

Unit: 4 Migratory People (not Animals) Immigration issues

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **2nd Marking Period**
Length: **2 weeks**
Status: **Published**

Unit Overview

Students will compare the immigration issues going on in the US and Europe. Students will understand and be able to synthesize information of Article 16a which creates more difficulties and limitations for Germany than other European countries for immigration. Students will read about and discuss issues facing countries due to housing, benefits, population and crime with regard to refugees entering countries. Students will look at migratory paths and why people are emigrating from their home countries.

Transfer

Students will be able to independently use their learning to...

compare immigration issues in Europe with the US

to discuss opinions and problem prognosis in target language

read articles and listen to video clips in target language about the immigration issues

determine whether population increases globally are in part due to the migration of peoples

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 that...

the immigration crisis is not only a US problem

article 16a in Germany presents special problems regarding refugee acceptance

unplanned population increase or undocumented population increase levies disproportionate problems on society- housing, food, jobs etc

violent people impose crime issues on constituents

Essential Questions

Students will keep considering...

Why was article 16a brought about and is it important for constitutions to remain intact or change?

Why do indigenous people from other countries want to move to Europe?

Do citizens need to worry about an increase in crime?

Do citizens need to consider the backgrounds of those entering countries?

How do you feed and care for all the people if it is a 15% increase and they don't want to work?

Application of Knowledge and Skill

Students will know...

Students will know...

about article 16a

about issues facing european countries are similar to our own

strategies that are working vs strategies that are not

where refugees are coming from and why

Students will be skilled at...

Students will be skilled at...

inferring meaning from ambiguous material

viewing geographical locations and maps

discussing view points for issues effecting europe regarding refugees

changing or holding onto constitutional articles

Academic Vocabulary

Target 1- Retrieval

1. Identify vocabulary
2. List reasons
3. identify concerns
4. recall countries

Target 2- comprehension

1. Understand why 16a is a positive and a negative
2. explain reasons refugees immigrate and how
3. Explain problems caused by influx of refugees
4. examine immigration as a global issue not regional

target 3 analysis

1. compare and contrast immigration issues in US vs Europe
2. global population concerns
3. European concerns, taxes, jobs, housing, health-care
4. Are certain areas more popular, do refugees come from certain areas?

target 4 knowledge utilization

1. be able to discuss problems in German speaking countries due to refugees
2. be able to discuss changing article 16a
3. discuss what parties embrace the refugees
4. discuss the cost to society for bringing in and increasing the population

Target 1

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. Notes/questions for discussion in target language
3. Socratic Seminar
4. Map and timeline

21st Century Life and Careers

CRP.K-12.CRP12.1

CRP.K-12.CRP9.1

CRP.K-12.CRP10.1

Select all applicable standards from the applicable standards

Formative Assessment and Performance Opportunities

1. "Do Now" activity

2. Exit slips
3. watch and listen to video clips in target language
4. outline and T chart
5. Think-pair-share activities
6. Peer-teaching and mentoring
7. discussion and socratic seminar
8. Question and answer
9. Teacher observation
10. student created maps and timelines

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

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

use of manipulative

- Organization:

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

may add written narrative or summary of discussion

Unit Resources

Interdisciplinary Connections

LA.RH.11-12.3

Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

SCI.HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.