

# Environmental, Political, and Societal Challenges

Content Area: **World Language**  
Course(s): **AP German**  
Time Period: **Marking Period 4**  
Length: **6 weeks**  
Status: **Published**

## World Language Standards

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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	Cultural
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.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.  Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

## Technology

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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.

## Course Pacing Guide

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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

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## 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.

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## 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.

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## Unit Overview

Over a 6 week period, students analyze the concepts of globalization, economic development, and environmental challenges in today's world, discuss how they affect daily life of both individuals and communities in the US and German-speaking countries, and reflect on possible solutions that address contemporary global challenges.

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## Enduring Understandings

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Economic developments and environmental challenges often impact society and politics on a larger scale

Economic developments and environmental challenges affect individual families and communities

Individuals can positively or negatively influence the world around them

## Essential Questions

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Considering environmental, political and social issues that pose challenges to societies in the world today, how should the world move forward?

Does a world community exist?

How do societies choose or don't choose to participate in a world community?

How do emerging technologies and means of communication contribute to globalization?

## Instructional Strategies & Learning Activities

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Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual Interpretive	Written and Print Interpretive	Presentation Spoken	Presentation Written
Conduct a dialogue with a partner regarding environmental, political, and social issues posing challenges to societies today.	Exchange emails with a friend on a list of political, environmental, and social issues posing challenges to societies today.  Post tweets on various unit themes throughout.	Listen to a podcast on the Bundestag decision to close nuclear power stations.  Listen to a report on the controversy of wind energy in the US.	Write definitions for the terms: environmental, political, and social issues.  Read and discuss the article on globalization.  Read an excerpt from a short story by Russian German writer Wladimir Kaminer.	Research and present reports on immigration, Schengen countries, and Swiss membership in the EU.	Write letters to the article's authors stating opinions on globalization.

			Read and make notes from an graphical history of the EU.		
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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

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## 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**

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Biweekly vocabulary, concept, and grammar written and oral quizzes

### **Benchmark Assessments**

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Argumentative essay pertaining to topics discussed

### **Alternate Assessments**

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Individual presentations to class, reciprocal learning

### **Resources & Technology**

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[www.audio-lingua.eu](http://www.audio-lingua.eu)

[www.slowgerman.com](http://www.slowgerman.com)

[www.neuneinhalb.de](http://www.neuneinhalb.de)

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

<http://www.podcast.de>

Texts:

de Mooij, Marieke. Gewohnheitstiere. Die McDonaldisierung findet nicht statt: Warum Menschen ihre kulturellen Eigenheiten beibehalten. Kulturaustausch 01/2006.

<http://www.ifa.de/pub/kulturaustausch/archiv/kulturaustausch-2006/fernbeziehungen/gewohnheitstiere/type/98/>.

Kaminer, W. Geschäftstarnungen, in: Russendisko, München: Goldmann, 2000.

Podcasts:

Deutsche Welle. Amerikaner gegen Windenergie, <http://mediacenter.dw-world.de/german/video/#!/144368/>.

Deutsche Welle. Großansicht des Bildes mit der Bildunterschrift: Grüne Welle: Klimawechsel in der Politik?Jürgen\_Trittin\_im\_Interview, [http://mediacenter.dw-world.de/german/video/#!/182163/mit\\_DW\\_TV](http://mediacenter.dw-world.de/german/video/#!/182163/mit_DW_TV).

Online Video: “10 Fragen an Wladimir Kaminer”,  
[http://www.youtube.com/watch?v=H\\_wiuFU0I8o&feature=related](http://www.youtube.com/watch?v=H_wiuFU0I8o&feature=related).

Film on DVD: Kleingeld. Directed by Marc Andreas Bochert, 1998.

Graphs: Bundeszentrale für politische Bildung, Themengrafiken zur EU-Geschichte  
<http://www.bpb.de/themen/YK9U7Z,0,0,Themengrafiken.html>.

## **BOE Approved Texts**

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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:Kleingeld. Directed by Marc Andreas Bochert, 1998.

## **Closure**

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Gallery walk with displays of all topics studied

## **ELL**

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## **Special Education**

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- 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**

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- 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**

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- 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**

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- 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