

Units 6&7 migratory animals and going green-recycle and Rainforest October-November

Content Area: **World Language**
Course(s): **Generic Course**
Time Period: **2 marking periods**
Length: **6 weeks**
Status: **Published**

Unit Overview

In this unit students will learn about recycling both here and in German speaking countries. Discuss Germany's very specific trash regulations and how it relates to a world wide concern for the environment and fair trade. Germany is a leader in development of environmentally friendly methods of energy. Germany also has a strong ethic about purchasing through fair-trade. Germany looks toward sustainable products and purchasing from countries that show socially equity. The environmental impact Germany has on the world is also evidence by their global effort to help save the Rainforests by using less green house gases. Students will discuss social justice on a global scale as they seek to answer do large countries have a responsibility to lead, support and work toward social equity not just for their own citizens?

Transfer

By the end of this unit Students will be able to independently use their learning to...

1. Listen to, read and speak about recycling, trash and energy and how it relates to the global sustainability
2. Talk and write about rainforests animals and what impacts deforestation has on them
3. Describe what has happened in the past few decades and how Germany helps and we can help through being aware
4. use multiple tenses, past, present
5. to be able to have opinions and discussions about the environment, recycling and sustainability and social equity

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand:

1. how the trash system and recycling system works in Germany
2. how to use multiple verbs in sentences to discuss multiple topics
3. how to identify differences in cultures, how sustainability can work, social equity of property, people and commodities
4. how to use present and past tense in discussion

Essential Questions

Students will keep considering...

1. How can I communicate with others about the value of the environment in the target language?
2. How can I recognize ways that I can help improve my environment locally, regionally or other?
3. What things can I write and talk about that are important to the global discussion?
4. How do the choices my country, other countries and Germany effect us globally?

Application of Knowledge and Skill

Students will know...

Students will know:

1. how to describe the rainforest, habitats, and animals
2. how to differentiate between trash and recycling in the US vs Germany
3. how to express in writing, and spoken form several different topics and details about each

Students will be skilled at...

Students will be skilled at...

1. expressing themselves on contemporary topics
2. knowing how to discuss their opinions and by using facts
3. express the difference between countries focus on recycling, the environment and sustainability
4. comparing cultures
5. creating a detail rich project about an animal in the rainforest

Academic Vocabulary

Target 2 Comprehension

1. describe relationships between recycling and energy, clean sourced energy and the rainforest, deforestation and fair trade
- 2 interpersonal vs personal communication
3. Explain differences or similarities between cultures and approaches to recycling
4. create a flow chart

target 3 level 3 analysis

1. compare and contrast use of clean energy vs traditional forms
2. compare and contrast deforestation with increased demand
3. infer relationship between cultures approach to recycling and clean energy
4. make assessments on how to be more aware and proactive

Target 4 knowledge utilization

1. synthesize previous knowledge with new information and opinions
2. research an endangered rainforest animal and why they are endangered, how to help them, how global warming and deforestation is attributing to their extinction?
3. be able to create questions and answers on diverse topics and themes with details
4. be able to adapt conversations to give an opinion and to remain factual not opinioned

Target 1

Target 2

Target 3

Learning Goal 3

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

Target 1

Target 2

Target 3

Summative Assessment

1. Mid-unit quizzes vocabulary
2. Verbal created in a mini-group discussion to present

3. biography of famous German
3. Cumulative summary
4. mid-unit quiz on tense use and construction

21st Century Life and Careers

CRP.K-12.CRP9.1

CRP.K-12.CRP4.1

CRP.K-12.CRP2.1

CRP.K-12.CRP12.1

Select all applicable standards from the applicable standards

Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

Accommodations/Modifications

- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

- inclusion of social equity and reference to disability and concerns

Unit Resources

1. vocabulary lists
2. teacher activities, along with reader activities
3. screencastify activity
4. Leveled vocabulary and grammar from German in Review text
5. quizlet for vocabulary
6. on-line resources for project

SCORE 4.0

I can:

- discuss concepts using skills obtained in Score 2.0 and 3.0.
- Respond and add detail to questions relative to topics and themes
- apply tenses as needed in conversation or written response to show understanding of topics and themes relative to today's culture
- Use detailed information to give detailed information about a rainforest animal and its expectancy and how recycling and deforestation have an effect

SCORE 3.0

I can analyze and explain:

- the process Germany utilizes from trash to production in order to recycle
- how to create a slides project about a rainforest animal the impact of global warming and deforestation
- the strong incentive of Germany to lead in safe green energy

forms

- the differences in cultures and attitudes about global warming, deforestation, and green energy
- the effects of fair trade and social equity on pricing and production

SCORE 2.0

I can identify and recognize the following:

- to process Germany utilizes from trash collection, to recycling, to production and re-use of materials
- follow a flow chart about the rainforest and its levels
- safe energy forms from traditional industrial sources
- differences in culture on recycling, green energy, and trash collection and global warming

SCORE 1.0

- With help, I have a partial understanding of some simple details and processes I can identify minor complex ideas and processes found in Score 2.0 and Score 3.0 with support

SCORE 0.0

- Even with help, no understanding or skill demonstrated

Interdisciplinary Connections

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.9

Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

SOC.9-12.1.4.2

Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.