

# Great Discovery and Invention

Content Area: **World Language**  
Course(s): **German IV Honors**  
Time Period: **2nd Marking Period**  
Length: **2-3 Weeks**  
Status: **Published**

## Unit Overview

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Students will learn about the doctors they have seen in Charite. Students will research the discovery made by German speaking scientists. Students will present in 2-4 minutes and follow with a Q&A segment for each. Students will write an email to a friend to attend a museum exhibit. Students will choose someones presentation and describe it in any essay. using conditional ...if I had....

[https://www.focus.de/wissen/mensch/psychologie/test\\_aid\\_131335.html](https://www.focus.de/wissen/mensch/psychologie/test_aid_131335.html)

## Transfer

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By the end students will be able to:

1. Listen to, read and speak about someone elses discoveries and contribution to society
2. Talk and write an e-mail on an informal level describing an event
3. Describe how they feel about another presentation in the conditional
4. present their information to others
5. show how the discovery has impacted the US

## MEANING:

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## Understandings

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Students will understand:

1. How German medicine was and still is the leader in the world
2. How German scientists were human and people too

## **Essential Questions**

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1. What contributions to society are noteworthy or memorable?
2. Why do certain people or inventions succeed while others fail?
3. What factors contribute to the success of a human being or a product?
4. What factors inspire people to create great works or great inventions?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. how scientists impacted the world
2. how historical figures were human
3. how to critique another presentation in the conditional
4. how to write a friendly e-mail to describe and give information
5. Express themselves in target language

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

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Students will be skilled at:

1. expressing themselves in an informal e-mail
2. knowing how to express themselves to the class
3. expressing how science in Germany has impacted the world
4. writing an essay about a presentation in conditional

## Academic Vocabulary

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few specific words for the science area will be created as we do the unit. conditional constructions will be covered in this unit. informal e-mail phrases, greetings, leave-takings will be used

## Learning Goal

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Students will learn about how German doctors made noteworthy and memorable contributions to the medical world. How inside the medical field religion was not important and how the medical community was very neutral about the growing antisemitism in Germany. Come to learn that Germany was that last country to withhold females from studying medicine. That Switzerland was open to women to study medicine. Want students to recognize the linguistic changes between high German and Berliner dialect. Want students to become more confident in presenting in front of the class. Students will research the discoveries made by German speaking scientists. Writing emails on an informal level to give information about attending an event. Students will become familiar using conditional ...if I had....

Use Documents tab to attach proficiency scale.

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.7	Infer the meaning of some unfamiliar words in some new contexts.
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.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.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.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

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

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SWBAT:

1. Identify vocabulary
  2. List doctors, scientists and contributions
  3. identify informal terms for writing letters/e-mails
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. certain new terms
  2. diagram doctors associated with which vaccine and titer
  3. Explain how scientists can be researchers and still have home lives
  4. write a presentation, an informal e-mail, and an essay
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## **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast the differences between how we see scientists and personal lives
  2. be able to write in conditional form how they would have changed something, or how they would have kept the information similar
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Read about and research German Doctors and scientists
  2. Reserach and compare the difference between views of professional like and personal life
  3. be able to know the difference between professional writing, personal e-mails, and presentational writing
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## **Summative Assessment**

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1. student presentation slides
2. Q&A segment
3. verbal assessment via Q&A
4. informal e-mail
5. essay on presentation in conditional

## **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. web materials
2. library reference materials
3. grammar worksheets
4. Leveled vocabulary and grammar from web sources
6. e-mail template

## 7. Charite episode 6