PENDING BOE APPROVAL - The Influence of Language and Culture on Identity_2022

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

2020 World Language Standards

WL.AL.7.1.AL.IPERS	Interpersonal Mode of Communication
WL.AL.7.1.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
WL.AL.7.1.AL.IPRET	Interpretive Mode of Communication
WL.AL.7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
WL.AL.7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
WL.AL.7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
WL.AL.7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
WL.AL.7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
WL.AL.7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
WL.AL.7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
WL.AL.7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
WL.AL.7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
WL.AL.7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
WL.AL.7.1.AL.PRSNT	Presentational Mode of Communication

WL.AL.7.1.AL.PRSNT.1		Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
WL.AL.7.1.AL.PRSNT.2		Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
WL.AL.7.1.AL.PRSNT.3		Offer and support opinions and use persuasive language when presenting ideas and information.
WL.AL.7.1.AL.PRSNT.4		Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
WL.AL.7.1.AL.PRSNT.5		Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
WL.AL.7.1.AL.PRSNT.6		Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
WL.K-12.1		Communicate
WL.K-12.2		Cultures
WL.K-12.3		Connections
WL.K-12.4		Comparisons
WL.K-12.5		Communities
		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.
		Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
		Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Technology Standards

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 Standards

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 Standards

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 notion of identity, discuss what constitutes public and personal identity, compare and contrast the influences of language and culture on identity in German-speaking countries and the US.

Enduring unterstandings

Language and culture profoundly influence identity of any nation.

Culture is defined as products, perspectives and practices of a nation.

Parts of culture and identity can be observed, but many are hidden.

A person cannot be fluent in a language without latent cultural knowledge, including identity

aspects.

Essential questions:

What does it mean to be a German? What does it mean to be an American?

How do language and culture influence identity?

Is it human to have and act on one's prejudices?

Did the reunification change the concepts of German citizenship and identity?

Instructional strategies

Instructional strategies and learning activities for AP Theme on identity (2022):

Interpersonal spoken	Interpersonal written	Audio, Visual and Audiovisual Interpretive	Written and print interpretive	Presentational spoken	Presentational written
- Interview classmates about their summer, based on personal photos. - Compare and contrast authentic German and US Instagram photos about the summer. - Students conduct virtual discussions on personal and societal walls with other AP German students	- After watching authentic videos and listening to authentic podcasts about traditions of starting a school year in Germany and US, students write emails to their exchange partners reflecting upon them. - After viewing and reading about German	- After reading and listening to authentic sources, including statistical graphs on East vs West German mentality nowadays, students debate whether German citizenship and identity is a homogeneous concept and how it relates to university choices of students' German counterparts. - Students view the German film *Almanya:Willkommen in Deutschland* and analyze Turkish-German characters' ethnic and cultural identity in	- Students quiz each other on best known German summer traditions and elements of the German "mainstream" culture (*Leitkultur*), based on authentic print sources from Deutsch Perfekt. - Students analyze and discuss authentic resources on "melting pot"	- After viewing various episodes from *Deutsche Welle* series *Die Wahrheit ueber Deutschland*, students report on many facets of German identity. - Students create collages containing at least six stereotypes of American and German identity and discuss them in class.	- Students compose an associogram on typical American and German traits. - Students write an argumentative essay on their personal and societal walls in today's US and Germany.

across the US and their German exchange partners. - After reading and analyzing an authentic article on German *Leitkultur*, students debate its typical elements.	students' criteria in choosing a university, students post ==blog entry and comments== on their criteria.	==comparison with "mainstream" German and various racial, religious, and ethnic identities in the US.==	vs "~~fruit~~ salad ==bowl"== theories of the US society and compare it with the German experience. - After reading and analyzing Franz Kafka's parable *Before the Law*, students ~~write~~ ==create== and perform skits between the protagonist and the door keeper, ~~exploring~~ ==suggesting== alternative endings.	- Students record ~~flipgrid~~ ==their opinions== on immigrants and refugees integration in Germany vs US as well as on the importance of traditions in both societies, and comment on classmates' views.	

Differentiated Instruction

- 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 assessment

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

Bi-weekly ~~Google Voices~~ (presentational speaking~~)~~ <mark>Canvas recordings</mark> on various themes related <mark>to personal and public identity</mark> ~~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

Individual research projects on how the fall of the Berlin Wall still affects personal and public identities in Germany and the US.

Summative assessment

Biweekly vocabulary, concept, and grammar written and oral quizzes

Benchmark assessment

Argumentative essay on AP Theme

Alternative assessment

Individual presentations and research projects

Reciprocal learning

- **Flipgrid**
- **Padlet**

www.edji.it

- **Audio Lingua Podcasts**
- **Slowgerman Podcasts**
- **Neuneinhalb Videos**

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

www.lemo.de

- **DW Top Thema mit Vokabeln**
- **DW Langsam Gesprochene Nachrichten**
- **Tageschau Nachrichten**

http://www.schule-bw.de/unterricht/faecher/geschichte/materialien_und_medien/nationalismus/amerikanische-nation/amerikanische-nation_html.

https://soziologie.uni-hohenheim.de/75173.html?typo3state=projects&lsfid=1587

- **Psychologie und Persoenlichkeit Forum**
- **Podcast.de**
- **Kurze deutsche Hoertexte**
- **Deutsch Perfekt (subscription only)**
- **Sofatutor.de (subscription only)**
- **Deutsch Lernerblog**

http://www.dw-world.de/popups/popup_single_mediaplayer/0,,4895769_type_video_struct_11045_contentId_4895782,00.html

BOE Approved Texts

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

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

Film: Samdereli, Y. Almanya: Willkommen in Deutschland, 2011.

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 made and narrated by students 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~~ <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

- 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~~

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

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