

How Science and Technology Affect Our Lives

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

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 the role science and technology play in a contemporary society, discuss whether scientific and technological improves or damages the quality of life, and reflect on ethical implications of science and technology on communities in the US and German-speaking countries.

Enduring Understandings

New developments in science both create and resolve challenges in contemporary society

Technology creates new ways for people to connect with others

Modern technology impacts and shapes our personal and public identities

Access to technology affects society and the quality of life.

Science and technology affect the values and ethics of a community.

Essential Questions

Do scientific and technological discoveries further or impede progress?

Should we encourage all scientific and technological inventions?

How do scientific and technological innovations affect our life?

Is moral responsibility over scientific and technological advances individual or collective?

Instructional Strategies & Learning Activities

Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual Interpretive	Written and Print Interpretive	Presentation Spoken	Presentation Written
Interview a partner on the following topic: which scientific and technological inventions you would be able to forgo for a week?	Post interview results on blog taking position on partner's viewpoint.	<p>Listen to an interview with a German MP-3 co-inventor Karlheinz Brandenburg and discuss advantages and disadvantages of rapid digitalization.</p> <p>After watching videos or listening to podcasts on various scientific/technological advancement issues, students discern relevant advantages and ethical concerns.</p> <p>Students watch excerpts from the film „Ende der Unschuld“ and demonstrate understanding of the film's content.</p>	After reading articles presenting an opposing point of view on their assigned technological or scientific advancement videos/podcasts, students analyze their articles and compare perspectives.	After reading excerpts from Dürrenmatt's play "Die Physiker", students create a personal narrative for three main characters reflecting the characters' views on scientist's individual responsibility and present it in class.	<p>After reading German blogs and articles on life without technology, students post their comments on facebook.com/fudder.de.</p> <p>After being assigned a quote from Dürrenmatt's "Die Physiker", students write an expository essay.</p> <p>After reading A. Einstein's letter to FDR, students write a letter from the future to Mr. Einstein addressing ethical concerns of his and our times.</p>

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

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>

<http://www.podcast.de>

Texts:

Bilow, Uta. Produkte aus Nanotechnologie auf dem Vormarsch. <http://www.dw-world.de/dw/article/0,,3223610,00.html>

China – Genforschung ohne Grenzen? <http://www.dw-world.de/dw/article/0,,499882,00.html>

Dürrenmatt, Friedrich. Die Physiker. Eine Komödie in zwei Akten. 96 Seiten. Diogenes Verlag; 32., Aufl. (Februar 2001)

Einstein, Albert. Brief an F.D. Roosevelt, 02.08.1939.

Eisenreich, Klaus. Leben ohne Technologie, 26. Januar 2007. <http://dem-leben-folgen.de/2007/01/26/leben-ohne-technologie/>

Kutkat, Gina. Leben ohne Technik. Ein Selbstversuch. <http://fudder.de/artikel/2008/06/18/leben-ohne-technik-ein-selbstversuch/>

Lange, Michael. Meister aller Zellen. <http://www.dw-world.de/dw/article/0,,4119812,00.html>

Leben ohne moderne Technik. Talkteria Forum, August 2011. <http://www.talkteria.de/forum/topic-43365.html>

Lüning, Hartmut. Immer noch zu viele Tierversuche. <http://www.dw-world.de/dw/article/0,,5480412,00.html>

Mehr Abtreibungen weiblicher Föten in Indien. 16.07.2011 www.blick.ch

Podcasts:

[Brandenburg, Karl Heinz \(MP-3 Miterfinder\). Interview. In meinem Telefon nutze ich nur fünf Prozent der Funktionen. http://www.swr3.de/startpage/-/id=47310/did=345032/tmjc2q/#](http://www.swr3.de/startpage/-/id=47310/did=345032/tmjc2q/#)

Kosmetikindustrie - Tests an Stammzellen statt an Tieren. <http://www.podcast.de/episode/2349637/>

Online Videos:

Genforschung. Projekt Zukunft : Was ist der Mensch?

<http://www.youtube.com/watch?v=VbqiczSLXI&playnext=1&list=PL061DCC4A6FCBEF5C>

Die Last, Mädchen zu sein. <http://www.youtube.com/watch?v=9ePEDkEUwRI>

Stammzellforschung - dem Krebs auf der Spur. Projekt Zukunft. http://www.youtube.com/watch?v=JL6hDd_wlc

Unerforschte Risiken der Nanotechnologie. Bundesumweltamt ist alarmiert. <http://www.n-tv.de/mediathek/videos/wissen/>

Film on DVD: Ende der Unschuld. Directed by Beyer, Frank. 1991.

Graphs:

Kontroverse um Datenschutz: <http://www.shopbetreiber-blog.de/wp-content/uploads/2007/11/datenschutz-bedenken.jpg>;

<http://www.shopbetreiber-blog.de/wp-content/uploads/2009/06/sicherheit-online-shopping-quelle-studie.jpg>

Kontroverse um Tierversuche: <http://www.ak-tirol.com/bilder/d58/uebersicht.jpg>

BOE Approved Texts

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

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

DVD: Ende der Unschuld. Directed by Beyer, Frank. 1991.

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.

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

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