

PENDING BOE APPROVAL - Influences of Beauty and Art_2022

Content Area: **World Language**
Course(s): **AP German**
Time Period: **Marking Period 3**
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

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 understanding 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 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.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.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.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. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

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.

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 the concept of art and beauty, discuss how art and beauty standards are defined by cultural products, practices and perspectives, compare and contrast the role of arts in German-speaking countries and the US.

Enduring Understandings

Art influences the quality of life and values in a community

Art plays an important role in German-speaking communities

The arts capture and reflect the history of a community

The concept of beauty is defined within a culture

Art challenges and reflects cultural perspectives

Essential Questions

What factors influence the concept of beauty?
How do cultural standards of beauty affect daily life?
How do the arts both challenge and reflect cultural perspectives?
Do different cultural vistas enrich or divide a global community?
How do communities value beauty and art?
How is art used to record history?
Are art and politics interconnected?

Instructional Strategies & Learning Activities

Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual Interpretive	Written and Print Interpretive	Presentation Spoken	Presentation Written
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<p>Interview a partner on the most beautiful and the ugliest thing/person/place (s) he has ever encountered and why (s) he picked those examples.</p> <p>- Answer classmates' questions about a favorite work of art from your house.</p> <p>- Record a conversation buying a ticket to a museum of Expressionist art in Germany.</p>	<p>Post interview results on blog explaining the partner's aesthetic views.</p> <p>- Write an email giving advice on whether to continue artistic pursuits or discontinue due to disinterest.</p> <p>- Exchange ideas with German partner on Austria's role in WWII as well as looted or illegally confiscated art by the Nazis.</p> <p>- Post a main blog entry and comment on classmates' opinions about the role of art in our lives and your opinion whether art and politics are interconnected</p>	<p>Compare and contrast music by various German classical composers and contemporary popular music groups. Discern perspectives of the video and the article.</p> <p>Watch creative video about Clara Schumann and discuss how her gender influenced her career and music. Watch excerpts from "Das Leben der Anderen", compare and contrast the fates of artists persecuted in Nazi Germany and the GDR.</p> <p>Listen to Schneewittchen podcast and answer questions.</p> <p>Listen to G.Grass interview and take notes.</p> <p>- Interpret podcasts and videos about typical German architectural styles.</p> <p>- Analyze</p>	<p>Create a glog of most beautiful and ugliest things, persons, places based on interview.</p> <p>Read the article on the concept of beauty in different cultures, compare and contrast with one's own culture.</p> <p>Read Clara Schumann's biography and make a time line of her life and Compare perspectives with the video.</p> <p>Read and discuss Schneewittchen.</p> <p>Read excerpts from „Die Blechtrommel“ and discuss history of German/Polish relations.</p> <p>- Analyze articles pertaining to Austria's role in WWII.</p> <p>- Interpret print sources for group presentations on controversial topics of beauty and aesthetics and teach new</p>	<p>- Research and present reports on Make a collage by German, Austrian or Swiss artists banned by the Nazis as "degenerate", present to class and explain why.</p> <p>Prepare and present Power Points on Schneewittchen and societal vanity in a traditional version or modern twist.</p> <p>- Teach classmates about controversial topics in beauty and aesthetics.</p> <p>- Record a cultural comparison on the role of school arts in Germany and US</p> <p>- Record a cultural comparison of Grimms' fairy tales and their Disney adaptations</p>	<p>After reading the article on how contemporary fashion might provoke eating disorders in young girls, write an open letter to German designers like Wolfgang Joop, Karl Lagerfeld, etc. stating one's position on the issue while using German statistical data.</p> <p>Write a letter to G. Grass asking at least 10 questions.</p> <p>Write an argumentative essay comparing and contrasting Germany's experience coming to term with the Nazi past and US efforts in combating racism.</p>
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		personal traits of major film characters in <i>Woman in Gold</i> .	vocabulary to classmates - Analyze infographics from Germany and US on what belongs to the concept of beauty		
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- 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 (presentational speaking) on 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~~

~~Bi-weekly Google Voices (presentational speaking)~~ Canvas recordings on various themes related to arts and beauty 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)~~

~~Blog entries relating to AP theme (interpersonal writing)~~

~~Periodic grammar review points based on student need~~

Summative Assessment

Biweekly vocabulary, concept, and grammar written and oral quizzes

Benchmark Assessments

Argumentative essay pertaining to topics discussed

Alternate Assessments

Individual presentations to class, reciprocal learning

Student-led lessons on how to dance a waltz culminating in a student-organized Winter Ball

Resources & Technology

www.audio-lingua.eu

www.slowgerman.com

www.neuneinhalb.de

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

<http://www.podcast.de>

- [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](#)

Texts:

Die Ausstellung Entartete Kunst 1933-1939. <http://www.dhm.de/lemo/html/nazi/kunst/entartet/index.html>

Clara Schumann Biographie. <http://www.fembio.org/biographie.php/frau/biographie/clara-schumann-geb-wieck/>

Grass, G. Die Blechtrommel. Deutscher Taschenbuchverlag, 2009.

Popp, Katharina. Mode, Model, Magersucht. http://www.schuelerzeitung-tbb.de/dritte_ausgabe/063-066.pdf

Schoenheit rund um den Globus. http://leben.freenet.de/frauenlifestyle/beautyandwellness/schoenheit-rund-um-den-globus_659330_532980.html

Podcast: Schneewittchen der Gebrüder Grimm. <http://www.podcast.de/episode/2130507/Schneewittchen->

Online videos:

Stevenson, B. We need to talk about an injustice. TED Talk. 2012

https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en

Clara Schumann. Ein Lebensablauf. Szenische Lesung mit Gesang und Klavier. <http://www.youtube.com/watch?v=4bDLdYujac>

Die Fantastischen Vier. Die da. http://www.dailymotion.com/video/x3i5zi_die-fantastischen-vier-die-

Grass, Günther. Frankfurter Buchmesse Interview. 2009. <http://www.youtube.com/watch?v=KKA92n8mTPs>

Xavier Naidoo. Sag es laut. <http://www.youtube.com/watch?v=V9UKJYWH4OQ>

Musical recordings:

Excerpts from musical compositions by Bach, Beethoven, Brahms, Händel, Mozart, Schumann, Wagner, etc.

Various recordings by Tokio Hotel, Rammstein, die Prinzen, etc.—

Film on DVD: Das Leben der Anderen. Directed by F.H. v. Donnersmark. 2006.

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BOE Approved Texts

Textbook: Barske, T. et al. DENK MAL! Deutsch ohne Grenzen. Boston: Vista Higher Learning, 2020. 42.

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

DVD: Das Leben der Anderen. Directed by F.H. v. Donnersmark. 2006.

Film: S. Curtis. Woman in Gold, 2015.

Literature: Hesse, H. Das Maerchen vom Korbstuhl. Denk Mal, 2020.

Grimm, J. and Grimm, W. Schneewittchen. Kinder- und Hausmaerchen. Jacoby & Stuart; Auflage 1, 2011.

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.
- 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 time as needed to finish tests.
- 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.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work assessments as required by IEP and approved by College Board.
- 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 **extra** time as needed to finish tests. **as required by IEP.**
- 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

504

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

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