

# migratory Animals- Die Rolle Zoos fuer Naturschutz und Naturkunde

Content Area: **World Language**  
Course(s): **German IV Honors**  
Time Period: **2nd Marking Period**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview

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In this unit students will learn to decide for themselves based on written text, a statistic, a listening and visual video whether they think Zoos are still elemental for protection, scientific research, and societal enrichment and knowledge.

## Transfer

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By the end of Unit 1 section students will be able to:

1. Listen to, read and speak about themselves, via introductions
2. Talk and write about where they come from
3. Describe how they are and where they come from
4. Describe formal and informal registers
5. Compare German and American culture through formal and informal registers, where they come from and immigration

## MEANING:

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## Understandings

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Students will understand:

1. The similarities and differences between teenagers of German speaking countries (Europe) and those of the United States
2. The similarities and differences of common teenage introductions, social media, and where they come from

## Essential Questions

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1. In what ways do fairy tales reflect back on society?
2. In what ways can reading a story help my understanding of vocabulary and add to my knowledge of the language?
3. How can working in collaborative groups to read and understand a story help me?
4. Do you think that reading stories in your language arts classes hones your skills in English? In what ways can this transfer to the World Language class?

1. What's your name?
2. Where do you come from?
3. How are you?
4. What do you do?
5. Should I speak to you formal or informal?

## APPLICATION OF KNOWLEDGE AND SKILL:

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### Students will know...

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Students will know:

1. how to give information from each source
2. how to rate the value of the sources
3. how to compare the sources

4. interpret the sources
5. Express the similarities and differences of the sources

### **Students will be skilled at...**

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Students will be skilled at:

1. making connections with a variety of materials
2. knowing the difference between scholarly information and PETA information
3. expressing statistical information in the target language
4. comparing the informational material
5. recognizing the correlation of the material

### **Academic Vocabulary**

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vocabulary will be added as unit is developed.

### **Learning Goal**

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In this unit students will learn to decide for themselves based on written text, a statistic, a listening and visual video whether they think Zoos are still elemental for protection, scientific research, and societal enrichment and knowledge.

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.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
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.

### **Target 1 - Level 1 Retrieval**

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SWBAT:

1. Identify vocabulary
  2. List occupations and whether their are male or female
  3. identify articles
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### **Target 2 - Level 2 Comprehension**

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SWBAT:

1. illustrate countries and identify where
  2. diagram and show their understanding of masculine and feminine
  3. Explain differences or similarities between countries
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast typical names and pronunciations
  2. Compare and contrast where people live and come from between German-speaking countries with those of the United States
  3. Categorize how they feel
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### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Read about and research the characteristics of German speaking countries
  2. Research common companies between the US and Germany
  3. be able to have a short conversation using correct formal/informal forms and descriptions
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### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

## **Formative Assessment and Performance Opportunities**

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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

## **Differentiation / Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning

2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. Textbook - reference points
2. teacher created worksheets
3. Writing, audio, and visual representations listed in lesson plans
4. Leveled vocabulary and grammar from web resources
5. Lies mit mir- level 1 reader
6. Beginner's German Reader
7. DW- online news