<table>
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| Big Idea | **Students Engage in Conversations, Provide and Obtain Information, Express Feelings and Emotions, and Exchange Opinions**  
**Students Understand and Interpret Written and Spoken Language on a Variety of Topics**  
**Students Present Information, Concepts, and Ideas to an Audience of Listeners or Readers on a Variety of Topics** |
| Mode | **Listening and Speaking**  
**Reading and Listening**  
**Speaking and Writing** |

### Standards

A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

### Learning Targets

1.  
   - Show an understanding of German vocabulary relating to family and personal interests by incorporating it into a personal coat of arms
   - Explain their coats of arms to the class

### Alignments:

- CCSS: 5.SL.4; 5.L.4; 6.W.2; 6.L.6
- Performance: 2.1
- Knowledge (CA) 6 (SS) 6
- WLCLE: WL.1.1a,d; WL.1.2b; WL.1.3b
- NETS: 1a,b; 2a,b
- DOK: 1

### Instructional Strategies

- Draw their personal “Coat of Arms” in German
- Show and explain their coat of arms to the class
- Include information about themselves, their interests, and their families

### Assessments/Evaluations

- Oral assessment, using a scoring guide
- Written assessment – assessed using a performance scoring guide
### Sample Assessment Questions

- What is your favorite activity?
- Did you understand more about this student through his explanation of the coat of arms?
- Were the student’s explanations clear in German?

### Instructional Resources/Tools

- Coat of arms form
- Vocabulary lists
- Internet
- iPad

### Literacy Connections

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

### Cross Curricular Connections

- ELA: Participating in formal and informal presentations and discussions of issues and ideas
- Social Studies: Relationships of the individual and groups to institutions and cultural traditions
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### Standards

B. Understand and interpret written and spoken language on a variety of subjects

### Learning Targets

1. • Recognize German prepositions in context

### Alignments:

CCSS: 9-10.L.1b
Performance: 1.5
Knowledge: (CA) 1,2
WLCLE: WL.1.2c; WL.1.3b
NETS: 1a; 2a
DOK: 1

### Instructional Strategies

• Read a short story using prepositions
• Discuss the story among themselves and answer questions

### Assessments/Evaluations

• Answer questions about the story
• Identify prepositions in the text

### Sample Assessment Questions

• Underline the dative case propositions used in this story
• Who are the major characters of this story?

### Instructional Resources/Tools

• “Die Vier Musiker” story
• List of questions about the story
**Literacy Connections**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations

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<td>• Speaking and writing Standard English</td>
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<td>• Reading and evaluating fiction, poetry and drama</td>
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<td>Big Idea</td>
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<tr>
<td>C. Present information, concepts and ideas to an audience of listeners or readers on a variety of topics</td>
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<tr>
<td></td>
<td>• Demonstrate ability to write a simple story in collaboration with others</td>
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<td>• Use grammatical concepts and vocabulary they have learned in both German I and II classes</td>
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</tbody>
</table>

**Alignments:**
Performance: 2.1
Knowledge (CA) 4,6
WCLE: WL.1.3b
NETS: 1a,b; 2a,d
DOK: 2

**Instructional Strategies**
- Do a group project in which they write a short story in German using specific vocabulary
- Read the story aloud to the class

**Assessments/Evaluations**
- Oral assessment of the presentation – assessed using a checklist
- Written assessment of the story – assessed using a scoring guide

**Sample Assessment Questions**
- List the grammar concepts from German II that your group has incorporated into this story
- List specific vocabulary from German II that you have incorporated into this story
### Instructional Resources/Tools

- Vocabulary lists
- Grammar notes
- Internet
- iPad

### Literacy Connections

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

### Cross Curricular Connections

- ELA:
  - Writing formally and informally
  - Participating in formal and informal presentations and discussions of issues and ideas
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<td>Mode</td>
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### Standards

D. Demonstrate an understanding of the practices and perspectives of the culture studied

### Learning Targets

1. Determine the cost of items in the Euro and give a comparative price in American dollars

### Alignments:

- CCSS: 9-10.RI.2; 9-10.RI.4
- Performance: 2.2
- Knowledge: (CA) 3 (SS) 4
- WLCLE: WL.2.2b; WL.3.1c
- NETS: 1a
- DOK: 1

### Instructional Strategies

- Learn the denominations of the Euro and its history
- Play board games, such as monopoly, in which they use the Euro

### Assessments/Evaluations

- Informal observation through classroom discussion

### Sample Assessment Questions

- How much does this $12.99 item cost in Euros?
### Instructional Resources/Tools

- Reproductions of Euro bills and coins
- Articles on the Euro
- Internet
- iPad

### Literacy Connections

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### Cross Curricular Connections

- **ELA:** Reading and evaluating nonfiction works and material
- **Social Studies:** Economic concepts and principles
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| Big Idea | Students Demonstrate an Understanding of the Practices and Perspectives of the Cultures Studied
          | Students Demonstrate an Understanding of the Relationship between the Products and Perspectives of the Cultures Studied
          | Students Demonstrate Understanding of the Concept of Culture through Comparisons of the Cultures Studied and Their Own |
| Mode | Practices and Perspectives
       | Products and Perspectives
       | Culture Comparisons |

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<tr>
<th>Standards</th>
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</table>
| E. Demonstrate an understanding of the relationship between the products and perspectives of a culture studied | 1. Use context clues to translate German stories about German culture
 |  | • Do a simple comparison of German and American cultures |

**Alignments:**
CCSS: 9-10.RI.1; 9-10.RI.2; 9-10.RI.4
Performance: 2.2
Knowledge: (CA) 3,4,7 (SS) 6
WLCLE: WL.2.1b-d; WL.2.2c; WL.4.2b,c
NETS: 1a; 2c; 4a,c
DOK: 2

**Instructional Strategies**
- Read selected short stories dealing with German culture
- Compare German culture to other European countries and the U.S.
- Teacher shares personal experience of German culture from family or travel

**Assessments/Evaluations**
- Written assessment using questions about the stories using a scoring guide
# Sample Assessment Questions

- How is this aspect of German culture different from/the same as our culture?

## Instructional Resources/Tools

- Stories
- Internet
- iPads

## Literacy Connections

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)

## Cross Curricular Connections

- **ELA:**
  - Reading and evaluating nonfiction works and material
  - Writing formally and informally
  - Identifying and evaluating relationships between language and culture
- **Social Studies:** Relationships of individuals and groups to institutions and cultural traditions
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<td>F. Reinforce and further their knowledge of other disciplines through the foreign language</td>
<td>1.</td>
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<tr>
<td></td>
<td>• Show their knowledge of geography of German speaking countries by writing a report</td>
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**Alignments:**
CCSS: 9-10.RI.7; 9-10.W.2; 9-10.W.4; 9-10.W.8
Performance: 1.8
Knowledge: (CA) 3,4 (SS) 7
WLCLE: WL.2.1b; WL.3.1c
NETS: 1a; 2b; 3b,c
DOK: 2

**Instructional Strategies**
- Write a report about the geography of one of the German speaking countries, giving physical descriptions of the country as well as major cities and geographic regions

**Assessments/Evaluations**
- Written assessment of the report – assessed using a scoring guide

**Sample Assessment Questions**
- Did the student list the major cities of the country about which they are writing?
- Is the geographic relationship between this country and other countries in Europe clearly shown?

**Instructional Resources/Tools**
- Notes from the teacher
- Maps
- Internet and other sources
<table>
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<td>• Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</td>
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<td>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</td>
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<td>• Reading and evaluating nonfiction works and material</td>
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<td>• Writing formally and informally</td>
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<tr>
<td>• Social Studies: The use of tools of social science inquiry</td>
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### Strand: Cultures Connections

| Big Idea | Students Demonstrate an Understanding of the Practices and Perspectives of the Cultures Studied  
|          | Students Demonstrate an Understanding of the Relationship between the Products and Perspectives of the Cultures Studied  
|          | Students Acquire Information and Recognize the Distinctive Viewpoints That Are Only Available through the World Language and Its Culture  
| Mode     | Practices and Perspectives  
|          | Products and Perspectives  
|          | Distinctive Viewpoints of Information  

### Standards

- G. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

### Learning Targets

- 1. Make observations about Oktoberfest as celebrated in German speaking countries

### Alignments:

- Performance: 1.5
- Knowledge: (CA) 1,3,4,6  
- (SS) 6
- WLCLE: WL.2.1b,d; WL.2.2c; WL.3.2a
- NETS: 2a
- DOK: 2

### Instructional Strategies

- Read a short article in German about Oktoberfest, which will explain its history and significance
- Discuss the reading in class
- View “Great Festivals of Europe”

### Assessments/Evaluations

- Written assessment using a scoring guide
Sample Assessment Questions

- When was the first Oktoberfest held?
- Why was the first Oktoberfest held?

Instructional Resources/Tools

- Article
- Movie
- Internet
- iPad

Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)
- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

Cross Curricular Connections

- ELA:
  - Speaking and writing Standard English
  - Reading and evaluating nonfiction works and material
  - Writing formally and informally
  - Participating in formal and informal presentations and discussions of issues and ideas
- Social Studies: Relationships of individuals and groups to institutions and cultural traditions
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<td>Students Will Demonstrate Understanding of the Nature of Language through Comparisons of the Language Studied and Their Own</td>
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**Standards**

- H. Demonstrate understanding of the nature of language through comparisons of the language studied and their own

**Learning Targets**

- 1. Identify components of genitive case
- 2. Identify patterns in genitive case sentences

**Alignments:**
- CCSS: 6.L.1
- Performance: 1.6
- Knowledge: (CA) 1,4
- WLCLE: WL.4.1b,c
- NETS: 1a,c; 3c
- DOK: 2

**Instructional Strategies**

- Learn genitive case forms
- Practice forms of the German possessive that differ from English possessive forms
- Write answers on white boards when teacher asks questions

**Assessments/Evaluations**

- Written assessment consisting of fill-in and multiple-choice questions

**Sample Assessment Questions**

- Rewrite the following nominative phrases in genitive case
- Fill in the blank with the correct genitive case prepositions
### Instructional Resources/Tools

- Notes
- Worksheets
- Whiteboards
- Internet
- iPad

### Literacy Connections

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

### Cross Curricular Connections

- ELA:
  - Speaking and writing Standard English
  - Writing formally and informally
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<td>I. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</td>
<td>1. • Compare German and American Christmas customs</td>
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**Alignments:**
- CCSS: 9-10.RI.2; 9-10.RI.4; 9-10.W.2
- Performance: 1.9
- Knowledge: (CA) 3,4,7 (SS) 6
- WLCLE: WL.2.1b; WL.3.1c
- NETS: 1a; 2a,c
- DOK: 2

**Instructional Strategies**
- Read a story about Christmas practices in German speaking countries
- List similarities and differences between Christmas in those countries and their own

**Assessments/Evaluations**
- Written assessment: Students write a paper comparing and contrasting Christmas traditions between countries – assessed using a scoring guide

**Sample Assessment Questions**
- What date is considered to be the most important in German Christmas?
- What is one of the traditional foods eaten in Germany at Christmas?
### Instructional Resources/Tools

- Story
- Internet
- iPad

### Literacy Connections

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

### Cross Curricular Connections

- **ELA:**
  - Reading and evaluating nonfiction works and material
  - Writing formally and informally
  - Identifying and evaluating relationships between language and culture
- **Social Studies:** Relationships of individuals and groups to institutions and cultural traditions
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**Standards**

J. Use the language both within and beyond the school setting

**Learning Targets**

1. Show knowledge of German culture by singing well-known German songs
   - Translate lyrics to songs

**Alignments:**
- CCSS: 9-10.L.3; 9-10.L.4; 9-10.L.5
- Performance: 1.10
- Knowledge: (CA) 2,5,7 (FA) 5
- WLCLE: WL.1.3b; WL.3.2a
- NETS: 1a; 2c
- DOK: 2

**Instructional Strategies**

- Learn the lyrics to German songs
- Sing the songs within the classroom and on their own

**Assessments/Evaluations**

- Self-assessment
- Checking of translations with a scoring guide

**Sample Assessment Questions**

- Translate the lyrics to the following song into good working English
### Instructional Resources/Tools

- CD
- Song sheets
- Vocabulary lists
- Internet
- iPad

### Literacy Connections

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

### Cross Curricular Connections

- ELA:
  - Reading and evaluating nonfiction works and material
  - Comprehending and evaluating the content and artistic aspects of oral and visual presentations
  - Identifying and evaluating relationships between language and culture
- Fine Arts: Visual and performing arts in historical and cultural context
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### Standards

K. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment

### Learning Targets

1. Understand the plot of German movies with minimal use of subtitles

### Alignments:
- CCSS: 9-10.SL.2; 9-10.SL.5
- Performance: 1.10
- Knowledge: (CA) 5,6 (FA) 5
- WLCLE: WL.1.2c; WL.3.1c
- NETS: 1a
- DOK: 1

### Instructional Strategies

- Students watch films in German, both in the classroom and in other settings

### Assessments/Evaluations

- Self-assessment

### Sample Assessment Questions

- What is the basic plot of this movie?

### Instructional Resources/Tools

- Movie
**Literacy Connections**

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

**Cross Curricular Connections**

- **ELA:**
  - Comprehending and evaluating the content and artistic aspects of oral and visual presentations
  - Participating in formal and informal presentations and discussions of issues and ideas
- **Fine Arts:** Visual and performing arts in historical and cultural context