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<td>Language Use within and beyond the Classroom</td>
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<td>Standards</td>
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<tr>
<td>A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</td>
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<td>Learning Targets</td>
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<tr>
<td>• Classify types of writing and the vocabulary associated with each</td>
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<td>Alignments:</td>
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<td>Knowledge: (CA) 3,4 (H/PE) 7 (SS) 6</td>
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<td>WLCLE: WL.1.1; WL.3.1a; WL.5.1c; WL.5.2d</td>
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<td>NETS: 1d; 2b; 4a,b; 5a,b</td>
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<td>DOK: 2</td>
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**Instructional Strategies**

- Write German:
  - resumes
  - business letters
  - personal letters

**Assessments/Evaluations**

- Written assessment – assessed using a scoring guide

**Sample Assessment Questions**

- What form of address would you use if you were writing to a CEO applying for a job in his company?
- How do you address the person to whom you are writing in a personal letter?
- What kind of closing do you use in a business letter?
### Instructional Resources/Tools

- Booklet on letter writing
- Notes
- iPad/Internet

### Literacy Connections

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
  - Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- 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
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

### Cross Curricular Connections

- ELA:
  - Reading and evaluating nonfiction works and material
  - Writing formally and informally
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<th>Strand</th>
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<td>Mode</td>
<td>Reading and Listening Interdisciplinary Connections Language Comparisons</td>
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<tr>
<td><strong>Standards</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>B. Understand and interpret written and spoken language on a variety of topics</td>
<td>1. • Translate German quotations</td>
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</tbody>
</table>

**Alignments:**
CCSS: 11-12.RL.4; 11-12.RL.6; 11-12.RI.4; 5.L.5
Performance: 1.5
Knowledge: (CA) 3,7 (SS) 6
WLCLE: WL.1.2c; WL.3.2a; WL.4.1b
NETS: 2c; 3b; 5b
DOK: 2

**Instructional Strategies**
- Translate German quotations and comment on them in their journals

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

**Sample Assessment Questions**
- Write out a translation of the quotation
- Comment on it in German and translate your comment

**Instructional Resources/Tools**
- Notes
- Dictionaries
- iPad/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)
- 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
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Cross Curricular Connections

- ELA:
  - Reading and evaluating nonfiction works and material
  - Identifying and evaluating relationships between language and culture
- Social Studies: Relationships of individuals and groups to institutions and cultural traditions
| Strand | Communication  
|---|---
|   | Cultures  
|   | Connections  
| Mode | Speaking and Writing  
|   | Products and Perspectives  
|   | Distinctive Viewpoints of Information  
| Standards | Learning Targets  
|   | C. Present information, ideas, and concepts to an audience of listeners or readers on a variety of topics  
|   | 1. • Present an oral biography report to the class  
| Alignments: |  
| CCSS: 11-12.W.2b,c,e,f; 11-12.SL.4; 11-12.SL.5; 11-12.WHST.8 |  
| Performance: 2.1 |  
| Knowledge: (CA) 6 (FA) 3 (SS) 6 |  
| WLCLE: WL.1.3; WL.2.2b,c; WL.3.2a |  
| NETS: 1b; 2a,b; 4a |  
| DOK: 3 |  
| Instructional Strategies |  
| • Give an oral biography report on a famous German person of their choice |  
| Assessments/Evaluations |  
| • Written assessment – assessed using a scoring guide |  
| • Peer evaluation |  
| Sample Assessment Questions |  
| • What was the main idea you gained about this person from the report you just heard? |  
| Instructional Resources/Tools |  
| • Internet |  
| • Books |
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.
  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.

- 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.

- 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.

- 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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<th>Standards</th>
<th>Learning Targets</th>
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</table>
| D. Demonstrate an understanding of the practices and perspectives of the culture studied | 1.  
• Make observations about German history and compare Germany to the rest of Europe and the U.S. during corresponding time periods |

**Alignments:**
CCSS: 11-12.RI.2; 11-12.RI.4; 11-12.RI.7; 11-12.W.7; 11-12.W.9; 11-12.SL.2; 11-12.RH.2; 11-12.RH.6; 11-12.RH.9
Performance: 2.2
Knowledge: (CA) 7 (SS) 3,6
WLCLE: WL.1.2b; WL.1.3b; WL.2.1; WL.2.2c; WL.3.2a
NETS: 1b,d; 2a,b; 3b; 4a,c,d
DOK: 2

**Instructional Strategies**
• Students will study modern German history in German

**Assessments/Evaluations**
• Written assessment using a scoring guide for questions and readings

**Sample Assessment Questions**
• Who was the “Iron Chancellor”
• Why is the Weimar Republic called by that name?
### Instructional Resources/Tools

- Reading: “Von Vereinigung zur Vereinigung”
- DVD: “Inside the 3rd Reich”
- VHS: “Triumph des Willens” (Triumph of the Will)
- 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
- 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
- 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
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Determine the central ideas or information of a primary of secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

### Cross Curricular Connections

- ELA: Identifying and evaluating relationships between language and culture
- Social Studies:
  - Principles and processes of governance systems
  - Relationships of the individual and groups to institutions and cultural tradition
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<td>Cultural Comparisons</td>
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<td>Language Use within and beyond the Classroom</td>
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**Standards**

E. Demonstrate an understanding of the relationship between the products and perspectives of the culture studied

**Learning Targets**

1. Make observations about German foods and construct menus

**Alignments:**

CCSS: 11-12.RI.2; 11-12.RI.3
Performance: 2.2
Knowledge: (CA) 3-6
WLCLE: WL.2.1c; WL.2.2; WL.3.1a; WL.3.2a; WL.4.2b; WL.5.1b
NETS: 1a; 2c; 4b
DOK: 2

**Instructional Strategies**

- Students will study the foods common to the German speaking countries

**Assessments/Evaluations**

- Written assessment for a student created menu – assessed using a scoring guide
- Written test
- Informal assessment by having a “tasting day” when students bring in food

**Sample Assessment Questions**

- In which German speaking country is this food found?
- Is this food made only during certain times of the year or for particular holidays?
### Instructional Resources/Tools
- Notes
- Internet
- Recipe books

### 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

### Cross Curricular Connections
- ELA:
  - Reading and evaluating nonfiction works and material
  - Writing formally and informally
  - 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
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**Standards**

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

**Learning Targets**

1. • Cite evidence of importance of a particular native German speaking person to society

**Alignments:**
CCSS: 11-12.W.2a,b,e,f; 11-12.WHST.8
Performance: 1.8
Knowledge: (CA) 3,4  (SS) 6
WLCLE: WL.2.2b,c; WL.3.1; WL.3.2a
NETS: 1b; 2a,b; 4a
DOK: 3

**Instructional Strategies**

- Students will write a biography of a famous German:
  - scientist
  - artist
  - author
  or
  - politician

**Assessments/Evaluations**

- Written assessment – assessed using a scoring guide

**Sample Assessment Questions**

- Why is this person’s contribution important to our world?
- What is a little known fact you learned about this person?
### Instructional Resources/Tools
- Books
- Internet

### 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
  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
- 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

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

### Learning Targets

1. • Show knowledge of German speaking scientists and their contributions

### Alignments:

CCSS: 11-12.RL.2  
Performance: 1.5  
Knowledge: (CA) 3,4,6 (SC) 8 (SS) 6  
WLCLE: WL.2.2b,c; WL.3.1a; WL.3.2  
NETS: 2c; 5b  
DOK: 2

### Instructional Strategies

• Students will read about German scientists and their contributions to the scientific community

### Assessments/Evaluations

• Informal oral assessment through class discussion

### Sample Assessment Questions

• What was one of the major contributions of this person?  
• How did their contribution change the world, as they knew it?

### Instructional Resources/Tools

• Books  
• Internet
**Literacy Connections**

- Determine two or more themes or 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 produce a complex account; provide an objective summary of the text

**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
- **Social Studies:** Relationships of individuals and groups to institutions and cultural traditions
- **Science:** Impact of Science, technology and human activity on resources and the environment
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<td>Language Comparisons</td>
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### Standards

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

### Learning Targets

1. Identify uses of conjunctions and their effect on word order in German sentences

### Alignments:

- CCSS: 5.L.1a,e; 3.L.1h; 7.L.1c; 2.L.6
- Performance: 1.6
- Knowledge: (CA) 4
- WLCLE: WL.3.1a; WL.4.1
- NETS: 1a; 3a
- DOK: 3

### Instructional Strategies

- Students will learn to use coordinating and subordinating conjunctions and recognize their effects on German word order

### Assessments/Evaluations

- Written evaluation – assessed using a scoring sheet
- Quizzes on meanings of conjunctions
- Test on meanings and uses of conjunctions

### Sample Assessment Questions

- What is the difference between a subordinating conjunction and a coordinating conjunction?
- How does a subordinating conjunction affect the word order in a German sentence?

### Instructional Resources/Tools

- Grammar notes
- Practice sheets
**Literacy Connections**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
  e. Use correlative conjunctions
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  h. Use coordinating and subordinating conjunctions
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

**Cross Curricular Connections**

- ELA: Writing formally and informally
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<tr>
<td>I. Demonstrate understanding of the concept of culture through comparison of the cultures studied and their own</td>
<td>1.</td>
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<td>• Read and interpret poetry in German</td>
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<td>Performance: 1.9</td>
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<td>Knowledge: (CA) 2,5,6,7 (SS) 6</td>
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<td>WLCLE: WL.1.3b; WL.2.2b; WL.3.2a; WL.4.1b,c; WL.4.2</td>
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<td>NETS: 1a; 2c; 5b; 6b</td>
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<td>DOK: 2</td>
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**Instructional Strategies**

- Students will read German poetry and identify the major German poets and their styles

**Assessments/Evaluations**

- Oral assessment by having students recite poems they have memorized

**Sample Assessment Questions**

- Why do you think the author chose the vocabulary used in this poem?
- Is this poem still relevant to our lives?
## Instructional Resources/Tools

- Copies of poetry
- Recordings
- 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 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 fictions, poetry and drama
  - 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
  - Identifying and evaluating relationships between language and culture
- **Social Studies:** Relationships of individual and groups to institutions and cultural traditions
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<th>Language Use within and beyond the Classroom</th>
<th>Language Use for Personal Enjoyment and Enrichment</th>
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### Standards

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

### Learning Targets

1. 
   - Demonstrate knowledge of Central European geography

### Alignments:

- CCSS: 11-12.RI.7; 11-12.W.2a,b; 11-12.W.7
- Performance: 1.10
- Knowledge: (CA) 1,3,4,6 (SS) 5,7
- WLCLE: WL.2.2b,c; WL.5.1; WL.5.2b
- NETS: 1b; 2b; 3b; 4b
- DOK: 3

### Instructional Strategies

- Students will write an itinerary for a trip in a German speaking country and present it to the class

### Assessments/Evaluations

- Written evaluation by peers – assessed using a scoring guide

### Sample Assessment Questions

- Why did you choose to write about this country?
- What do you consider to be the most important part of your “trip” and why?

### Instructional Resources/Tools

- Books
- 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

• 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

• 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

• Social Studies:
  • Major elements of geographical study and analysis and their relationships to changes in society and the environment
  • Use of tools of social science inquiry
### Standards

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

### Learning Targets

1. Be able to follow a German story by listening to it

### Alignments:

CCSS: 11-12.SL.2; 11-12.SL.3  
Performance: 1.10  
Knowledge: (CA) 2,5  
(WL Cle) 3-5  
WLCLE: WL.1.2b,c; WL.3.2a; WL.4.1c; WL.5.2  
NETS: 1a; 3b; 5b  
DOK: 2

### Instructional Strategies

- Students will listen to the contemporary radio drama “Romea und Julian im Netz” (Romea and Julian in the Net)  
- Students will answer questions about the story in written German

### Assessments/Evaluations

- Written evaluation using a scoring guide for plot evaluations and questions regarding the play

### Sample Assessment Questions

- Describe the main characters of this story (appearance and personality)  
- What do the words “in the net” mean in the title of this play?
### Instructional Resources/Tools

- CD
- Vocabulary lists

### Literacy Connections

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Cross Curricular Connections

- **ELA:**
  - Reading and evaluating fiction, poetry and drama
  - Comprehending and evaluating the content and artistic aspects of oral and visual presentations
- **Fine Arts:**
  - Vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts to other disciplines
  - Visual and performing arts in historical and cultural contexts