PENDING BOE APPROVAL - Factors That Impact the Quality of Life_2022

Content Area: **World Language**
Course(s): **AP German**
Time Period: **Trimester 1**
Length: **7 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
The influence of language and culture on identity	1	7
Factors That Impact the Quality of Life	1-2	7
Families in Different Societies	2	6
Influences of Beauty and Art	3	7
How Science and Technology Affect Our Lives	3-4	7
Environmental, Political, and Societal Challenges	4	6

World Language Standards_2020

WL.7.1.IM.A	Interpretive Mode
WL.7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age - and level - appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
WL.7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
WL.7.1.IM.A.3	Analyze the use of verbal and non - verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
WL.7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
WL.7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
WL.7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this

	Indicator is listed as reserved.
WL.7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
WL.7.1.IM.A.C.1	Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
WL.7.1.IM.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IM.A.C.3	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
WL.7.1.IM.A.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.7.1.IM.A.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
WL.7.1.IM.A.C.8	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this under standing should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
WL.7.1.IM.A.C.9	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
WL.7.1.IM.A.L	Linguistic
WL.7.1.IM.A.L.1	The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:
WL.7.1.IM.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IM.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.IM.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.IM.B	Interpersonal Mode
WL.7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
WL.7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school - related topics, and on some unfamiliar topics and situations.
WL.7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
WL.7.1.IM.B.C	Cultural
WL.7.1.IM.B.L	Linguistic
WL.7.1.IM.B.L.1.a	Ask and answer questions related to everyday life.

WL.7.1.IM.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.IM.B.L.1.b.3	Express needs.
WL.7.1.IM.B.L.1.b.4	Give reasons.
WL.7.1.IM.B.L.1.b.7	Express an opinion and preference.
WL.7.1.IM.C	Presentational Mode
WL.7.1.IM.C.2	Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports
WL.7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
WL.7.1.IM.C.4	Synthesize information found in age - and level - appropriate culturally authentic materials.
WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.
WL.7.1.IM.C.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IM.C.C.9	Current trends and issues influence popular culture. (Topics t hat assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
WL.7.1.IM.C.L	Linguistic
WL.7.1.IM.C.L.1.a.1	Express needs.
WL.7.1.IM.C.L.1.a.2	Give reasons.
WL.7.1.IM.C.L.1.a.3	Express an opinion and
WL.7.1.IM.C.L.1.a.4	Request and suggest.
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
WL.IH.7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
WL.IH.7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
WL.IH.7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

WL.IH.7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.IH.7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
WL.IH.7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
WL.IH.7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.IH.7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
WL.IH.7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
WL.IH.7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
WL.IH.7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
WL.IH.7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
WL.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
WL.IH.7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
WL.IH.7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Technology

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to

	communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

21st Century Themes/Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Financial Literacy

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

Unit Overview

Over a 7 week period, students reflect on what belongs to daily life, how daily life differs from country to counry and what factors impact the quality of life in the US and German-speaking countries.

Enduring Understandings

- One's social status influences one's quality of life
- Cultural perspectives and traditions relate to the quality of life
- Access to education, health care, justice, food, and water impact the quality of life
- Geography influences the quality of life

Essential Questions

How does the educational system of a country influence its young people and the choices they make for the future?

How does one make decisions about their future?

How do cultural backgrounds affect career decision making?

How do cultural backgrounds affect entertainment, travel, and leisure?

How do aspects of everyday life influence and relate to the quality of life?

How does where one lives impact the quality of life?

What influences one's interpretation and perceptions of the quality of life?

Instructional Strategies & Learning Activities

Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentation Written
- Exchange information with a class partner about their plans after high school. - Interview an exchange partner about differences between *Abitur und Ausbildung,* report about it in class. - Conduct a debate whether volunteer work and social activism are an important part of daily life in the US and	Engage in a chat with former and/or current German exchange students about the differences between - Write an email giving advice on choosing career path. - Write questions on the blog by a recent HMHS alumnus doing her FSJ in Germany. - Write an email advising your exchange partner on pros	- Listen to podcasts of German students experiences in each German school type: *Realschule, Hauptschule, Gymnasium.* In the middle of viewing the movie, predict the ending, based on characters' cultural and educational background. - After analyzing a graph, a podcast, an	Read articles about German school system. Take an interest survey online regarding Lehrstellen and discuss the job for which they would be most interested. - Interpret infographics, audio- and video sources on volunteer work, social activism and Freiwilliges Soziales Jahr in Germany. - Interpret personal traits	Compare and contrast Abitur with *SAT/ACT* and German and US college application process. After taking an online survey, present and support their reasons for their choice of Lehrstelle. Create a Glogster and present a day in their daily life as if they were a student at a German University. - Compare and contrast the importance of summer and part	Compare and contrast US and German school systems. - Write an argumentative essay on pros and cons of urban, suburban and country life. - Write your curriculum vitae for a job opening in your chosen field. - Write a video script based on Brecht's poem about your

Germany.	and cons of shopping locally vs online.	article, and Wise Guys' *Denglisch* song, compare and contrast the opinions of young Germans and young Americans about the influence of English on German youth slang.	of major characters in Heinrich Böll 's short story.	time jobs for teenagers in Germany and US.	group's message to future generations of HMHS students.
- Conduct a debate on life goal ideals as presented in "Anecdote on Lowering the Work Ethic", a short story by Heinrich Böll, and a short film "Small Change".			- Research a job opening in Germany in your chosen field.	- Explain the importance of sustainable fashion to classmates, compare and contrast US and German experience.	
- Invent and stage dialogs based on the short story.		- Compare and contrast rental housing shortages and creative solutions of the problem by students in Germany and US, based on press articles, infographics, podcasts, and videos.	- Analyze infographics, audio- and video sources on German health care system, compare and contrast with US.	- Make a collage of popular German holidays and festivals, compare and contrast with US traditions.	
- Conduct a mock job interview.			- Interpret Bertolt Brecht's message in his poem "An die Nachgeborenen"	- Educate your classmates about one of the top German companies.	
				- Make a video based on Brecht's poem with your group's message to future generations of HMHS students.	

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Relationship-Building & Team-Building
- Self-Directed Learning
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

~~Bi-weekly journal entries (presentational writing) on personal themes related to class discussions~~

Bi-weekly ~~Google Voices~~ Canvas presentational speaking assignments on AP Unit themes ~~personal themes related to class discussions~~

Bi-weekly partner interviews based on the AP theme (interpersonal speaking)

Class debates relating to AP theme (interpersonal speaking)

Emails to German exchange partners relating to AP theme (interpersonal writing)

Periodic grammar review points based on student need

~~Individual research projects on the anniversary of the fall of the Berlin Wall~~

Summative Assessment

Biweekly vocabulary, concept, and grammar written and oral quizzes

Argumentative essay on AP Unit themes (midterm)

Video project based on Bertolt Brecht's poem "An die Nachgeborenen" (midterm)

Benchmark Assessments

AP-theme related MS choice assignments from previous AP tests released by College Board.

Alternate Assessments

Individual presentations to class, reciprocal learning

Resources & Technology

www.audio-lingua.eu

www.slowgerman.com

www.neuneinhalb.de

http://www.goethe.de/lrn/prj/mlg/miu/mak/deindex.htm

www.schulratgeber.net/themen/schuwahl/die-passende-schule-finden.html

www.abi.de

www.destatis.de/themen/d/thm_bildung1.php

www.goethe.de/z/jetzt/deindex2.htm

www.goethe.de/lrn/prj/gad/fol/deindex.htm

www.abi.de/video.htm

www.ausbildungsberatung.at

- [Flipgrid](#)
- [Padlet](#)
- [Audio Lingua Podcasts](#)
- [Slowgerman Podcasts](#)
- [Neuneinhalb Videos](#)
- [DW Top Thema mit Vokabeln](#)
- [DW Langsam Gesprochene Nachrichten](#)
- [Tageschau Nachrichten](#)
- [Podcast.de](#)
- [Kurze deutsche Hoertexte](#)
- [Deutsch Perfekt (subscription only)](#)
- [Sofatutor.de (subscription only)](#)
- [Deutsch Lernerblog](#)

BOE Approved Texts

Textbook: Barske, T. et al. DENK MAL! Deutsch ohne Grenzen. Boston: Vista Higher Learning, 2020 ~~2012~~.

Resource for Grammar: Rankin, J. and Wells, L.D., Handbuch zur deutschen Grammatik 5/e. New York: Houghton Mifflin Company, 2011.

~~Film: Im Juli, directed by Fatih Akin, 2000.~~

Literature: Vail, V.H. and Sparks, K., Der Weg zum Lesen. Wiley; 3rd edition, 1986.

Language magazine: Deutsch Perfekt, Spotlight Verlag subscription.

Closure

Gallery walk with displays of all topics studied

ELL

Special Education

- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written ~~work~~ <mark>assessments as required by IEP and approved by College Board.</mark>
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Permit ~~as much~~ <mark>extra</mark> time as ~~needed to finish tests.~~ <mark>as required by IEP.</mark>
- Allow tests to be taken in a room with few distractions (e.g., the library).
- ~~Have test materials read to the student, and allow oral responses.~~
- Divide tests into small sections of similar questions or problems.
- ~~Allow the student to complete an independent project as an alternative test.~~
- Stand near the student when giving directions or presenting a lesson.

504

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  - preferential seating
  - extended time on tests and assignments <mark>as specified in 504 and approved by College Board.</mark>
  - verbal, visual, or technology aids
  - behavior management support
  - ~~verbal testing~~
  - ~~pre-approved nurse's office visits and accompaniment to visits~~
  - ~~occupational or physical therapy~~

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At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Pace long-term projects
- Preview test procedures
- Use peer supports and mentoring

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Gifted and Talented

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking