

PENDING BOE APPROVAL - Families in Different Societies_2022

Content Area: **World Language**
Course(s): **AP German**
Time Period: **Marking Period 2**
Length: **6 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.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.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.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.

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.

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 6 week period, students reflect on the concept and daily life of a modern family in the US and German-speaking countries, analyze family values and traditions as well as personal beliefs and interests, and discuss how a family is evolving.

Enduring Understandings

- Families shape values and traditions of a particular country.
- Personal beliefs and personal interests shape values and traditions of a particular family in a particular country.
- Families both in the US and German-speaking countries face challenges, such as education and jobs.
- The concept and daily life of family both in the US and German-speaking countries are evolving.

Essential Questions

- Does the role of family and its perception differ from culture to culture?
- Is being part of a family hard work?
- What constitutes a family in German-speaking societies?
- What are some important aspects of family values and family life in German-speaking societies?
- What challenges do families face in today's world?
- How can one resolve intergenerational tensions within a family?
- Is it possible to change family dynamics?

Instructional Strategies & Learning Activities

Interpersonal Spoken	Interpersonal Written	Audiovisual interpretive	Print interpretive	Presentational Spoken	Presentational written
<p>Question and orally evaluate student-produced alternative story endings.</p> <p>Verbally interpret story's plot development.</p> <p>- After watching "Bella Martha", interview a partner regarding the desired balance between work and family, especially during the pandemic.</p> <p>- Interview a partner about how his/her role has changed as a result of moving from junior to senior status</p> <p>- Conduct a class debate on a "perfect family"</p>	<p>After reading excerpts from Kafka's "Brief an den Vater", work in pairs exchanging correspondence between self and one's parent(s) on an important issue, i.e., balance between work and family.</p> <p>Write several entries about what constitutes a "familial paradise" in their Tagebücher, where the teacher will offer several written responses.</p> <p>- Question your exchange partner about his/her role in the family and special family traditions</p> <p>- Write an email advising on how to handle family disagreements</p>	<p>- After analyzing images and infographics, identify and describe internal and external factors affecting changing family structure.</p> <p>- After reading an article on teenagers' sleeping patterns and filling out a questionnaire, discuss whether keeping different schedules might be a source of intergenerational tensions within a family.</p> <p>Watch - Interpret videos, podcasts, and infographics on contemporary family life in Germany, compare and contrast with US, with statistics and take notes.</p>	<p>After listening to Hörspiel by German teenagers based on W. Borchert's "Die Küchenuhr", discuss theirs and write own alternative endings to story.</p> <p>After reading K. Tusholsky's "Die Familie", analyze author's main viewpoint.</p> <p>- After reading articles on German family structure, compare and contrast to US families.</p> <p>- Students interpret Walter Helmut Fritz' short story Augenblicke</p>	<p>Make presentations containing student-produced alternative endings to story.</p> <p>Create a skit with three characters based on Borchert's story, using either the original version and self-developed twist.</p> <p>- With your group, teach classmates about changing family structure and various types of families in Germany and US</p>	<p>After reading W. Borchert's short story "Die Küchenuhr", write biographies of its three main characters.</p> <p>Write an argumentative essay on the role of power in family dynamics and the borderline between independence and interdependence</p>

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

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

Resources & Technology

www.audio-lingua.eu

~~www.slowgerman.com~~

~~www.neuneinhalb.de~~

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

- [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.

Texts:

Borchert, Wolfgang. Die Küchenuhr. <http://www.tyskopgaver.dk/kuechenuhr.htm>.

Bühler-Niederberger, Doris. Familien in Deutschland. Trügerisches Idyll. Sueddeutsche Zeitung 07.08.2009. <http://www.sueddeutsche.de/leben/2.220/familien-in-deutschland-truegerisches-idyll-1.161158>

Gottschling, Claudia. Zeitumstellung. Jugendliche sind Eulen. Focus 30.03.2009. <http://www.focus.de/gesundheit/gesundleben/schlafen/chronobiologie/zeitumstellung-jugendliche-sind->

[eulen_aid_385552.html](#)

Kafka, Franz. Brief an den Vater. Auschnitte. <http://gutenberg.spiegel.de/buch/169/1>

Tucholsky, Kurt. Die Familie. <http://www.zeno.org/Literatur/M/Tucholsky,+Kurt/Werke/1923/Die+Familie>

Hörspiel: Deutschprojekt der 10. Klasse zu Wolfgang Borcherts Die Küchenuhr..Gymnasium Plochingen, 2009. <http://www.youtube.com/watch?v=1geGHSNZI04>

Online videos: Bundesministerium für Familie, Senioren, Frauen und Jugend. Kristina Schröder stellt Monitor Familienleben 2010 vor. http://www.youtube.com/watch?v=tTfLY5iTq_w

Survey: Fragebogen zum Schlaf- und Wachverhalten. Universitaet München. 2006. https://www.bioinfo.mpg.de/mctq/core_work_life/core/core.jsp?language=deu

Texts:

Films: *Bella Martha*. Directed by Sandra Nettelbeck, 2001.

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

Language magazine: Deutsch Perfekt, Spotlight Verlag subscription.

Graphs: Statistiken und Studien zu Familie und Familienleben in Deutschland <http://de.statista.com/themen/98/familie/>.

Closure

Gallery walk with displays of all topics studied

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 or presenting a lesson.

- 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

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

