Unit: 3 Going Green Passive Voice Leere Wahlversprechen

Content Area: **World Language**
Course(s): **Generic Course, German III CP**
Time Period: **2nd Marking Period**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In going green students will learn how to re-write and create sentences in the passive voice from active samples. Students will use this form to write about voting rights and promises, environment protection, and safety. Students will create and present their interpretations of candidate promises and actual outcomes using the passive voice. Students will discuss the gentrification of Camden using passive voice to discuss outcomes in a more sophisticated way. Students will create a 30-60 second commerical about the rebuilding potential of Camden. Students will read and discuss a short story by Peter Bichel.

Transfer

By the end of this unit students will be able toindependently use their learning to...:

1. Listen to, read and speak about a variety of topics using the passive voice

2. Talk and write about candidate promises, the environment and safety using the passive.

3. Describe what changes will need to be made to gentrify Camden using passive

4. describe events and main ideas from a story using passive voice

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 grammar tenses work and how to use passive or 3rd person to write about topics

2. how the environment, political party promises, rebuilding and safety are concerns in other countries as in ours

3. more about German speaking countries political atmosphere, society, infrastructure and care

Essential Questions

1. What outcomes do we look for in our political candidates?

2. What elements are important to German speaking countries for the future of the environment?

3. What factors influence how people are perceived?

4. How do societies view safety?

4 What do you do?

5 Should I speak to you formal or informal?

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

Application of Knowledge and Skill

Students will know...

Students will know:

1. how to re-write and write in the passive voice

2. the similarities and differences between the US and German speaking countries views on political outcomes, environment and safety

3. views on family and society

4. some information about policy and infrastructure

Students will be skilled at...

Students will be skilled at...

articulating ideas and thoughts in the passive voice in written and verbal form

comparing the US and German speaking countries on candidate issues and solutions, environment, safety and family values

Academic Vocabulary

Learning Goal 1

Students will learn about candidate issues and solutions to compare and contrast to the US. Students will be able to create discussions about their perceptions of issues facing constiuents and be able to articulate them in writing and verbally using the passive voice. Students will be able to discuss environmental issues, safety and family values in the target language. Students will be able to determine how issues are more global than country based.

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.

WL.7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
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.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.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.B.L.1.b.4	Give reasons.
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.4	Synthesize information found in age - and level - appropriate culturally authentic materials.

Target 2- Comprehension

1. Understand how to construct sentences in the passive voice

2. Passive voice is like 3rd person in English

3. Explain differences or similarities between campaign promises and outcomes

4. Environmental issues as global not regional

Target 3 analysis

1. Compare and contrast campaign promises vs outcomes

2. Global environmental concerns

3. What makes certain family values important

4. Does rebuilding an area make it more valuable what happens to those settled in that area?

Target 4- knowledge utilization

1. See how passive voice can be used to articulate issues facing humanity

2. Research Peter Bischel and his role as a short story writer in Germany

3. Be able to have a response to campaign promises, environmental issues, and rebuilding areas for gentrification

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

Summative Assessment

1. Mid-unit quizzes vocabulary

2. Verbal created emotional response using and demostrating passive voice

3. integration of global, environmental and rebuilding issues in society

4. mid-unit quiz on passive voice construction

21st Century Life and Careers

Select all applicable standards from the applicable standards

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Formative Assessment and Performance Opportunities

1. "Do Now" activity

2. Exit slips

3. Review games

4. Rough drafts

5. Think-pair-share activities

6. Peer-teaching and mentoring

7. Dictation exercises

8. Question and answer

9. Choral response

10. Teacher observation

11. 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 ir or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

Unit Resources

Interdisciplinary Connections

SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.