 88 (act. 9, 10), p. 114 (act. 10, 11), p. 132 (act. 7, 8), p. 156 (act. 9, 10), p. 198 (act. 11)
WL.K12.IL.7.2	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.	SE: p. 9 (act. 9c), p. 47 (act. 11, JETZT BIST DU DRAN!), p. 71 (act. 7, JETZT BIST DU DRAN!), p. 89 (act. 11, JETZT BIST DU DRAN!), p. 133 (act. 9, JETZT BIST DU DRAN!), p. 173 (act. 5a), p. 216 (act. 7, 8), p. 217 (act. JETZT BIST DU DRAN!)

STANDARD 8: Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.8.1	Compare language structures and skills that transfer from one language to another.	SE: p. 28 (act. 9), p. 46 (act. 9), p. 70 (act. 5), p. 88 (act. 9), p. 132 (act. 7), p. 156 (act. 9), p. 198 (act. 10)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.8.2	Compare and contrast structural patterns in the target language and own.	SE: p. 27 (act. 7c), p. 31 (act. 2. The verbs müssen and dürfen + infinitive), p. 46 (act. 9), p. 52 (act. 3. Personal pronouns in the dative), p. 70 (act. 5), p. 74 (act. 3. The Perfekt with haben), p. 88 (act. 9), p. 98 (act. THE PRONUNCIATION OF ST AND SP), p. 111 (act. 7d), p. 120 (act. 4. The comparative adjectives), p. 124 (act. THE PRONUNCIATION OF B, D, AND G), p. 132 (act. 7), p. 134 (act. 1. Two-way prepositions + accusative), p. 137 (act. 3. Expressing cause with weil), p. 140 (act. THE CONSONANTS L AND N), p. 156 (act. 9), p. 158 (act. 1. The comparative), p. 160 (act. 2. The superlative), p. 161 (act. 3. Suffixes for noun formation), p. 166 (act. PHONETIC “FALSE FRIENDS”), p. 176 (act. 1. Reflexive verbs), p. 178 (act. 2. Subordinate clauses with dass), p. 182 (act. THE GLOTTAL STOP), p. 198 (act. 10), p. 203 (act. 4. The question word welch-nominative), p. 208 (act. THE PRONUNCIATION OF CH), p. 218 (act. 1. Adjectives with ein, eine), p. 221 (act. 2. The demonstrative articles dieser, diese, dieses), p. 224 (act. THE PRONUNCIATION OF IE AND EI), p. 261 (act. 2. Question words with prepositions)
WL.K12.IM.8.3	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.	SE: p. 47 (act. 11, JETZT BIST DU DRAN!), p. 65 (act. Kultureller Vergleich), p. 107 (act. Kultureller Vergleich)
WL.K12.IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.	SE: p. 110 (act. 6a, 6b, 6c, 6d), p. 115 (act. JETZT BIST DU DRAN!), p. 127 (act. Kultureller Vergleich), p. 128 (act. Kultureller Vergleich), p. 150 (act. 3a), p. 151 (act. 4e), p. 215 (act. 5)
WL.K12.IL.8.2	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.	SE: p. 111 (act. 7d), p. 166 (act. PHONETIC “FALSE FRIENDS”)
WL.K12.IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.	SE: p. 47 (act. 11), p. 81 (act. 1a, Kultureller Vergleich), p. 107 (act. Kultureller Vergleich), p. 115 (act. JETZT BIST DU DRAN!), p. 127 (act. Kultureller Vergleich), p. 149 (act. Kultureller Vergleich), p. 191 (act. Kultureller Vergleich), p. 233 (act. Kultureller Vergleich), p. 235 (act. Kultureller Vergleich), p. 236 (act. 5d, Kultureller Vergleich)

STANDARD 9: Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.	SE: p. 241 (act. 11), p. 259 (JETZT BIST DU DRAN!)
WL.K12.IM.9.2	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.	SE: p. 39 (act. 1a), p. 43 (act. 6e), p. 149 (act. 2a)
WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	SE: p. 12 (act. 13c), p. 13 (act. 14c), p. 17 (act. 18c), p. 57 (act. MINIPROJEKT 2), p. 267 (act. MINIPROJEKT 2)
WL.K12.IL.9.2	Communicate with people locally and/or around the world, through e-mail, video, online communities and/or face-to face encounters.	SE: p. 5 (act. 5c), p. 26 (act. 6b), p. 61 (act. 3), p. 113 (act. 9c), p. 187 (act. 2), p. 193 (act. 4e), p. 229 (act. 3), p. 239 (act. 8f)

MATH, ELA, and ELL benchmarks

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.	SE: p. 29 (act. JETZT BIST DU DRAN!), p. 79 (act. Miniprojekt 1), p. 85 (act. 5d), p. 100 (act. Abschlussprojekt), p. 142 (act. Abschlussprojekt), p. 151 (act. 4b, 4d, 4e), p. 167 (act. Miniprojekt 1), p. 175 (act. 8), p. 184 (act. Abschlussprojekt), p. 217 (act. JETZT BIST DU DRAN!), p. 226 (act. Abschlussprojekt), p. 251 (act. Miniprojekt 1), p. 257 (act. 3c, 3d), p. 259 (act. 7, JETZT BIST DU DRAN!), p. 267 (act. Miniprojekt 2), p. 268 (act. Abschlussprojekt)

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	SE: p. 85 (act. 5d), p. 151 (act. 4b), p. 257 (act. 3d)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	SE: p. 2 (act. 2a), p. 85 (act. 5d), p. 150 (act. 3a), p. 151 (act. 4b)
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	SE: p. 84 (act. 4a), p. 151 (act. 4d, 4e), p. 173 (act. 5a)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	SE: p. 85 (act. 5d), p. 150 (act. 3a), p. 151 (act. 4b, 4d, 4e)
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	SE: p. 195 (act. 7)
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	SE: p. 150 (act. 3a), p. 151 (act. 4b), p. 173 (act. 5a)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	SE: p. 5 (act. 5a), p. 84 (act. 4b), p. 193 (act. 4a), p. 198 (act. 11), p. 211 (act. 1d), p. 213 (act. 2d, 3b), p. 233 (act. 2a), p. 239 (act. 8a, 8c), p. 255 (act. 2e)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	SE: p. 88 (act. 10), p. 89 (act. 11), p. 103 (act. 1a, 1b), p. 114 (act. 10, 11), p. 258 (act. 5, 6)
ELA.K12.EE.3.1	Make inferences to support comprehension.	SE: p. 7 (act. 8a), p. 43 (act. 6a), p. 87 (act. 7b), p. 131 (act. 6a), p. 144 (act. 1a), p. 154 (act. 7a), p. 172 (act. 4a), p. 192 (act. 3a), p. 194 (act. 5a), p. 211 (act. 1b), p. 214 (act. 4b), p. 234 (act. 3a), p. 239 (act. 8b)
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	SE: p. 12 (act. 13b, 13c), p. 100 (act. Abschlussprojekt), p. 142 (act. Abschlussprojekt), p. 167 (act. Miniprojekt 1), p. 175 (act. 8), p. 184 (act. Abschlussprojekt), p. 199 (act. 12), p. 226 (act. Abschlussprojekt), p. 239 (act. 8e), p. 251 (act. Miniprojekt 1), p. 257 (act. 3c), p. 259 (act. 7), p. 267 (act. Miniprojekt 2), p. 268 (act. Abschlussprojekt)
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	SE: p. 37 (act. Miniprojekt 1), p. 58 (act. Abschlussprojekt), p. 79 (act. Miniprojekt 1), p. 100 (act. Abschlussprojekt), p. 113 (act. 9c), p. 125 (act. Miniprojekt 1), p. 167 (act. Miniprojekt 1), p. 183 (act. Miniprojekt 2), p. 187 (act. 2), p. 193 (act. 4e), p. 209 (act. Miniprojekt 1), p. 251 (act. Miniprojekt 1)
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	SE: p. 58 (act. Abschlussprojekt), p. 100 (act. Abschlussprojekt), p. 226 (act. Abschlussprojekt)
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	SE: p. 27 (act. 8), p. 36 (act. 24), p. 41 (act. 3), p. 51 (act. 19), p. 53 (act. 23), p. 56 (act. 24), p. 78 (act. 16), p. 87 (act. 8), p. 91 (act. 15), p. 94 (act. 22), p. 98 (act. 24), p. 109 (act. 5), p. 117 (act. 17), p. 124 (act. 28), p. 129 (act. 4), p. 136 (act. 17), p. 140 (act. 20), p. 153 (act. 6), p. 166 (act. 24), p. 171 (act. 3), p. 177 (act. 11), p. 179 (act. 14), p. 182 (act. 15), p. 195 (act. 7), p. 208 (act. 28), p. 215 (act. 6), p. 220 (act. 13), p. 224 (act. 16), p. 237 (act. 7), p. 250 (act. 23), p. 261 (act. 10), p. 265 (act. 16)