

# Neue Blickwinkel Can-Do Statements

*Neue Blickwinkel* features Can-Do Statements created by author and educator Cynthia Chalupa, a consultant and/or board member for AP® German Exam Development Committee, ACTFL, NECTFL, AATG, and Praxis II exam development.

Throughout their course, learners will upload evidence to support their self-assessed proficiency level against each Can-Do Statement within their Learning Site portfolio. These portfolios remain available to learners after their course concludes, providing a resource that can be leveraged in applications with potential employers or higher education programs.

## KAPITEL 1

### THEMA 1

- I can summarize the characteristics of the German educational system and compare it with the educational system in the United States.
- I can explain the celebrations surrounding a child's first day of school in Germany and compare it with my own experiences.
- I can describe students' personal experiences of the German school system.
- I can summarize new approaches to schooling in German-speaking countries.
- I can exchange information about traditions associated with school in Germany and the United States.
- I can state and substantiate my opinion about the structure of the German educational system.

### THEMA 2

- I can explain the process of getting a driver's license in Germany and how it differs from my own community.
- I can describe important milestones in the lives of young people as well my own experiences of those events.
- I can exchange information about media and the positive and negative effects it has on young people.
- I can summarize information regarding parenting and media use among young people.
- I can state and substantiate my opinion about media content and the oversight of its use.
- I can compare and contrast child and adolescent protection laws in my country with those in German-speaking cultures.

### THEMA 3

- I can present information about the dual system of apprenticeship and schooling in Germany.
- I can describe the parts of a European resume.
- I can make recommendations about the type of school that best corresponds to the experience and expectations of young people continuing their schooling based on my understanding of the educational system.
- I can explain the terms *Wanderschaft* and *sozialer Dienst* and the role they play in the lives of young people in Germany.
- I can compare and contrast the career training opportunities that accompany education programs in Germany and my country.
- I can create an oral and written version of my curriculum vitae.

## KAPITEL 2

### THEMA 1

- I can describe the different forms families can take.
- I can explain how the concept of family has changed over time.
- I can exchange information about my family and/or other families with which I am familiar.
- I can describe the system of foster care in German-speaking countries and compare it with the system in my country.
- I can present information about German-speaking families that have been important for industry and business.
- I can describe the initiatives that Germany is taking to promote and support foster care.

### THEMA 2

- I can exchange information about different lifestyles and forms of shared housing in German-speaking countries.
- I can compare and contrast living arrangements in German-speaking countries with those in my own community.
- I can describe the term *Wohngemeinschaft* and the different forms of housing that are available in Germany.
- I can exchange ideas about my concept of a perfect living arrangement.
- I can present information on how the use of technology affects familial relationships and the interactions between people living together.
- I can explain how living together can provide both advantages and disadvantages to individuals.

### THEMA 3

- I can summarize information about life at an historic artist colony in Germany.
- I can explain the traditions surrounding important coming-of-age celebrations in German-speaking countries.
- I can discuss the changing attitudes toward religion in German-speaking countries and the reasons for the shift.
- I can describe the traditions surrounding family celebrations and holidays in German-speaking countries and their importance.
- I can explain the role of family and its level of importance to me personally.
- I can create a video highlighting traditional and non-traditional families in my culture and the events that they celebrate together.

## KAPITEL 3

### THEMA 1

- I can describe the types of meals eaten in Germany and explain the traditions surrounding them, including the times of day at which they are eaten.
- I can explain when and why famine occurred in Germany.
- I can exchange opinions about a graphic illustrating data concerning world famine.
- I can exchange ideas about a literary text that addresses the problem of hunger.
- I can describe new ways that food waste is being addressed in Germany.
- I can summarize the major causes of famine and describe some approaches to solving the problem of world hunger.

### THEMA 2

- I can describe culinary specialties in various regions of German-speaking countries and explain their significance.
- I can exchange ideas about the importance of food to cultural identity.
- I can describe key ingredients and the steps in the preparation of a recipe.
- I can create a presentation on the topic of technology and its effects on mealtime and family dynamics.
- I can exchange ideas about how routines of food preparation and eating habits are changing.
- I can follow a recipe to create an authentic German dish.

### THEMA 3

- I can describe different types of international foods in German-speaking cultures and explain how they were adopted into the culture.
- I can explain current trends in the food culture of German-speaking countries.
- I can summarize information about genetically modified foods, where they came from, and how they are labeled.
- I can express my opinions about German attitudes toward genetically modified foods.
- I can present information on the ramifications of mass food production.
- I can express opinions about ways to eat sustainably.

## KAPITEL 4

### THEMA 1

- I can summarize ideas about the role of art in revolution and during periods of war.
- I can present themes addressed in different artistic movements.
- I can describe works of art using colors and other details.
- I can make comparisons between different works of art.
- I can express and substantiate opinions about works of art and artists.
- I can analyze the works of German-speaking artists and elaborate on the topics they address.

### THEMA 2

- I can present information on the role of art in political opposition and demonstrations.
- I can explain why some authors went into exile during the Third Reich while others remained.
- I can present information about authors writing during the Second World War and their works.
- I can exchange ideas about a poetic text and the themes that it addresses.
- I can discuss the ways in which authors and thinkers sought to deal with Germany's past in the Third Reich.
- I can explain the activities of individuals who resisted the National Socialist regime.

### THEMA 3

- I can summarize the history of graffiti, its origins, and how it is currently perceived.
- I can present information on the role of graffiti as a form of political protest.
- I can exchange ideas about political messages that are depicted through graffiti.
- I can debate about the role of art in public spaces and in the lives of individuals, including the artists who create them.
- I can express and substantiate opinions about graffiti and whether it is art or vandalism.
- I can summarize the views artists have about graffiti and its role in public spaces.

## KAPITEL 5

### THEMA 1

- I can describe the music genres and artists that are most influential in German-speaking countries.
- I can compare and contrast music education in German-speaking countries with music education in my own community.
- I can describe new methods for delivering music instruction online.
- I can explain the importance of regional music cultures in German-speaking countries and the ideas they represent.
- I can exchange information about important trends in music in my community.
- I can present information about the work of a German-speaking music artist.

### THEMA 2

- I can exchange ideas about the cultural, societal, and psychological aspects of music.
- I can describe the life and work of an important German musician.
- I can summarize information from a survey about the importance of early music education for children.
- I can create a musical biography that highlights my experiences with music.
- I can summarize information from a German music blog.
- I can express and substantiate opinions about different types of music.

### THEMA 3

- I can explain the development of hip-hop culture in Germany.
- I can describe a popular band in Germany and summarize the message of one of its songs.
- I can compare hip-hop music in German-speaking countries to similar music in my culture.
- I can exchange ideas about the pros and cons of accessing music through the Internet.
- I can present the ethical issues associated with music consumption in the digital age.
- I can present the ways in which music is used for social activism through the example of a song.

## KAPITEL 6

### THEMA 1

- I can summarize the historical development of environmental protection in Germany.
- I can explain the results of a study linking the awareness of nature to environmental protection.
- I can explain the meaning of sustainability and where the idea originated.
- I can describe what I do personally to protect the environment.
- I can compare approaches to environmental protection in my own community with those in Germany.
- I can exchange information about the dangers of pollution and the challenges that environmental protection present.

### THEMA 2

- I can explain Germany's view of nuclear power from an historical perspective.
- I can explain public reactions to nuclear power in German-speaking countries.
- I can debate about the advantages and disadvantages of nuclear energy.
- I can describe Germany's plans for a nuclear phase-out.
- I can exchange ideas about individual contributions to the lowering of energy costs.
- I can state and substantiate my own opinion about nuclear power.

### THEMA 3

- I can summarize information about alternative energy sources that currently exist and those that are being developed in German-speaking cultures.
- I can analyze the importance of alternative energies in German-speaking cultures.
- I can describe inventions that use alternative energies.
- I can explain the production and effects of greenhouse gases.
- I can create a product that is made from recycled materials.
- I can summarize the differing generational perspectives on environmental protection.

## KAPITEL 7

### THEMA 1

- I can summarize the achievements of some German inventors and describe their inventions.
- I can explain the importance of seminal inventions.
- I can analyze how and why particular inventions have influenced modern society.
- I can exchange ideas about the impact of technology on individuals and communities.
- I can express and substantiate my opinion about the most important inventions.
- I can present the pros and cons of technological innovation.

### THEMA 2

- I can draw connections between historical and contemporary opposition movements that have made use of technology.
- I can analyze how media can be used in both positive and negative ways in politics, advertising, and business.
- I can exchange ideas about the use of media in politics and social activism.
- I can exchange ideas about the connection between the access to technology and democracy.
- I can analyze the role of media and social media in regime changes and political upheaval.
- I can state and substantiate opinions about the pros and cons of technology and social media in democratic societies.

### THEMA 3

- I can summarize the reasons why young people use social media.
- I can describe issues related to privacy and the Internet.
- I can exchange ideas and opinions about the degree to which online information can be kept private.
- I can explain the laws governing media use in German-speaking countries.
- I can exchange ideas about how much control social media has over the lives of individuals.
- I can present the importance of educating people about the use of the Internet.

## KAPITEL 8

### THEMA 1

- I can describe the situation the German people faced in the aftermath of World War II.
- I can explain the historical significance of images and graphics relating to the post-war period.
- I can describe how the population, especially women, coped with the daily difficulties.
- I can analyze the impact of World War II on the generations born during and after the end of the war.
- I can discuss how different groups of war survivors experienced life in postwar Germany.
- I can summarize the ways in which East and West Germany dealt with the National Socialist past.

### THEMA 2

- I can summarize the events that led to the creation of the two German states in 1949.
- I can contrast the political and socioeconomic systems of both states.
- I can describe life in the GDR and the FRG, with a specific focus on the experiences of young people.
- I can explain how the political, cultural, and economic differences between the two states influenced everyday life.
- I can explain the reactions of East German citizens to their government.
- I can exchange ideas about life in both systems and its pros and cons.

### THEMA 3

- I can describe the events that led to the fall of the Berlin Wall.
- I can summarize a personal account of the fall of the Berlin Wall.
- I can explain how and why some East Germans opposed the government and at what risk.
- I can exchange ideas about eyewitness accounts of the fall of the wall and their reactions to it.
- I can discuss the reactions of people living in both parts of Germany to reunification.
- I can explain the importance of German reunification in the context of the Cold War era.

## KAPITEL 9

### THEMA 1

- I can summarize the historical phases of immigration from Germany to North America.
- I can present information about why people emigrate from Germany today.
- I can describe the different cultural groups represented in Germany and the ways in which Germany is a multicultural society.
- I can exchange information about important figures in my culture who emigrated from Germany or have/had a migration background.
- I can explain the challenges that immigrants face when they move to another country and culture.

### THEMA 2

- I can describe different immigrant groups in Germany.
- I can explain the importance of immigrant populations to German culture and how they influence diversity.
- I can exchange ideas about the experiences of immigrants living in Germany.
- I can analyze the challenges that immigrants in German-speaking countries face.
- I can describe more recent reactions to the arrival of migrants in Germany.
- I can give examples of Germany's immigration and citizenship laws.

### THEMA 3

- I can describe challenges of integration in German-speaking countries.
- I can summarize some of the issues that migrant families face in their daily lives in Germany;
- I can explain the experience of well-known figures in Germany who have a migrant background.
- I can describe multicultural communities and events in German-speaking countries.
- I can exchange ideas about the challenges of immigration from the perspective of someone who has moved to Germany;
- I can explain the challenges of learning the German language for people with migration backgrounds.

## KAPITEL 10

### THEMA 1

- I can exchange ideas about how stereotypes shape our views of other cultures.
- I can summarize the different geographic and linguistic meanings of the word „Deutsch“ and how they have changed over time.
- I can explain the historical challenges associated with defining Germany as a nation.
- I can exchange ideas about German approaches to defining regional and national identities.
- I can present and substantiate opinions about the positive and negative aspects of stereotypes.
- I can exchange ideas about the role of language in the formation of a national identity.

### THEMA 2

- I can exchange ideas about the accuracy of stereotypes relating to German culture.
- I can explain the origins of German national symbols, such as the national flag and national anthem.
- I can summarize key events in the making of Germany as a nation.
- I can examine the difficulties many Germans have with forming a positive national identity.
- I can compare the ways in which people relate to their national identity.
- I can exchange ideas about the appropriateness of emphasizing national symbols in Germany.

### THEMA 3

- I can explain the steps involved in becoming a member state in the European Union.
- I can summarize information about key events and institutions in the history of the European Union.
- I can discuss challenges and benefits of becoming an EU member state.
- I can exchange ideas about Germany's role in the European Union.
- I can summarize information about past, present, and future challenges facing the EU.
- I can summarize information about a European student exchange program.