German politics in the context of the European Union

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

Course Pacing Guide

Unit	MP/Trimester	Weeks
Summer and the beginning of school in German-speaking countries	1	2
German history from Tacitus to the present	1	9
German history as reflected in the book by Klaus Korton and Peter Schimmel "Die Lisa. Eine deutsche Geschichte"	2	7
German literature from the Song of the Nibelungs to the Sturm-und-Drang era	3	9
Main themes of Friedrich Duerrenmatt's tragicomedy "The Visit of an Old Lady"	4	7
German politics in the context of the EU.	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 under standing 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 t hat 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 the 7 week period, the students will learn about geography, history, policies, economic and financial structure of the European Union, Germany's role in the EU, and aquire necessary linguistic, cultural, and analytical tools to discuss current German events in the context of the EU.

Enduring Understandings

Many Germans identify themselves as Europeans as well as Germans, especially the younger generation.

Ordinary Germans as well as German political structures are influenced by environmental, economic, social, cultural, and civic concerns of the EU.

Brexit is affecting every citizen of Europe and the EU.

Essential Questions

Why was the European Union created? What is the purpose of the European Union today? Why do many young Germans consider themselves citizens of Europe rather then German citizens? How will Brexit affect Germany and the EU?

Instructional Strategies & Learning Activities

Label a map of the EU

Identify EU countries, their capitals, spoken languages and currencies

Discuss the significance of the Euro zone

Compare and contrast the events in German-speaking countries with the events in other EU countries

Interview a partner about his/her EU country

Interpret authentic videos and podcasts

Interpret infographs.

Analyze autentic print, audio, and audiovisual event stories.

Identify main ideas, themes, and target audiences in culturally authentic current event stories

Write short reflections on current events

Debate on current events and the importance of staying informed

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

Biweekly vocabulary, concept, and grammar written and oral quizzes

Summative Assessment

Bi-weekly journal entries on personal themes related to the discussions on current events or reflections on reading (presentational writing)

Bi-weekly Google Voices on personal themes related to the discussions on current events (presentational speaking)

Jigsaw puzzle on EU annual "cultural capitals"

Periodic grammar review points based on student need

Benchmark Assessments

Individual student research projects and presentations on "hot" topics of current EU politics

Alternate Assessments

Reading and listening comprehension assignments based on EU articles from Deutsche Welle

Resources & Technology

https://europa.eu/european-union/index_en

www.audio-lingua.eu

www.slowgerman.com

www.neuneinhalb.de

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

https://www.dw.com/de/deutsch-lernen/top-thema/s-8031

BOE Approved Texts

Maria Cristina Berger & Maddalena Martini: Generation E. Deutsch-sprachige Landeskunde im europaeischen Kontext.

Anna Pilaski, Birgitta Froehlich & Christiane Bolte-Costabiei Entdeckungsreise D-A-CH.

Deutsch Perfekt. Authentic German language magazine for German-language learners.

Closure

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.

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

-

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