Ich

Write an essay in German about yourself! Use Basti's introductory dialogue in Chapter 1 (Bei den Baumanns) to help you decide what topics to discuss about yourself. For instance, he tells you who he is, how old he is, and where he is from in the introduction. Then he shares information about his family and his house. You could share that in your next paragraph. Finally, he tells you about his likes and dislikes and hobbies and interests. You could share that information in your third paragraph. You should conclude and wrap up your information in the final paragraph, therefore creating an entire essay in German. You will write this in the present tense and of course the entire piece should be IN GERMAN. On the final copy to turn in, you should include a picture of yourself. And don't forget the heading: Your name, Deutsch Zwei, teacher's name, and the date (written in the German style). Have fun!

Let's get started.....

Paragraph One: Introduction: What will you include?

Paragraph Two: Body Paragraph: What will you include?

Paragraph Three: Body Paragraph: What will you include?

Paragraph Four: Conclusion: What will you include? Reminder – the conclusion simply wraps up the essay. You should not introduce any new info here at all.

Grading:

By Rubric (attached)

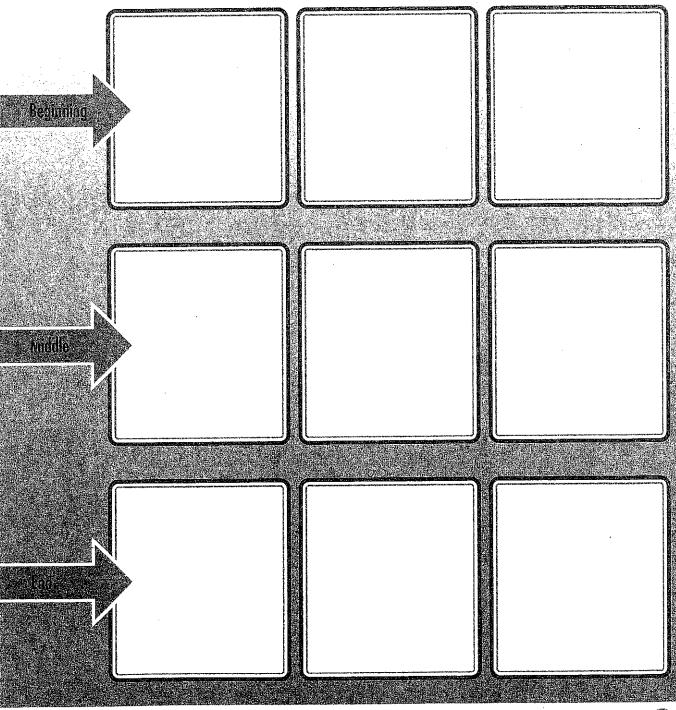## Completion, Accuracy, Creativity, Neatness

Details:

You should type your essay. You need to include a picture. All essays will be returned to you. All work should be written in German. Work on one paragraph at a time. Do not get overwhelmed by writing "a whole essay" at once. Use a graphic organizer to help decide what to include in the essay. (Graphic organizer is attached.) Check your grammar. Make sure you have conjugated verbs and have added proper declension of nouns. Those are skills you possess in German Two. Make sure you have a beginning, a middle and an end to your essay. Ask questions and ask for help if you need it!

Name _____

Date _____

Beginning-Middle-End

Beginning

Middle

End

Deutsch Zwei

Ich Essay Schreiben

Name: _____

Datum: _____

Grading Rubric:

CATEGORY	5 High Proficiency	4 Proficiency	3 Some Proficiency	2 Limited Proficiency	0
Thesis/Focus /Originality	Thesis and purpose are clear to the reader; closely matches the writing task.	Thesis and purpose are fairly clear and match the writing task.	Thesis and purpose are somewhat vague OR only loosely related to the writing task.	Reader cannot determine thesis and/or purpose OR thesis has no relation to the writing task.	Composition unscorable for any of the following reasons: blank response to writing task, off topic, incoherent.
Content: Organization	Fully and imaginatively supports thesis and purpose. Sequence of ideas is effective. Transitions are effective.	Organizational structure establishes thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.	Some signs of logical organization. May have abrupt or illogical shifts and/or ineffective flow of ideas.	Organizational structure does not establish connection between/among ideas/events. The overall structure is incomplete or confusing. No transitions.	
Support/Reasoning	Substantial, logical and concrete development of ideas. Details are germane and original.	Offers solid but less original ideas. Contains some appropriate details or examples.	Offers somewhat obvious support that may be too broad. Details are too general, irrelevant to the thesis, or inappropriately repetitive.	An attempt has been made to add support information, but it was simplistic, undeveloped, or cryptic.	
Content: Style-- Sentence Fluency	Sentences are varied and complex and employed for effect. Diction is precise, appropriate. Advanced vocabulary. Tone is mature, consistent, suitable for topic and audience.	Sentences show some variety and complexity. Uneven control. Diction is generally appropriate, less advanced. Tone is usually appropriate.	Sentences show little variety -- simplistic. Diction is somewhat immature, relies on cliches. Some inconsistencies of tense or person.	Superficial and stereotypical language. Oral rather than written language patterns predominate.	
Writing Conventions: Grammar, Spelling, Usage, Punctuation	Essentially error free. Evidence of superior control of diction and usage.	Mechanical and usage errors that do not interfere with meaning.	Repeated weaknesses in mechanics and usage. Pattern of flaws.	Mechanical and usage errors so severe that writer's ideas are hidden.	

Comments/Bermerkungen: