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### Standards

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

### Learning Targets

1. • Apply knowledge of German vocabulary and sentence structure to spoken German
   • Identify comparative and superlative forms of adjectives and adverbs

### Alignments:

- CCSS: 3.L.1g; 4.L.1f; 7.L.3a
- Performance: 2.1
- Knowledge: (CA) 1,6
- WLCLE: WL.1.1c; WL.1.3b
- NETS: 1a,b; 2a,b
- DOK: 4

### Instructional Strategies

- Create and perform skits using comparative and superlative forms of adjectives and adverbs to “advertise” their products

### Assessments/Evaluations

- Written evaluations by peers and the teacher – assessed using a:
  - scoring guide
  - checklist

### Sample Assessment Questions

- Were comparative/superlative forms used correctly in this skit?
- Were both adjectives and adverbs used?
## Instructional Resources/Tools

- Lists of adverbs and adjectives
- Grammar notes
- iPads
- Internet

## Literacy Connections

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
f. Produce complete sentences, recognizing and correcting fragments and run-ons
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

## Cross Curricular Connections

- ELA:
  - Speaking and writing Standard English (including grammar, usage, punctuation, spelling, capitalization)
  - Participating in formal and informal presentations and discussions of issues and ideas
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<td></td>
<td></td>
<td>• Use context clues to translate a German story</td>
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<td>• Make observations and answer questions about the story</td>
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**Standards**
B. Understand and interpret written and spoken language

**Alignments:**
CCSS: 11-12.RL.1; 11-12.RL.4; 11-12.RL.6  
Performance: 1.5  
Knowledge: (CA) 2,6  
WLCLE: WL.1.2b,c; WL.1.3b  
NETS: 2b,d  
DOK: 2

**Instructional Strategies**
- Read the story “Herrn Meierbachs Fehler” and do the accompanying written work

**Assessments/Evaluations**
- Written assessment through questions related to the story using a scoring guide

**Sample Assessment Questions**
- What was the mistake that Herr Meierbach made?  
- What did Herr Meier Bach do with the extra wine glass?

**Instructional Resources/Tools**
- Story  
- Dictionaries
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, including determining where the text leaves matters uncertain
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)

Cross Curricular Connections

- ELA:
  - Read and evaluate fiction, poetry and drama
  - Participate in formal and informal presentations and discussions of issues and ideas
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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>
<td>1. Show basic information about one of the states of Germany</td>
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<td>Alignments:</td>
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<td>CCSS: 11-12.W.2a,b; 9-10.RH.1; 6-8.RH.7</td>
<td>Performance: 2.1 Knowledge: (CA) 3,6 (SS) 6,7 WLCLE: WL.1.3b; WL.2.2b,c NETS: 3a,b,d DOK: 2</td>
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<tr>
<td>Instructional Strategies</td>
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<tr>
<td>• Do a written report on one of the “Bundesländer” (states) of Germany</td>
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<td>• Draw a map of their state</td>
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<td>Assessments/Evaluations</td>
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<tr>
<td>• Written evaluation – assessed using a scoring guide</td>
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<tr>
<td>Sample Assessment Questions</td>
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<tr>
<td>• What is the capital of your state?</td>
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<tr>
<td>• What are the major geographic characteristics of your state?</td>
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<td>Instructional Resources/Tools</td>
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<td>• Notes</td>
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<td>• Maps</td>
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</table>
## Literacy Connections

- 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
  
  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia which useful to aiding comprehension
  
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

## Cross Curricular Connections

- **ELA:**
  - Read and evaluate nonfiction works and material
  - Participate in formal and informal presentations and discussions of issues and ideas

- **Social Studies:**
  - Relationships of individuals and groups to institutions and cultural traditions
  - Use of tools of social science inquiry
<table>
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<td>Standards</td>
<td>Learning Targets</td>
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</table>
| D. Demonstrate an understanding of the practices and perspectives of the culture studied | 1.  
• Interpret German proverbs |

**Alignments:**  
CCSS: 11-12.RL.4; 11-12.RL.6; 11-12.RL.7; 5.L.5  
Performance: 2.2  
Knowledge: (CA) 2,7 (SS) 6  
WLCLE: WL.1.2c; WL.2.1b; WL.3.2a; WL.4.1b  
NETS: 1a; 2b,c; 5b  
DOK: 2

**Instructional Strategies**  
• Translate “Sprichwörter” (proverbs) in German and relate them to English proverbs

**Assessments/Evaluations**  
• Written evaluation by the teacher – assessed using a scoring guide

**Sample Assessment Questions**  
• Match the German proverb to its English equivalent  
• Give a literal translation of the proverb

**Instructional Resources/Tools**  
• Notes  
• iPads  
• Internet
### Literacy Connections

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Cross Curricular Connections

- **ELA:**
  - Reading and evaluating fiction, poetry and drama
  - Participating in formal and informal presentations and discussions of issues and ideas
- **Social Studies:** Relationships of individuals and groups to institutions and cultural traditions.
<table>
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<th><strong>Standards</strong></th>
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<tbody>
<tr>
<td>E. Demonstrate an understanding of the relationship between the products and perspectives of the culture studied</td>
<td>1. • Compare the geographic and economic facts of Germany with the United States</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.W.2e;f; 11-12.W.4; 11-12.RH.1; 11-12.RH.7; 11-12.WHST.7
Performance: 2.2
Knowledge: (SC) 8 (SS) 4
WL.CLE: WL.2.2
NETS: N/A
DOK: 2

**Instructional Strategies**

- Students will read “Das Land der Deutschen” (The Land of the Germans)

**Assessments/Evaluations**

- Written evaluations by the teacher with questions about the reading, using a scoring guide

**Sample Assessment Questions**

- Where is the most heavily industrialized area of Germany?
- What is meant by “the fairy tale road”?

**Instructional Resources/Tools**

- Notes
- Maps
Literacy Connections

• 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
  e. Establish and maintain a formal style and objective tone which attending to the norms and conventions of the discipline in which they are writing
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

• Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Cross Curricular Connections

• ELA:
  • Reading and evaluating nonfiction work and material
  • Writing formally and informally

• Social Studies:
  • Economic concepts and principles
  • Use of tools of social science inquiry
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<td>模式</td>
<td>Products and Perspectives Interdisciplinary Connections Language Use for Personal Enjoyment and Enrichment</td>
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### Standards

F. Reinforce and further their knowledge of other disciplines through the foreign language

### Learning Targets

1. Show knowledge of Germany’s geography by planning a trip

### Alignments:

- CCSS: 11-12.RI.7; 11-12.W.7
- Performance: 1.8
- Knowledge: (CA) 3, 4, 6, 7 (SS) 5, 6, 7 (FA) 5
- WL.CLE: WL.2.2b,c; WL.3.1; WL.5.2b
- NETS: 1a,b; 2b; 3b; 4b
- DOK: 2

### Instructional Strategies

- Locate a particular river on a map of Germany
- Plan a trip along that river
- Describe cities and historical sites along the way
- Teacher will share plans from her own trips

### Assessments/Evaluations

- Written evaluation – assessed using a scoring guide
- Peer evaluation – assessed using a checklist

### Sample Assessment Questions

- List at least 3 major cities along your river
- Why is your river important in Germany?
### Instructional Resources/Tools

- Notes
- Internet
- Maps

### Literacy Connections

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

### Cross Curricular Connections

- **ELA:**
  - Reading and evaluating nonfiction works and material
  - Writing formally and informally
  - Participating in formal and informal presentations and discussions of issues and ideas
  - Identifying and evaluating relationships between language and cultural traditions
- **Social Studies:**
  - Major elements of geographical study and analysis
  - Relationships of individuals and groups to institutions and cultural traditions
  - Use of tools of social science inquiry
- **Fine Arts:** Visual and performing arts in historical and cultural contexts
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**Standards**

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

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<thead>
<tr>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>• Compare Christmas traditions in Germany with the U.S.</td>
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</table>

**Alignments:**

CCSS: 11-12.RI.2; 11-12.RI.3; 11-12.RI.4; 11-12.RI.7; 11-12.W.2  
Performance: 1.5  
Knowledge: (CA) 1 (FA) 5 (SS) 3,7  
WLCLE: WL.3.2  
NETS: N/A  
DOK: 2

**Instructional Strategies**

• Read “Weihnachten zu Hause in Hamburg” (Christmas at home in Hamburg) and do the accompanying written work

**Assessments/Evaluations**

• Written assessments through questions related to the story – assessed using a scoring guide

**Sample Assessment Questions**

• What does the Jaeger Family do on Christmas Eve?  
• When does the family traditionally put up their Christmas tree?

**Instructional Resources/Tools**

• Story  
• iPads  
• Internet
### Literacy Connections

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 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
- **Social Studies:** Relationships of individuals and groups to institutions and cultural traditions.
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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 patterns of reflexive verb usage in German sentences

### Alignments:

- CCSS: 5.L.1d; 6.L.1
- Performance: 1.6
- Knowledge: (CA) 1,7
- WLCE: WL.4.1b
- NETS: 1a; 2c
- DOK: 2

### Instructional Strategies

- Identify patterns of reflexive verb usage in German
- Know the meanings of reflexive verbs in German

### Assessments/Evaluations

- Written assignments – assessed using a scoring guide
- Quiz on meanings of reflexive verbs
- Test on meaning and usage of reflexive verbs

### Sample Assessment Questions

- Fill in the blank with the correct form of reflexive verb
- Write the meanings of the reflexive verbs on this list
- Form sentences with reflexive verbs from the following word groups

### Instructional Resources/Tools

- Grammar notes
- Practice sheets
### Literacy Connections

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - d. Recognize and correct inappropriate shifts in verb tense

### Cross Curricular Connections

- ELA:
  - Speaking and writing Standard English
  - Identifying and evaluating relationships between language and culture
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<tr>
<td>I. Demonstrate understanding of the concept of culture through comparisons of the culture studied and their own</td>
<td>1.</td>
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<td>• Cite evidence showing why a German speaking person is important to society</td>
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</table>

**Alignments:**
CCSS: 11-12.W.2a,b,c,e,f; 11-12.WHST.8
Performance: 1.9
Knowledge: (CA) 3,4,7 (SS) 6
WLCLE: WL.2.2b,c; WL.3.2a; WL.4.2
NETS: 1a,b; 2a,b; 4a
DOK: 3

**Instructional Strategies**
• Write a biography of a German speaking person (in German)
• Give an oral report to the class (in German)

**Assessments/Evaluations**
• Assessed using a scoring guide:
  • Written evaluation
  • Peer evaluation

**Sample Assessment Questions**
• What field of endeavor is this person important for?
• How is this person’s accomplishment relevant to the world today?
**Instructional Resources/Tools**

- Internet
- Books and other research materials

**Literacy Connections**

- 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
  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia which useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

**Cross Curricular Connections**

- ELA:
  - Reading and evaluating nonfiction works and material
  - Writing formally and informally
- Social Studies: Relationships of the individual 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. Develop a report and logical argument as to why their “Bundesland” is one to visit

### Alignments:

CCSS: 2.W.1; 11-12.W.2a,b; 11-12.SL.4; 6-8.RH.7
Performance: 1.10
Knowledge: (CA) 3,6,7 (SS) 5,6
WLCLE: WL.1.2b; WL.1.3b; WL.3.2a; WL.5.1; WL.5.2b
NETS: 1a,b; 2b; 5b
DOK: 3

### Instructional Strategies

- Give oral reports on the “Bundesland” (state) of their choice
- Submit a written report using a checklist

### Assessments/Evaluations

- Peer and teacher evaluation using a checklist
- Teacher evaluation using a checklist

### Sample Assessment Questions

- What is the main reason you would suggest that someone visit your state
### Instructional Resources/Tools

- Teacher slides of various areas in Germany
- Books
- Internet
- Maps

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### Literacy Connections

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section
- 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
  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia which useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

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### Cross Curricular Connections

- ELA:
  - Reading and evaluating nonfiction works and material
  - Participating in formal and informal presentations and discussions of issues and ideas
  - Identifying and evaluating relationships between language and culture
- Social Studies:
  - Major elements of geographical study and analysis
  - Relationships of the individual and groups to institutions and cultural traditions
**German III**

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**Standards**

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

**Learning Targets**

1. Create correspondence with a German pen pal

**Alignments:**

CCSS: 11-12.W.10; 9-10.SL.2; 9-10.SL.5
Performance: 1.10
Knowledge: (CA) 4,6 (SS) 6
WLCLE: WL.1.2c; WL.3.1c; WL.5.2
NETS: 1a; 2a,c
DOK: 4

**Instructional Strategies**

- Exchange letters with students in German speaking countries through the German “Postal Exchange” program

**Assessments/Evaluations**

- Informal evaluating

**Sample Assessment Questions**

- What have you learned about the differences/similarities in the lives of your pen pal and yourself?

**Instructional Resources/Tools**

- Internet

**Literacy Connections**

- Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- 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:
  - Speaking and writing Standard English
  - Writing formally and informally
  - Participating in formal and informal presentations and discussions of issues and ideas