SUBJECT: German	LEVEL: Honors German IV
Unit Title: Hobbies/Interests	**Time Frame: 4-5 weeks**
UNIT OVERVIEW	
The first unit starts with familiar topics of interests, hobbies, and celebrations, but gains depth and breadth by adding new vocabulary, especially outdoor activities like words associated with hiking/camping and local festivities. Students will compare German and American festivals and celebrations. The grammar for the chapter starts with a review of major concepts from previous years before introducing how to add endings to adjectives in different situations. As such, students will develop their ability to describe objects and people with correct adjective endings.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S3.B:** Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language (e.g. medical terms, money exchange, purchases, use of transportation and communications, lodging arrangements). **12.1.1.S3C:** Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines. **12.1.1.S3D:** Develop and use simple, compound and complex sentence and question structures to communicate and comprehend (e.g. face-to-face initiated conversations, simple survival tasks, a simple letter/email, main ideas of culturally authentic materials, compositions). **12.3.1.S2.A:** Discuss the products and customs of the target culture in simple sentences in the target language (holidays; famous people and their contributions; menus and schedules). **12.3.1.S2.B:** Write and perform simple role-plays reflecting daily life in a culturally competent manner (making purchases and placing orders; table manners and eating customs; telephone and letter etiquette; school classes and activities). **12.3.1.S2.C:** Write about and dramatize cultural similarities and differences in daily activities in the target language (youth, school and leisure culture;

	concept of personal space and distance; relationships with adults and authority figures; work ethic).
COMPETENCIES	**LEARNING TARGETS**
Listening	I can understand and interpret spoken language on a variety of topics.
Speaking	I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Reading	I can understand and interpret written language on a variety of topics.
Writing	I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can apply appropriate adjective endings. I can use adjectives following a definite article. I can use adjectives following an indefinite article. I can use adjectives not preceded by an article. I can use adjectives after “nichts, etwas, viel”
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture. I can communicate about my interests. I can communicate about the advantages and disadvantages of camping. I can communicate about German holidays.

SUBJECT: German	**LEVEL: Honors German IV**
Unit Title: Communication	**Time Frame: 2-3 weeks**
UNIT OVERVIEW	
Communication and communication technologies are the area of content focus for this unit. Use of communication via mail (addresses, conventions, letter composition), Email (conventions, computer terms), telephone (international calls, cell phones use), and social media (popular platforms, responsible use, privacy laws) will be practiced. The grammar practiced throughout the unit includes the use of two-way prepositions (wo/wohin?) and past perfect tense.	

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S4.B:** Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication (e.g. social customs in the target language, personal relationships, current and past events, poems, dramas and stories). **12.1.1.S4.C:** Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories. **12.1.1.S4.D:** Discuss how speakers and writers use various sentence structures to convey meanings (e.g. sentences combined into paragraphs, comparative expressions, past and future events, hypothetical statements, complicated survival tasks, main ideas and details of live and recorded discussions, lectures and multimedia about current and past events, spoken or written summaries). **12.3.1.S3.C:** Speak and write about cultural aspects of services, products and customs in the target language (e.g. cultural reenactments, commerce and tourism, popular culture). **12.3.1.S4.A:** Speak, write and read about unfamiliar products, customs and institutions of the target culture (e.g. system of government, economic development, educational system, environmental concerns). **12.3.1.S4.C**: Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions (e.g. peer and family relationships, gender issues in the family and workplace, institutional infrastructures). **12.3.1.S4.D:** Use the target language to synthesize topics and events from other subject areas (e.g. Civics and Government, Humanities, English, Environment & Ecology, Economics).
COMPETENCIES	**LEARNING TARGETS**
Listening Speaking Reading Writing	I can understand and interpret spoken language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. I can understand and interpret written language on a variety of topics.

	I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can communicate using 2-way prepositions. I can communicate in the past perfect tense.
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture. I can communicate about methods of communication (e.g. E-Mails, Internet, Social Media).

SUBJECT: German	**LEVEL: Honors German IV**
Unit Title: School and Careers	**Time Frame: 3-4 weeks**
UNIT OVERVIEW	
Students will compare and contrast the school systems in America and Germany and discuss career options and any schooling required for those jobs. Expressing their strengths, weaknesses, interests and hopes for the future are topics students will discuss. Students will also learn vocabulary associated with different subject areas as they would be used in a classroom setting and vocabulary they would need for a job interview. Expectations and cultural norms for school and the workplace will also be introduced.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S4.B:** Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language (e.g. medical terms, money exchange, purchases, use of transportation and communications, lodging arrangements). **12.1.1.S4.C:** Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines (e.g. public figures, historical figures, major news events). **12.1.1.S4.D:** Develop and use simple, compound and complex sentence and question structures to communicate and comprehend (e.g. face-to-face

	initiated conversations, simple survival tasks, a simple letter/email, main ideas of culturally authentic materials, compositions). **12.3.1.S3.C:** Speak and write about cultural aspects of services, products and customs in the target language (e.g. cultural reenactments, commerce and tourism, popular culture). **12.3.1.S4.A:** Generate spontaneous oral and written role-plays and interviews in a culturally competent manner (e.g. expressions of emotion, conversations with speakers of the target culture, negotiating everyday business routines at a bank, service station, etc). **12.3.1.S4.C:** Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures. (e.g. educational processes for scheduling or extra curricular activities, personal healthcare and survival, family customs and traditions). **12.3.1.S4.D:** Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).
COMPETENCIES	**LEARNING TARGETS**
Listening Speaking Reading Writing	I can understand and interpret spoken language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. I can understand and interpret written language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can communicate using da-, dort-, and wo-compounds.
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture. I can communicate about jobs and careers. I can communicate about advantages and disadvantages like expectations and qualifications for various employment. I can communicate about education, school-life, and school systems.

SUBJECT: German	**LEVEL: Honors German IV**

Unit Title: Health	**Time Frame: 2-3 weeks**
UNIT OVERVIEW	
Students will build a conversational knowledge of how to discuss their health and wellness including within the context of handling a concern/problem and advice from a health care provider. Students will also learn about the health care systems in German-speaking countries and how to address any problems they may have if abroad. The grammar for the unit includes a review of how to use reflexive pronouns and verbs and how to use them in past perfect tense.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S4.B:** Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language (e.g. medical terms, money exchange, purchases, use of transportation and communications, lodging arrangements). **12.1.1.S4.C:** Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines (e.g. public figures, historical figures, major news events). **12.1.1.S4.D:** Develop and use simple, compound and complex sentence and question structures to communicate and comprehend (e.g. face-to-face initiated conversations, simple survival tasks, a simple letter/email, main ideas of culturally authentic materials, compositions). **12.3.1.S3.C:** Speak and write about cultural aspects of services, products and customs in the target language (e.g. cultural reenactments, commerce and tourism, popular culture). **12.3.1.S4.A:** Generate spontaneous oral and written role-plays and interviews in a culturally competent manner (e.g. expressions of emotion, conversations with speakers of the target culture, negotiating everyday business routines at a bank, service station, etc). **12.3.1.S4.C:** Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures (e.g. educational processes for scheduling or extra curricular activities, personal healthcare and survival, family customs and traditions).

	12.3.1.S4.D: Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).
COMPETENCIES	**LEARNING TARGETS**
Listening Speaking Reading Writing	I can understand and interpret spoken language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. I can understand and interpret written language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can effectively use reflexive verbs in various tenses. I can communicate in the past perfect tense.
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture. I can communicate about health and healthcare.

SUBJECT: German	**LEVEL: Honors German IV**
Unit Title: Political Systems	**Time Frame: Ongoing**
UNIT OVERVIEW	
Students will identify similarities and differences between American and German political systems and make comparisons between international viewpoints on current issues (e.g. environment).	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S4.B:** Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language (e.g. medical terms,

	money exchange, purchases, use of transportation and communications, lodging arrangements). **12.1.1.S4.C:** Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines (e.g. public figures, historical figures, major news events). **12.1.1.S4.D:** Develop and use simple, compound and complex sentence and question structures to communicate and comprehend (e.g. face-to-face initiated conversations, simple survival tasks, a simple letter/email, main ideas of culturally authentic materials, compositions). **12.3.1.S3.C:** Speak and write about cultural aspects of services, products and customs in the target language (e.g. cultural reenactments, commerce and tourism, popular culture). **12.3.1.S4.A:** Generate spontaneous oral and written role-plays and interviews in a culturally competent manner (e.g. expressions of emotion, conversations with speakers of the target culture, negotiating everyday business routines at a bank, service station, etc). **12.3.1.S4.C:** Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures (e.g. educational processes for scheduling or extra curricular activities, personal healthcare and survival, family customs and traditions). **12.3.1.S4.D:** Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).
COMPETENCIES	**LEARNING TARGETS**
Listening Speaking Reading Writing	I can understand and interpret spoken language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. I can understand and interpret written language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can pair the appropriate preposition with various verbs. I can communicate using da-, dort- and wo-compounds.
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture.

	I can communicate my perspectives and opinions like in historical literature. I can communicate similarities and differences in political systems.

SUBJECT: German	**LEVEL: Honors German IV**
Unit Title: Struwwelpeter	**Time Frame: 2-3 weeks**
UNIT OVERVIEW	
The stories by Heinrich Hoffman comprise one of the oldest German-language children's books. Students will read and discuss each story practicing skills such as retelling in past tenses, using appropriate conjunctions, and expressing their opinions. Students will also write and enact their own modern cautionary tales for children.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S4.B:** Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language (e.g. medical terms, money exchange, purchases, use of transportation and communications, lodging arrangements). **12.1.1.S4.C:** Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines (e.g. public figures, historical figures, major news events). **12.1.1.S4.D:** Develop and use simple, compound and complex sentence and question structures to communicate and comprehend (e.g. face-to-face initiated conversations, simple survival tasks, a simple letter/email, main ideas of culturally authentic materials, compositions). **12.1.1.S4.F** Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area. (e.g. dramatization, essay or story, poem or song, projects) **12.3.1.S3.C:** Speak and write about cultural aspects of services, products and customs in the target language (e.g. cultural reenactments, commerce and tourism, popular culture). **12.3.1.S4.A:** Generate spontaneous oral and written role-plays and interviews in a culturally competent manner (e.g. expressions of emotion, conversations

	with speakers of the target culture, negotiating everyday business routines at a bank, service station, etc). **12.3.1.S4.C:** Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures (e.g. educational processes for scheduling or extra curricular activities, personal healthcare and survival, family customs and traditions). **12.3.1.S4.D:** Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).
COMPETENCIES	**LEARNING TARGETS**
Listening Speaking Reading Writing	I can understand and interpret spoken language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. I can understand and interpret written language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can use “als, wenn, wann” and “ob” correctly in context. I can form and use commands.
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture. I can communicate about and retell stories and other literature.

SUBJECT: German	**LEVEL: Honors German IV**
Unit Title: Nibelungenlied	**Time Frame: 7-8 weeks**
UNIT OVERVIEW	
The *Nibelungenlied* is the primary historic epic in Germanic literature. Students will engage in reading and dramatizing the epic in order to better understand how the elements of mythology, historical fact, and fiction come together to form the tale. Students will also learn vocabulary key to understanding the time period of the middle ages and what role the legend of Seigfried still plays in German literature and history.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**

Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S4.B:** Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language (e.g. medical terms, money exchange, purchases, use of transportation and communications, lodging arrangements). **12.1.1.S4.C:** Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines (e.g. public figures, historical figures, major news events). **12.1.1.S4.D:** Develop and use simple, compound and complex sentence and question structures to communicate and comprehend (e.g. face-to-face initiated conversations, simple survival tasks, a simple letter/email, main ideas of culturally authentic materials, compositions). **12.3.1.S3.C:** Speak and write about cultural aspects of services, products and customs in the target language (e.g. cultural reenactments, commerce and tourism, popular culture). **12.1.1.S4.F** Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area. (e.g. Dramatization, Essay or story, Poem or song, Projects) **12.3.1.S4.A:** Generate spontaneous oral and written role-plays and interviews in a culturally competent manner (e.g. expressions of emotion, conversations with speakers of the target culture, negotiating everyday business routines at a bank, service station, etc). **12.3.1.S4.C:** Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures (e.g. educational processes for scheduling or extra curricular activities, personal healthcare and survival, family customs and traditions). **12.3.1.S4.D:** Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).
COMPETENCIES	**LEARNING TARGETS**
Listening Speaking Reading Writing	I can understand and interpret spoken language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. I can understand and interpret written language on a variety of topics.

	I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can use the appropriate case - nominative, accusative, dative or genitive. I can use appropriate tense. I can apply the rules of German word order. I can phrase conditional statements.
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture. I can communicate about and retell stories and other literature. I can communicate my perspectives and opinions like on historical literature.

SUBJECT: German	**LEVEL: Honors German IV**
Unit Title: Die Schweiz & Wilhelm Tell	**Time Frame: 3-4 weeks**
UNIT OVERVIEW	
After a reading about historical and modern Switzerland, students will read a shortened version of Schiller's *Wilhelm Tell*. Students will discuss the legend as it relates to the country's history and identity and examine how the themes of the story reflect both the author and the country. The grammatical concept for the chapter is a review of relative pronouns and their effect on word order.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S4.B:** Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language (e.g. medical terms, money exchange, purchases, use of transportation and communications, lodging arrangements). **12.1.1.S4.C:** Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines (e.g. public figures, historical figures, major news events). **12.1.1.S4.D:** Develop and use simple, compound and complex sentence and question structures to communicate and comprehend (e.g. face-to-face

	initiated conversations, simple survival tasks, a simple letter/email, main ideas of culturally authentic materials, compositions). **12.3.1.S3.C:** Speak and write about cultural aspects of services, products and customs in the target language (e.g. cultural reenactments, commerce and tourism, popular culture). **12.1.1.S4.E** Select a specific historical event that occurred in the target language/culture and the English/American culture. Demonstrate comparisons and/or contrasts of how target language vocabulary is used in describing the bicultural event. (e.g. dramatization, essay or story, poem or song, projects) **12.3.1.S4.A:** Generate spontaneous oral and written role-plays and interviews in a culturally competent manner (e.g. expressions of emotion, conversations with speakers of the target culture, negotiating everyday business routines at a bank, service station, etc). **12.3.1.S4.C:** Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures (e.g. educational processes for scheduling or extra curricular activities, personal healthcare and survival, family customs and traditions). **12.3.1.S4.D:** Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language). **12.1.S4.E** Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
COMPETENCIES	**LEARNING TARGETS**
Listening Speaking Reading Writing	I can understand and interpret spoken language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. I can understand and interpret written language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can apply the rules of German word order. I can use adjective phrases and clauses.
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture. I can communicate about and retell stories and other literature.

	I can communicate my perspectives and opinions on historical literature. I can communicate similarities and differences in political systems.

SUBJECT: German	**LEVEL: Honors German IV**
Unit Title: Die Weiße Rose - The resistance movement during WWII	**Time Frame: 3-4 weeks**

UNIT OVERVIEW

The final unit of the year is to help students gain depth to their understanding of the second world war, its causes and the effects in Europe. As part of that, students will read and watch a film about movements of resistance to the National Socialists within Germany. Questions of personal conflict and active vs. passive resistance will be discussed along with examining the role of Hans and Sophie Scholl. More broadly, students will also examine *Trümmerliteratur.* Students will have opportunities to use new vocabulary to discuss their knowledge, opinions and observations while also reviewing conditional phrasing and frequently confused conjunctions.

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Continual Learning & Growth Mindset	**12.1.1.S3.A:** Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding. **12.1.1.S4.B:** Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language (e.g. medical terms, money exchange, purchases, use of transportation and communications, lodging arrangements). **12.1.1.S4.C:** Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines (e.g. public figures, historical figures, major news events). **12.1.1.S4.D:** Develop and use simple, compound and complex sentence and question structures to communicate and comprehend (e.g. face-to-face initiated conversations, simple survival tasks, a simple letter/email, main ideas of culturally authentic materials, compositions). **12.3.1.S3.C:** Speak and write about cultural aspects of services, products and customs in the target language (e.g. cultural reenactments, commerce and tourism, popular culture).

	12.3.1.S4.A: Generate spontaneous oral and written role-plays and interviews in a culturally competent manner (e.g. expressions of emotion, conversations with speakers of the target culture, negotiating everyday business routines at a bank, service station, etc). **12.3.1.S4.C:** Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures (e.g. educational processes for scheduling or extra curricular activities, personal healthcare and survival, family customs and traditions). **12.3.1.S4.D:** Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language). **12.1.S4.E** Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
COMPETENCIES	**LEARNING TARGETS**
Listening Speaking Reading Writing	I can understand and interpret spoken language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. I can understand and interpret written language on a variety of topics. I can engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Grammar	I can communicate using rules for standard German sentence construction. I can phrase conditional statements. I can communicate using da-, dort-, and wo- compounds.
Culture/Content Knowledge	I can communicate about topics that are important to living in the target culture. I can communicate about the causes and effects of World War II. I can communicate about resistance movements during World War II. I can communicate about what life was like before and during WWII.