



Washington Township School



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Student Learning Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

District

Course Title:	German Honors 4
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Grade Level(s):	11-12
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Duration:	<i>Full Year:</i>	x	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	This course is designed for the student who has successfully completed German 3H or has tested into this course upon moving from another school or district. This course is an honors course and includes rigorous interactive, communicative-based approach through the Interpretive, Interpersonal and Presentational modes where students will be listening, speaking, reading and writing in the target language. Students expand their vocabulary related to their daily lives in predictable settings and also explore the target cultures related to themes at the Intermediate Low/ Mid-level and steadily moving towards the Intermediate High level in the ACTFL proficiency guidelines. The six AP themes will serve as the basis for this course as students move toward Advanced Placement courses in German. Students are comparing and contrasting cultures and becoming more aware of global challenges and perspectives using culturally authentic resources.					

Grading Procedures:

The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the Intermediate Mid to the Intermediate High level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.

Grading on report cards is as follows:

40% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)

30% Secondary Assessments (Quizzes, Formative Assessments)

30% Support Assessments (Classwork, Homework, Class Participation, Minor Projects)

	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW
Interpersonal Communication	<p>I can exchange information in spontaneous conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can give some reasons to support my viewpoints.</p>	<p>I can exchange information in spontaneous conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> <p>I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>	<p>I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.</p> <p>I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.</p> <p>I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.</p>
Presentational Speaking	<p>I can present information on concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers</p>	<p>I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</p> <p>I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames</p>	<p>I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.</p> <p>I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.</p>
Presentational Writing	<p>I am able to meet a number of practical writing needs. I can write short, simple compositions, communications and requests for information in loosely connected texts about personal preferences, daily routines, common events, personal</p>	<p>I can write stories about school, community events and personal experiences, using a few short paragraphs, often across various time frames. This includes comparisons, a series of steps, writing a description, writing a series of simple I can write stories about school, community events and personal</p>	<p>I can deliver write & deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.</p>

	Interpretive Listening	<p>I can understand simple, sentence length speech in a variety of basic personal and social contexts</p> <p>I can identify the main idea and key information in short straightforward conversations.</p>	<p>I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions</p>	<p>I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions</p>
	Interpretive Reading	<p>I can understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.</p> <p>I can identify the beginning, middle, end, the main conflict, the main emotion, the motives of the antagonist and the meaning of a refrain in a song.</p>	<p>I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts.</p> <p>This includes understanding the plot, the sequence of events, the characters, the main emotion and some inferences.</p>	<p>I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.</p> <p>I can follow the main story and some supporting detail across major time frames in fictional texts</p>
	Intercultural Communication	<p>In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</p> <p>I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p>	<p>In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</p> <p>I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p>	<p>In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.</p> <p>In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.</p> <p>I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.</p> <p>I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.</p>
<p>The textbook used for this course is <i>Denk Mal</i>, EMC Publishing 2019. The textbook is a resource. The curriculum is the program guide and authentic resources should be used the majority of the time in the target language.</p>				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

NJ World Language Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

NJ World Language Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Washington Township Goal: All Seniors who achieve a level 4 or AP level will pass the Seal of Biliteracy.

Designed by:

Angela C. Bacher

Under the

Rosemarie Armstrong, Supervisor of World Languages/ESL K-12

Written: _____ **July 1, 2019** _____

Revised: _____

BOE Approval: _____

Unit 1 Title: Influence of Language and Culture on Identity
Unit Description: Students explore themes of self-esteem, the role history plays in a cultural identity and famous people who impacted society (minorities/women),
Unit Duration: 4-5 Weeks
Desired Results
Standard(s):

Indicators:**Standard(s): Students enter German Honors 4 at the Intermediate Mid level and are moving toward an**

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives. Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none">• 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.• 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.• 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.• 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.• 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.• 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.• 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<ul style="list-style-type: none">• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.• 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.• 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.• 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

Understandings:

Students will understand that...

Religion has impacted economies and government practices throughout history.

Government systems influence equity and social justice.

Cultural products and practices influence one's identity.

Essential Questions:

What defines our personality?

How does the community view our actions?

How do cultural values affect the way others are perceived?

How do we see our actions affecting the community?

What are the consequences of inaction?

How does religion define us?

How does one determine one's priorities in life?

How are aspects of identity expressed in various situations?

How does one's identity change over time?

How do language and culture influence identity?

How do the diverse ethnicities, geographies, languages and cultures interact to form local, national and regional identities.

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be authentic.
- They should always be engaging.
- Activities should be varied.
- They need to be focused around the unit theme.
- Class/teacher should be 90% in target language

Interpretive:

1. Watch the music video to Wie Ich Bin by Lina- Comment on the artist and how she describes herself and whether or not you disagree with her self assessment and why
2. Watch – Wie ich Bin by Cro. How does Cro describe himself in the video? Why?
3. Look at Brecht poem- Vergnügen- Joys- Read poem to decide- In what did Brecht find joy? Why?

Interpersonal:

1. Interview a classmate to ask them what brings them joy and why? How does this make them unique?
2. Interview a German teenager to find out what is very important to them and why. Ask a classmate the same questions. How does this compare to the answers of the American students?
3. Color Game- Students get different color blocks and have to answer questions about their hopes, their best qualities, and what makes them unique. Students will ask each other follow up questions

Presentational:

1. Bring in an object that has special meaning to you and present to the class.
2. Respond to a Unified Classroom prompt about what makes you unique and what your personal values are
3. Create a survey in which you create questions to ask classmates about what they believe their best qualities to be, what makes them unique, and what brings them joy. Distribute to classmates
4. Create and present an “I am” poster (from No Place for Hate training)

Other Evidence:

Other Evidence:

Pre-Assessment:

Self-reflection: “Can Do” statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on identity

Interpersonal:

- I can ask and answer questions about the role of culture and language on identity
- I can exchange information about events using different time frames.
- I can describe situations and perspectives about ideals and values, explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources..

Presentational:

- I can research, synthesize information and present information about culture, language, and identity, in detail and in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate vocabulary.
- Word Splash Activity - content vocabulary is placed on a board, chart, large paper in a random ‘splash’. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with “Can Do” statements and rubric

Benchmarks:

Create a visual presentation in which you show pictures that represent who you are, what makes you unique, and your personal values. Present to the class, explain the significance of each item/ picture you selected. Ask classmates follow up questions

Write a poem in the style of Brecht's Vergnügen in which you describe things that bring you joy and make you unique

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- Speed dating/ Inside/ Outside Circle- Talk about your best qualities and what makes you unique
- Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations of words having to do with personality, unique qualities, and what brings you joy
- Write positive comments about classmates in German
- Hashtag Summary- Read articles and short stories on issues related to personality, and identity and create a hashtag summary for each section to check for understanding
- Students can record a Flipgrid entry in which they show a picture of themselves that best exemplifies who they are as a person
- Brainstorm and discuss how studying German makes someone stand out and unique from other language learners
- Board Talk- Write a question on the board related to identity and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to identity and personality
- Research background information on Goethe to help understand context of the Vergnügen poem
- Look at Brecht's Vergnügen poem- What are Brecht's joys? What does he take pleasure in? Do you understand Goethe's choices?
- Brainstorm- What are things that bring joy? Discuss- How are these things different based on personal preference? Are there things that more than one person picked? Why do you think that is?
- Respond to writing prompt- What brings you joy?
- Call Google Voice and talk about what makes you unique and special
- Watch music videos by Cro and Lina- Wie ich bin – Note what each artist says about him/herself How are they the same? How are they different? Record answers based on what you see, and then discuss with a classmate
- Brainstorm- What do you associate with the German language
- Create a survey about joys and personal qualities. Share with a classmate
- Look at pictures of various famous Germans (known and unknown). Hypothesize about what makes them unique, what their personal values are, etc. Look up information about them to see if it matches your guess.
- Review vocabulary and grammar with Quizizz, Quizlet Live, Kahoot, and Gimkit
- P. 43- Answer the questions about what makes people happy. Compare your answers with those of a classmate
- Watch short film- Die Klärung eines Sachverhalts- How did personal values differ in the DDR
- Check for comprehension of the film with questions on p. 46
- P. 47- Ex. 6-7- If you were in the situation of the people in the film, would you react differently? Why or why not? What factors did culture play?
- Review use of the dative and genitive cases pp. 50-51. Use to enrich language used to describe self and others, and what is important to them
- Use prepositions to add depth and variety to discussions about personal values, and personality traits (pp. 54-55)
- Discuss with a partner what your answers to the questions on p. 56 about your preferences
- Review the formation of the Perfekt tense pp. 58-59- Use to compare how you used to be to how you are now
- P. 67- Complete pre reading activities about the short excerpt- Geschäftstarnungen, and pay special attention to the cultural background of the author. How does this impact him and how he writes?
- P. 68- 69- Read Geschäftstarnung- Examine the cultural background of the main character and his friend. How does this impact who they are?
- P. 70- Check for comprehension with ex. 1-3
- P. 71- Answer questions about the cultural background of the people in the story and how their background impacted their beliefs and choices
- Unified Classroom prompt- How does culture impact how you are and what is important to you? Why?
- Call Google Voice and talk about how you believe your cultural background impacts who you are
- Create an I AM poster (from our No Place For Hate discussions) giving a statement of who you are, but refuting a stereotype

- Resources:

iCulture

[My Languages - Grammar Guides and Short Vocabulary quizzes](#)

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)

[Poll Everywhere](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Project Gutenberg – hundreds of German online texts available](#)

[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Sesamestrasse Sesame Street videos in German](#)

[Shelby County Schools World Languages](#)

[The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom \(Martina Bex\)](#)

[Today's Meet – Create Chat Rooms](#)

[Tongue Twisters – collection of German Zungenbrecher / tongue twisters](#)

[Voice Thread](#)

[Word Reference](#) Online German dictionary

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

[Deutschdrang.com](#)

[Nthuleen.com](#)

[Islcollective.de](#)

[Goethe.de](#)

[Blindekuh.de](#)

[Youtube.com](#)

[YouTube.de](#)

[Vispo.com/teleporter](#)

[Swissworld.org](#)

[Austria.de](#)

[www.audio-lingua.eu](#)

[www.mamalisa.de](#)

News, Infographics, and Videos

[www.deutschewelle.de](#)

[www.neuneinhalb.wdr.de](#)

[www.wdrmaus.de](#)

<https://www.cartoonland.de/>

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.de](#)

<https://www.jetzt.de/>

[www.news4kids.de](#)

[www.de.stastica.com/themen](#)

[www.bpb.de](#)

[www.ard.de](#)

[www.zdf.de](#)

[www.wdr.de](#)

[www.tivi.de](#)

[www.tagesschau.de](#)

[www.wetter.de](#)

[www.medi-kids.de](#)

[www.spiegel.de](#)

[www.stern.de](#)

Pixi Wissen TV- videos on youtube.com

Online Activities

[BBC Languages](#)

[Kahoot](#)

[Lingt – Create speaking exercises for your students](#)

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

[Quizizz](#)

[Twister \(Fake Twitter\)](#)

[Vocaroo – Voice Recording Device](#)

Presentation Software

[Blogger - Blog](#)

[Book Creator \(for writing stories and or essays\)](#)

[Borer Cartoons – cartoons, clipart, comic strips and puzzles](#)

[Breuer Comics – daily comics by topic](#)

[Cartoon Box blank children's book pages / write original dialogue / thematic](#)

[Comics Build up to 9 panels in any language / save and edit](#)

[Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive](#)

[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[Flags – coloring book of flags](#)

[Fotobabble – Share and Narrate Pictures](#)

[Fakebook](#)

[Glogster](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt – Create Speaking Exercises For Your Students](#)

[Padlet](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Prezi](#)

[SeeSaw – Digital Portfolio](#)

[Storify](#)

[Storyboard That - Create Stories](#)

[Today's Meet – Create Chat Rooms](#)

[Twitter](#)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

4.0	Students will be able to: <ul style="list-style-type: none"> Study a famous woman or minority from German history- Create a multi media presentation in which you examine what makes them unique, what their personal values are, and what role their gender had in determining their identity
3.0	Students will be able to: <ul style="list-style-type: none"> Talk about your view of who you are, and why you are unique Talk about what brings you joy and why Examine what factors contribute to cultural identity Talk about cause and effect Predict outcome based on events Compare and contrast cultural differences
2.0	Students will be able to: <ul style="list-style-type: none"> Identify personality traits Ask and respond to factual information about personality, hopes, and values Identify differences between different types of values Synthesize information found in culturally authentic materials Use German to paraphrase language you have read or heard Infer the meaning of unknown words Recall what you have done or heard Talk about what you would do Give your opinion Compare and contrast
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> research and discuss cultural issues/perspectives in more depth; pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; create original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme or having a futuristic twist; be held accountable for additional listening comprehension tasks;
Struggling Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> research and discuss cultural issues/perspectives in more depth;

	<ul style="list-style-type: none"> • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural themes • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Alignment of the National Standards for Learning Languages to the CCSS:

http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

[Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.](#)

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLSS-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLSS-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

Indicators: <https://www.nj.gov/education/cccs/2020/2020%20NJSLSS-CLKS.pdf>

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLSS-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Unit 2 Title: Families in Different Societies

Unit Description:

Students will compare and contrast family and family units. They will discuss how family values impact multi-culturalism, holidays/customs in the target culture, and how the role of family members differs based on cultural values and ideals.

Unit Duration: 4 weeks

Desired Results

Standard(s):

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts. Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives. Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <ul style="list-style-type: none"> • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the

Understandings:

Students will understand that...

Family units consist of multiple generations in other countries.

The educational system reflects society and its culture.

Gender roles/constraints vary by country.

Community involvement and altruism varies by country and socioeconomic factors.

Essential Questions:

What constitutes a family?

How do individuals contribute to the well-being of communities?

How do the roles that families and communities assume differ in societies around the world?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be authentic.
- They should always be engaging.
- Activities should be varied.
- They need to be focused around the unit theme.
- Class/teacher should be 90% in target language

Interpretive:

1. Students will look at infographics about the roles of various family members, and compare to statistic from US families. Create a Venn Diagram comparing and contrasting the roles
2. Watch video- Outsourcing. Note the roles of each family member in the film, and whether they have traditional or non traditional family roles, and what makes you think this
3. Watch film *Jenseits der Stille* and note the role of each family member in Lara's family. Respond, based on what you see, to whether Lara has a traditional or non traditional family

Interpersonal:

1. Students interview a German student or adult to find out how the role of each family member in their family. How is that similar or different to the roles of each family member in your own family? What role do you think culture plays?
2. Speed Dating- Interview a classmate about his or her family, report back to the class saying what the similarities and differences between their family and your own, noting the roles each family member takes
3. Look at pictures of German families, and decide if the family is typical or not typical, giving your opinion why

Presentational:

1. Students will write Dear Abby (Liebe Helga!) letters in which they pretend to be a character from *Jenseits der Stille*, and express a problem they are facing. Students will respond in the point of view of one of the other characters from the film.
2. Write a response to the prompt- What defines a family? Why do you think this? (PowerSchool Unified Classroom Prompt)
3. Write a response to a prompt about the role of each family member in *Outsourcing*. Are their roles exaggerated? Do the family members represent a typical or untypical family
4. Create a survey in which you ask people about the type of family they have, and what the roles of each family member are. Include details with as many questions as possible

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on family topics..

Interpersonal:

- I can ask and answer questions about family roles and cultural aspects of family life.
- I can exchange information about events using different time frames.
- I can describe family situations/family events/gender roles, etc. that I like and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources..

Presentational:

- I can research, synthesize information and present information about family life making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate vocabulary.
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Create a multi media rich presentation in which you define what you believe constitutes a family and why, identify the roles of each member of your family, and then explain whether you believe your family to be traditional or non traditional, and why

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics

<i>Assessing Performance</i>	<i>Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

- Speed dating/ Inside/ Outside Circle- Talk about your family, traditions in your family, and compare and contrast to what your classmate says. Report findings back to class
 - Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations for words having to do with family
 - Watch *Jenseits der Stille*, noting the role family plays in the film
 - Write a "Liebe Helga" letter in which you describe a problem one of the characters from *Jenseits der Stille* is facing. Answer in the point of view from one of the other characters from the film
 - Hashtag summaries- Create hashtags on issues related to the family and create a hashtag summary for each section to check for understanding
 - Create a Venn Diagram in which you compare and contrast what you believe to be a traditional or non traditional family. Is this definition the same in German and US culture? Explain
 - Look at pictures of various German families from movies, tv, and popular culture. Make up stories about each member of the family, in which you describe what role you feel each family member has
 - Create a Word Wall with vocabulary and ideas relating to family and the definition of family
 - Brainstorm- What defines a traditional family? What defines a non-traditional family? Write down and discuss answers as a class
 - P. 11- Look at the pictures of the various family members in *Outsourcing* How do you think each family member will act in the film?
 - Check comprehension on what you see and hear in *Outsourcing* by completing comprehension exercises on p. 10
 - Respond to written prompt- about what value you place on having a family with traditional roles and how that compares to the characters in the short film p. 11
 - How does the movie play out? Continue the story in the point of view of one of the characters. P. 11
 - P. 5- Ex. 1-3 Use vocabulary in context to describe different members of the family
 - P. 7, Ex. 4- Look at the pictures and foreshadow what you believe will happen in the short film, *Outsourcing*
 - Pp. 12-13 Read about Germans in America and note how Germans in the region had an effect on the culture of the region
 - Pp. 14-15- Review word order to ask questions about family
 - Pp. 16-17- Complete exercises to be able to ask others about themselves and their family backgrounds
 - P. 17- Ex. 1- Ask a partner the questions about his family. After two minutes, switch partners and go to a new one to ask the same questions
 - Create a survey in which you ask people about the roles each family member has. Report back to the class
 - P. 21- Look at the two pictures, and talk with a partner about the type of relationship the people in the pictures have, and what makes you believe this
 - Review adjectives and adjective endings to describe your family and the family of others (Review from German 3 Honors).
 - Look at the pictures on p. 23, Ex. 5- Describe the family and the type of relationship you believe the family members have with one another
 - P. 26- Look at the email Sabine wrote to her parents about her exchange year, and her feelings for a boy she met. Read the email and check for comprehension
 - Review proper structure for an email, and then write a response to Sabine, giving her parental advice on how to handle her feelings for the boy (p. 26)
 - Look at pre-reading activities on p. 31. Read the information on the author of Ersatzbruder, and discuss what role you think her cultural background plays in her writing
 - P. 31- Answer prereading questions about what you think it implies to have an "Ersatzbruder" (substitute brother)
 - Read Ersatzbruder and check for comprehension (pp. 32-33)
 - Answer comprehension check questions about the story on p. 34
 - P. 35- Discuss in groups how you would react to a new family member and some of the problems that might cause
 - Review vocabulary and grammar with Quizlet Live, Gimkit, Quizizz, and Kahoot
 - Listen to Germans being interviewed about the role each person has in their family and note what you hear
 - Complete online Supersite activities that go with the theme- Family
- Review grammar and vocabulary from German 3 Honors as necessary

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
www.vistahigherlearning.com

[My Languages - Grammar Guides and Short Vocabulary quizzes](#)

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)

[Poll Everywhere](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Project Gutenberg – hundreds of German online texts available](#)

[Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project](#)

[Read, Write, Think – Awesome Resources \(need to be modified for language taught\)](#)

[Scholastic](#)

[Sesamestrasse Sesame Street videos in German](#)

[Shelby County Schools World Languages](#)

[The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom \(Martina Bex\)](#)

[Today's Meet – Create Chat Rooms](#)

[Tongue Twisters – collection of German Zungenbrecher / tongue twisters](#)

[Voice Thread](#)

[Word Reference Online German dictionary](#)

[World Language Classroom – Resources and Activities](#)

[World Stories – Stories From Around The World](#)

[Yabla](#)

[Deutschdrang.com](#)

[Nthuleen.com](#)

[Islcollective.de](#)

[Goethe.de](#)

[Blindekuh.de](#)

[Youtube.com](#)

[YouTube.de](#)

[Vispo.com/teleporter](#)

[Swissworld.org](#)

[Austria.de](#)

[www.audio-lingua.eu](#)

[www.mamalisa.de](#)

News, Infographics, and Videos

[www.deutschewelle.de](#)

[www.neuneinhalb.wdr.de](#)

[www.wdrmaus.de](#)

[https://www.cartoonland.de/](#)

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.de](#)

[https://www.jetzt.de/](#)

[www.news4kids.de](#)

[www.de.stastica.com/themen](#)

[www.bpb.de](#)

[www.ard.de](#)

[www.zdf.de](#)

[www.wdr.de](#)

[www tivi.de](#)

[www.tagesschau.de](#)

[www.wetter.de](#)

[www.medi-kids.de](#)

[www.spiegel.de](#)

[www.stern.de](#)

Pixi Wissen TV- videos on youtube.com

Online Activities

[BBC Languages](#)

[Kahoot](#)

[iCulture](#)

[Lingt – Create speaking exercises for your students](#)

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

[Quizizz](#)

Presentation Software

[Blogger - Blog](#)

[Book Creator \(for writing stories and or essays\)](#)

[Borer Cartoons – cartoons, clipart, comic strips and puzzles](#)

[Breuer Comics – daily comics by topic](#)

[Cartoon Box blank children's book pages / write original dialogue / thematic](#)

[Comics Build up to 9 panels in any language / save and edit](#)

[Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive](#)

[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[Flags – coloring book of flags](#)

[Fotobabble – Share and Narrate Pictures](#)

[Fakebook](#)

[Glogster](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt – Create Speaking Exercises For Your Students](#)

[Padlet](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Prezi](#)

[SeeSaw – Digital Portfolio](#)

[Storify](#)

[Storyboard That - Create Stories](#)

[Today's Meet – Create Chat Rooms](#)

[Twitter](#)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

4.0	Students will be able to: <ul style="list-style-type: none"> - Interview Germans of multiple age groups, and determine how the idea of family and having a traditional family has changed over the years. Compile findings in a multi media rich presentation to share with native speaking audiences
3.0	Students will be able to: <ul style="list-style-type: none"> • Talk about the family and describe members of the family in great detail • Talk about family roles within the family • Talk about cause and effect • Predict outcome based on events • Compare and contrast cultural differences
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify members of the family and extended family • Ask and respond to factual information about their family, and other families • Identify differences between different types of family structures • Synthesize information found in culturally authentic materials • Use German to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks; • create experiences and performances that reflect the results of research, interviews, or surveys in the target language; • writing editorials, letters, etc., to target language newspapers in the United States; e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines; give assignments involving more sophisticated computer research and reporting
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Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) • Rephrase and restate instructions
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Alignment of the National Standards for Learning Languages to the CCSS:

http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

[Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.](#)

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Unit 3 Title: How Science & Technology Affect Our Lives**Unit Description:**

Students will explore the impact of different forms media, current events in the target culture, Nomophobia (physical reactions to not knowing where your cell phone is), artificial intelligence, electric cars, scientific projects/inventions and holistic/alternative medicine as they impact the target culture and society at large.

Unit Duration: 4-5 weeks**Desired Results**

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Understandings:

Students will understand that...

Lack of or access to technology impact people in many countries.

The ethical component in scientific discovery varies by the country/religious framework in the constitutions/laws.

The rapid advances of technology have impacted the social/emotional well-being of individuals.

Essential Questions:

How do developments in science and technology affect our lives?

What factors have driven innovation and discovery?

What role does ethics play in scientific advancement?

What are the consequences of technological and scientific progress?

What constraints, if any, should be put on technological and scientific development?

Should individuals or the state be responsible for regulating progress in science and technology?

How can technology impact learning and social values today?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in **target language**

Interpretive:

1. Watch- the short film- *Elsas Geburtstag* and answer questions about how the role of media in the father's life impacts his relationship with his daughter
2. Look at infographics on how Germans consume media, and answer questions
3. Answer questions on classmates' surveys about which invention would best improve your life
4. Listen to interviews from various Germans about their consumption of media and answer questions

Interpersonal:

1. Interview a German teenager to find out they consume various types of media (film, music, tv, etc)
2. Discuss with a partner how you would improve an existing invention
3. Debate with a classmate what changes in media/ technology need to be made in the IMC
4. Ask a classmate- How important is having a car to you? Why?

Presentational:

1. Unified Classroom Written Prompt- How do you consume media? Why? Are you different than your classmates?
2. Create a survey in which you ask classmates how and how often they consume various types of media
3. Write a short email to Mr. Strout in which you give recommendations about what changes need to be made in media and technology in the IMC
4. Create a survey in which you ask classmates what type of product/ invention they wish they could have to help them improve their lives

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on media and technology topics..

Interpersonal:

- I can ask and answer questions about the role of technology and different forms of media, various inventions, and the role of science and technology in every day life.
- I can exchange information about events using different time frames.
- I can describe situations with social media, and its effects, as well as the role of scientific development in society, and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources..

Presentational:

- I can research, synthesize information and present information about ,medical advancements, technology, and social media, making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate vocabulary.
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Work with a group to either create a new invention, or an improvement to an existing invention. Explain to the class what your product is, how your product works, and why the product is worth purchasing. Use various types of conjunctions to enhance your presentation. Answer classmates' questions about the product. After each group has presented, give a written response saying which product you would buy, and why

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics

<i>Assessing Performance</i>	<i>Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Activities:

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

- Speed dating/ Inside/ Outside Circle- Talk about your relationship and consumption to all forms of media, and compare and contrast to what your classmate says. Report findings back to class
- Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations for words having to do with media and inventions
- Hashtag Summary- Read articles and short stories on issues related to the family and create a hashtag summary for each section to check for understanding
- Use Kahoot, Quizlet, Quizizz, and Gimkit to review vocabulary and grammar to go with unit
- Create a Venn Diagram in which you compare and contrast the consumption of media in German culture to that the US culture.
- Read and discuss the infographics about the consumption of media by young people in Germany
- Board Talk- Write a question on the board related to media and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to media
- Respond to Unified Classroom prompt- How and how often do you consume various forms of media?
- Review Level 3 vocabulary as needed
- Complete online *Denk Mal Supersite* exercises
- Listen to various Germans being interviewed talk about how and how often they consume media
- P.77- Complete the survey about your consumption of media
- P.77 Ex. 1-2 – Use vocabulary in context to describe different types of media
- P. 78, Ex. 1-2- Use vocabulary in context to describe the difficulties of being consumed by too much media (as the father in the short film *Elsas Geburtstag*)
- P. 82, Answer comprehension questions as you watch *Elsas Geburtstag*
- Post viewing activity- Discuss with a classmate- has technology and media hurt the family? Do people spend less time with their family as a result of these?
- Compile answers from class discussion and write a response to the prompt- Have technology and advancements caused people to spend less times with their families?
- Review formation of the Simple Past Tense. Pp. 87-88
- Use the simple past tense to look at the two pictures, and discuss how life was before the various technologies not shown the first picture, but present in the second
- Review use and sentence structure of sentences with subordinating, coordinating, and adverbial conjunctions (pp. 89-90)
- Use conjunctions in context to describe how you and others consume media pp. 92-93
- Look at the infographic about media consumption p. 98, and answer questions
- P. 98- Based on the infographic, write parents a short letter in which you convince them that their children should spend less time watching tv
- P. 99- Use vocabulary in context to discuss how you and others consume your news
- P. 253- Use vocabulary in context to understand the history of the creation of the automobile
- P. 253- Look at the picture of the old fashioned car, and discuss with a partner how the look has changed over the years
- P. 254- 255- Read Baden Württemberg- Land des Autos- about the creation of the car, the inventors, and the role the state of Baden Württemberg played
- P. 256- Check for understanding- Answer questions based on what you read, ex. 1
- P. 256, Ex. 2- Look at the quote about the German relationship to the automobile. Discuss your answers with a classmate
- P. 256, Ex. 3- Create a skit in which you illustrate how people of the future react to “modern technology” of today.

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
www.vistahigherlearning.com
www.aatg.org; ACTFL.org
[World Culture Encyclopedia](#)
[123 Teach Me – All Types of Resources \(featuring free and pay-to-use sources\)](#)
[CARLA](#)

[My Languages - Grammar Guides and Short Vocabulary quizzes](#)

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)

[Poll Everywhere](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Project Gutenberg – hundreds of German online texts available](#)

[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Sesamestrasse Sesame Street videos in German](#)

[Shelby County Schools World Languages](#)

[The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom \(Martina Bex\)](#)

[Today's Meet – Create Chat Rooms](#)

[Tongue Twisters – collection of German Zungenbrecher / tongue twisters](#)

[Voice Thread](#)

[Word Reference](#) Online German dictionary

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

[Deutschdrang.com](#)

[Nthuleen.com](#)

[Islcollective.de](#)

[Goethe.de](#)

[Blindekuh.de](#)

[Youtube.com](#)

[YouTube.de](#)

[Vispo.com/teleporter](#)

[Swissworld.org](#)

[Austria.de](#)

[www.audio-lingua.eu](#)

[www.mamalisa.de](#)

News, Infographics, and Videos

[www.deutschewelle.de](#)

[iCulture](#)

[www.neuneinhalb.wdr.de](#)

[www.wdrmaus.de](#)

<https://www.cartoonland.de/>

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.de](#)

<https://www.jetzt.de/>

[www.news4kids.de](#)

[www.de.stastica.com/themen](#)

[www.bpb.de](#)

[www.ard.de](#)

[www.zdf.de](#)

[www.wdr.de](#)

[www.tivi.de](#)

[www.tagesschau.de](#)

[www.wetter.de](#)

[www.medi-kids.de](#)

[www.spiegel.de](#)

[www.stern.de](#)

Pixi Wissen TV- videos on youtube.com

Online Activities

[BBC Languages](#)

[Kahoot](#)

[Lingt – Create speaking exercises for your students](#)

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

[Quizizz](#)

Twister (Fake Twitter)

Presentation Software

[Blogger - Blog](#)

[Book Creator \(for writing stories and or essays\)](#)

[Borer Cartoons – cartoons, clipart, comic strips and puzzles](#)

[Breuer Comics – daily comics by topic](#)

[Cartoon Box blank children's book pages / write original dialogue / thematic](#)

[Comics Build up to 9 panels in any language / save and edit](#)

[Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive](#)

[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[Flags – coloring book of flags](#)

[Fotobabble – Share and Narrate Pictures](#)

[Fakebook](#)

[Glogster](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt – Create Speaking Exercises For Your Students](#)

[Padlet](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Prezi](#)

[SeeSaw – Digital Portfolio](#)

[Storify](#)

[Storyboard That - Create Stories](#)

[Today's Meet – Create Chat Rooms](#)

[Twitter](#)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture

4.0	Students will be able to: <ul style="list-style-type: none"> Create a multi-media presentation exploring the positive and negative effects on society that are as a result of how we consume our media (Netflix, social media, etc.)
3.0	Students will be able to: <ul style="list-style-type: none"> Talk about the how people consume their media Talk about cause and effects Predict outcome based on events Compare and contrast cultural differences on views on how media is consumed by us as a society Synthesize information found in websites, podcasts, and articles about media consumption, scientific discovery, and technology
2.0	Students will be able to: <ul style="list-style-type: none"> Identify media terms Identify terms about scientific discoveries and social media Use various types of conjunctions Ask and respond to factual information about media and technology Identify differences between different types of media Synthesize information found in culturally authentic materials Use German to paraphrase language you have read or heard Infer the meaning of unknown words Recall what you have done or heard Talk about what you would do Give your opinion Compare and contrast
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> research and discuss cultural issues/perspectives in more depth; pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; create original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme or having a futuristic twist; be held accountable for additional listening comprehension tasks;
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Struggling Learners	https://www.nj.gov/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Alignment of the National Standards for Learning Languages to the CCSS:

http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

[Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.](#)

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Unit 4 Title: **Global Challenges: Factors that Affect Quality of Life/Environment, Political and Social Challenges**

Unit Description:

Students will explore unemployment, poverty, educational trends, government initiatives that impact family/family units. The issues regarding refugees/immigration; migrant workers will be discussed as to how they impact the economy. Environmental concerns and impact on individuals and economies is explored. Students explore/compare/contrast the influence of the history within a country and its impact on the world. (War/Peace)

Unit Duration: 5-6 Weeks

Desired Results

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

Understandings:

Students will understand that...

Historical events impact societal viewpoints and cultural values.

Immigration and employment practices affect the socioeconomic conditions of a region.

The environment is a global issue for each country.

Essential Questions:

What environment, political and social issues pose challenges to societies throughout the world?

What are the origins of these issues?

What are possible solutions/challenges to those issues?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in **target language**

Interpretive:

1. Watch edpuzzle videos on the problems various communities in Germany are facing. Take notes and be prepared to discuss your findings
2. Watch Schwarzfahrer- and discuss how the elderly passenger treated the immigrant. Is this a common problem?
3. Watch short film- Bjoern and answer questions about how foreign workers are treated in the German work force
4. Look at infographics showing the education immigrant children receive in Germany. Do they receive the same opportunities as everyone else?

Interpersonal:

1. Interview a classmate to find out what factors are important to them when choosing where to study and live after high school and why
2. Ask a classmate what issues they feel are the most taxing to their communities and their country. Report findings to class
3. Interview a German teenager over Skype to find out what issues they believe to be the most pressing that they and their community are facing

Presentational:

1. Write a letter to Mr. Strout in which you outline issues you express the positives and negatives about factors that contribute to our school climate
2. PowerSchool Unified Classroom written response- What do you feel the biggest issue facing our community is? How might you solve that issue?
3. What advice would you give to an immigrant getting ready to move to the US? – Write a response

Other Evidence:

Other Evidence:

Pre-Assessment:

Self-reflection: “Can Do” statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on improving living conditions in different towns, issues that communities face, and similar topics..

Interpersonal:]

- I can ask and answer questions about different issues communities face and why .
- I can exchange information about events using different time frames.
- I can describe situations with community issues, global and local challenges, and factors that impact every day life. recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources..

Presentational:

- I can research, synthesize information and present information about factors that affect every day life, and global, environmental, and political challenges making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate vocabulary.
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random ‘splash’. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component

Benchmarks:

Create a PowerPoint OR Multi Media Presentation in which you outline factors that contribute to the make up of our school climate, what you find good, and what you believe to be a challenge and why. Then offer solutions to the school climate issues you addressed. Be prepared to answer questions

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance</i>	<i>Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Learning Activities:

- Speed dating/ Inside/ Outside Circle- Talk about what is important to you when you select a school to study at and why
- Create a dictionary for German language learners in which you explain vocabulary having to do with finding a job, education, and factors that impact the quality of life where you live
- Teleporter- Look at the locations shown on the online Teleporter- What problems do the people face who live in these places? What factors do you think impact daily life there?
- Word Wall- What factors affect quality of life? Why- Write words down and then discuss answers as a class
- Complete online *Denk Mal* activities
- Review vocabulary and grammar with Quizlet, Quizizz, Kahoot, and Gimkit
- Review how to correctly formulate an email (review structure with greeting, closing, and body)
- Write a letter to the mayor in which you describe what you feel the biggest issue faced by the people of Washington Twp. Is
- Write a letter to Mr. Strout, in which you ask to meet with him concerning the School culture and climate at Washington Twp.
- Brainstorm factors that contribute to the make up of a community
- Brainstorm factors that make up the school climate and culture at Washington Twp.
- Power School Unified Classroom prompt- What role does education play in affecting your quality of life and why?
- Review the German education system- Is the system fair to students of all socio- economic standings? Why? – Discuss as a group
- Look at and discuss infographics discussing the statistics of what types of school (Hauptschule, Realschule, or Gymnasium) the most immigrant children/ and children of lower socio-economic status visit. – Is there a disproportionate number of students visiting one type of school? Why do you think that is?
- Watch Schwarzfahrer and discuss the reaction of the elderly passenger. Is her reaction exaggerated?
- Write a response to the prompt- Do you believe immigrants face issues like that shown in Schwarzfahrer? Why or why not?
- Call Google Voice and respond to the prompt- How does education affect quality of life?
- Research various universities in Germany- Where might you like to study and why? What questions would you have for the Head of Admissions there?
- Watch short film- Bjoern. And note the different experiences each person has being detained at the police station. How do their experiences differ based on their gender, appearance, and ethnicity?
- Answer comprehension questions on p. 120
- Write a written response to the questions on p. 121- How might you react if you heard a police officer dealing with someone of a different ethnicity differently?
- P. 126- Talk with a partner about your future education plans, and how they will affect and change your life
- Pp. 127-128- Review correct adjective endings in all four cases to describe the issues faced in different areas in more detail
- Pp. 48-49- Read the passage on the city-state- Berlin. How has it changed over time?
- P. 49- Look up how Potsdamer Platz is now used as a meeting ground for several types of protests. Why is that? Discuss with a classmate
- P. 63- Complete pre-reading activities on Berlin- Multikulturell seit Jahrhunderte
- Discuss as a group- Do you think our school and our community celebrate multiculturalism? Why or Why not?
- Read Berlin- Multikulturell seit Jahrhunderte pp. 64-65- Discuss – What role does multiculturalism play in Berlin?
- P. 66- Complete comprehension questions on Berlin
- Watch a video on multiculturalism in Berlin and answer questions
- Research the history of immigration in Germany. What are some reasons people choose to go there?
- Discuss- Why did Germany receive the highest amount of refugees during the refugee crisis of 2015-2016? How do Germans feel about this?
- How has the influx of immigrants affected culture and politics in Germany?- Find short articles on deutschewelle.de that address this topic
- P. 269- Discuss what it means for you to feel safe, and what you need to feel safe
- P. 269- How much of a role should the government play in the everyday life of people? Debate as a class
- What is the German view of the role of government in the everyday life of citizens? Look at infographics and compare German responses to the responses of those in the class
- Watch the short film- Gefaehrder about a political terrorist from Berlin. Why did he act out?
- Complete comprehension questions from short film on p. 272
- Write a response on Unified Classroom- Do you think politicians should be able to collect data on you in the name of safety? Why or why not?
- Debate responses as a class
- Pp. 266-267- Use vocabulary in context to talk about rights of citizens and political activism
- From a selected list of German cities- Look up information on the topic of “multiculturalism” in that city. What percent of the population is made up of immigrants? What about the town shows evidence of multiculturalism?

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
www.vistahigherlearning.com
www.aatg.org; ACTFL.org
[World Culture Encyclopedia](#)
[123 Teach Me – All Types of Resources \(featuring free and pay-to-use sources\)](#)
[CARLA](#)

[My Languages - Grammar Guides and Short Vocabulary quizzes](#)

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)

[Poll Everywhere](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Project Gutenberg – hundreds of German online texts available](#)

[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Sesamestrasse Sesame Street videos in German](#)

[Shelby County Schools World Languages](#)

[The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom \(Martina Bex\)](#)

[Today's Meet – Create Chat Rooms](#)

[Tongue Twisters – collection of German Zungenbrecher / tongue twisters](#)

[Voice Thread](#)

[Word Reference](#) Online German dictionary

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

[Deutschdrang.com](#)

[Nthuleen.com](#)

[Islcollective.de](#)

[Goethe.de](#)

[Blindekuh.de](#)

[Youtube.com](#)

[YouTube.de](#)

[Vispo.com/teleporter](#)

[Swissworld.org](#)

[Austria.de](#)

[www.audio-lingua.eu](#)

[www.mamalisa.de](#)

News, Infographics, and Videos

[www.deutschewelle.de](#)

[www.neuneinhalb.wdr.de](#)

[www.wdrmaus.de](#)

<https://www.cartoonland.de/>

[www.clixmix.de](#)

[www.kaleidos.de](#)

[www.internet-abc.de](#)

<https://www.jetzt.de/>

[www.news4kids.de](#)

[www.de.stastica.com/themen](#)

[www.bpb.de](#)

[www.ard.de](#)

[www.zdf.de](#)

[www.wdr.de](#)

[www.tivi.de](#)

[www.tagesschau.de](#)

[www.wetter.de](#)

[www.medi-kids.de](#)

[www.spiegel.de](#)

[www.stern.de](#)

Pixi Wissen TV- videos on youtube.com

Online Activities

[BBC Languages](#)

[ICulture](#)

[Kahoot](#)

[Lingt – Create speaking exercises for your students](#)

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Yabla](#)

[Quizizz](#)

[Twister \(Fake Twitter\)](#)

Presentation Software

[Blogger - Blog](#)

[Book Creator \(for writing stories and or essays\)](#)

[Borer Cartoons – cartoons, clipart, comic strips and puzzles](#)

[Breuer Comics – daily comics by topic](#)

[Cartoon Box blank children's book pages / write original dialogue / thematic](#)

[Comics Build up to 9 panels in any language / save and edit](#)

[Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive](#)

[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[Flags – coloring book of flags](#)

[Fotobabble – Share and Narrate Pictures](#)

[Fakebook](#)

[Glogster](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt – Create Speaking Exercises For Your Students](#)

[Padlet](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Prezi](#)

[SeeSaw – Digital Portfolio](#)

[Storify](#)

[Storyboard That - Create Stories](#)

[Today's Meet – Create Chat Rooms](#)

[Twitter](#)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a presentation in which you offer solutions to make a city in Germany embrace multi culturalism more. What steps should it take to be more inclusive? •
3.0	Students will be able to: <ul style="list-style-type: none"> • Discuss/explain and compare political and social issues • Explain how immigration effects the culture of a town and the country • Provide viewpoints/discussion using cause and effect • Predict outcomes based on events • Compare and contrast cultural differences
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify social and political terms • Identify factors that led to the influx in Turkish/Middle Eastern Immigration in Germany • Identify terms having to do with immigration and politics (dealing with these topics) • Ask and respond to factual information about what you do for to improve climate and be more inclusive • Give advice • Identify differences between the Turkish "Gastarbeiter" immigration time period, and the recent spike in immigration to Germany • Synthesize information found in culturally authentic materials • Use German to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;
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Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> Adapt the text based on language needs Create a bilingual dictionary in German and native language with a running list of vocabulary Create graphic organizers and charts Create notecards to assist in learning vocabulary Give extended time on Interpretive assignments Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ELA / WL Alignment

Alignment of the National Standards for Learning Languages to the CCSS:

http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage

Unit 5 Title: Influences of Beauty and Art

Unit Description:

Students compare and contrast artistic styles, explore nuances of poetry, and discuss films in the target culture and how all these impact our society. Architecture and musical influences are discussed and investigated.

Unit Duration: 5-6 weeks

Desired Results

Indicators:

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none">• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.• 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.• 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.• 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).• 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none">• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.• 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.• 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.• 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)• 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.• 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none">• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.• 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.• 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.• 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.• 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.• 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Understandings:

Students will understand that...

Culture influences the concept of beauty.

Cultural practices reflect the values of the individuals in a region.

Music transcends cultural barriers.

Artistic expression reflects the cultural concerns of a society through symbolism and sublime meanings.

Essential Questions:

How does music, artistic expression, dance, art, film, architecture, and literary works reflect society, its problems, and concerns?

Why is music an effective tool in reaching people?

Has the importance of music, film, art, architecture and literary works in the community changed over time?

How have traditional practices, arts and crafts contributed to culture and identity in the globalized world?

How do the arts both challenge and reflect cultural perspectives?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in **target language**

Interpretive:

1. Watch *Vitus*, and give a written response as to the role of music in the film. How do the characters react as a result of the music? How does the music impact family relationships in the film?
2. Research and find biographical information on Johann Wolfgang von Goethe and Strom and Drang. Use this to understand the context of "Erlkönig"
3. Read and interpret Goethe's Erlkönig
4. Listen to the song- Posiealbum (Poetry album) How are poetry and music similar? How are they different?

Interpersonal:

1. Skype with a German teenager to compare and contrast their definition of art with those of US students. What is similar and what is different?
2. Interview a classmate- What is the most important art form to you? Why?
3. Look at two pieces of art from two different eras. What is similar and what is different? Discuss with a classmate.

Presentational:

1. Present a piece of art that has a special meaning to you, and explain why it is significant to you
2. Written response- What is art? What makes something art? What is not art?
3. Analyse a piece of art from Albrecht Durer.
4. Create a survey in which you question classmates about their feeling toward certain types of art and music

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on different forms of art.

Interpersonal:

- I can ask and answer questions about the role of the various forms of art and cultural aspects of art
- I can exchange information about events using different time frames.
- I can describe situations with various perspectives on art and beauty and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources..

Presentational:

- I can research, synthesize information and present information about different forms of art, making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate vocabulary.
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

1. **Fill out a questionnaire in which you answer questions about two particular pieces of art, music, or poems. These answers will be used to create a multi-media presentation.**
2. **Create a PowerPoint or GoogleSlides presentation in which you analyze two pieces of art, music, or poems from one of the artists on the list. Include biography, historical background, and details of the pieces. Also include your opinion. Present to the class.**
3. **Ask a classmate questions about his/ her presentation. Find out why they selected their particular pieces of art, music, or literature**

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance</i>	<i>Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Learning Activities:

- in a piece of art, and describe to the class. What about it so significant to you?
- Make a Flipid recording in which you describe a piece of art that you really like.
- Review terms and vocabulary with Gimkit and Quizlet Live
- Discuss which form of art is most important to you, and why? Discuss answers with a classmate and record written responses on Unified Classroom
 - Listen to and answer questions from internet selections about famous German artists such as Albrecht Durer.
- Watch *Vitus* and highlight and discuss the role of music in the film. How does music change the mood of the movie? What role does music play in shaping the identity of Vitus?
- Speed dating/ Inside/ Outside Circle- Talk about what defines art. Ask classmates questions, and report your findings to the class
- Create a visual dictionary for younger German language learners in which you give pictures and simple German explanations for words having to do with art and music
- Hashtag Summary- Read articles and short stories on issues related to the art and music and create a hashtag summary for each section to check for understanding
- Create a Venn Diagram in which you compare and contrast musicians and artists from the same time periods (classical, Renaissance)
- Highlight important biographical information from internet articles on Goethe, Albrecht Durer, and various German musicians.
- Read and interpret Goethe's "Erlkoenig"
- Work in a group to perform "Erlkoenig," showing that you understand the context and meaning of the poem
- Board Talk- Write a question on the board related to art and music and have students write their response on the board
- Create a Word Wall with vocabulary and ideas relating to art and music
- Brainstorm – What is art? Write responses on sticky notes on board, and talk about answers as a class
- Complete online exercises for *Denk Mal* as needed
- Listen to Germans describe various forms of art and music and what they think of it
- Interview a German teenager about what they think define art
- Listen to podcasts talking about modern German artists
- Look at various pieces of art from "Dadaism" as well as other avantgarde art. Do you feel it is art? Discuss with a classmate
- Analyze the lyrics of "Posiealbum" – What does the writer feel? How are the lyrics like poetry?
- Look up and find information on the musicians, artists, and writers, Samy Deluxe lists in his Posiealbum song. Why do you think he mentioned these particular people?
- Read a short biography on Samy Deluxe. How does his background affect his music?
- P. 153- Use vocabulary in context to discuss experiences with different types of art
- Pp. 166-167- Review comparatives and superlatives to be able to compare and contrast pieces of art and music. (using adjective endings)
- Complete the exercises on pp. 168-169 to use the comparative and superlative to compare different types of art, music, and literature
- Pp. 168-169-Review use of da and wo compounds to ask critical questions, and offer analysis of art
- Pp. 172-173 Complete the exercises to use da and wo compounds to analyze and question pieces of art
- Analyze the sculpture on p. 174
- P. 175- Answer questions about the type of music you and your friends listen to, and how that differs from what your parents listen to
- Read pp. 176-177 about German composers, and answer the comprehension questions on pp 178-179

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[www.vistahigherlearning.com](#)
[www.aatq.org: ACTFL.org](#)
[World Culture Encyclopedia](#)
[123 Teach Me – All Types of Resources \(featuring free and pay-to-use sources\)](#)
[CARLA](#)
[My Languages - Grammar Guides and Short Vocabulary quizzes](#)
[NCLRC](#)
[Neil Jones](#)
[Picture Dictionary](#)
[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)
[Poll Everywhere](#)
[Poster My Wall – Online Poster and Flyer Maker](#)
[Project Gutenberg – hundreds of German online texts available](#)
[Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project](#)
[Read, Write, Think – Awesome Resources \(need to be modified for language taught\)](#)
[Scholastic](#)
[Sesamestrasse Sesame Street videos in German](#)
[Shelby County Schools World Languages](#)
[The Comprehensible Classroom – Best Practices Strategies and Resources for the WL Classroom \(Martina Bex\)](#)
[Today's Meet – Create Chat Rooms](#)
[Tongue Twisters – collection of German Zungenbrecher / tongue twisters](#)
[Voice Thread](#)
[Word Reference](#) Online German dictionary
[World Language Classroom – Resources and Activities](#)
[World Stories – Stories From Around The World](#)
[Yabla](#)
[Deutschdrang.com](#)
[Nthuleen.com](#)
[Iscollective.de](#)
[Goethe.de](#)
[Blindekuh.de](#)
[Youtube.com](#)
[YouTube.de](#)
[Vispo.com/teleporter](#)
[Swissworld.org](#)
[Austria.de](#)
[www.audio-lingua.eu](#)
[www.mamalisa.de](#)

News, Infographics, and Videos

[www.deutschewelle.de](#)
[www.neuneinhalb.wdr.de](#)
[www.wdrmaus.de](#)
<https://www.cartoonland.de/>
[www.clixmix.de](#)
[www.kaleidos.de](#)
[www.internet-abc.de](#)
<https://www.jetzt.de/>
[www.news4kids.de](#)
[www.de.stastica.com/themen](#)
[www.bpb.de](#)
[www.ard.de](#)
[www.zdf.de](#)
[www.wdr.de](#)
[www.tivi.de](#)
[www.tagesschau.de](#)
[www.wetter.de](#)
[www.medi-kids.de](#)
[www.spiegel.de](#)
[www.stern.de](#)

Pixi Wissen TV- videos on youtube.com

Online Activities

[BBC Languages](#)
[iCulture](#)
[Kahoot](#)
[Lingt – Create speaking exercises for your students](#)
[Poll Everywhere](#)

Presentation Software

[Blogger - Blog](#)

[Book Creator \(for writing stories and or essays\)](#)

[Borer Cartoons – cartoons, clipart, comic strips and puzzles](#)

[Breuer Comics – daily comics by topic](#)

[Cartoon Box blank children's book pages / write original dialogue / thematic](#)

[Comics Build up to 9 panels in any language / save and edit](#)

[Daily Cartoon Daily / Monthly / Weekly cartoons in German / archive](#)

[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[Flags – coloring book of flags](#)

[Fotobabble – Share and Narrate Pictures](#)

[Fakebook](#)

[Glogster](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt – Create Speaking Exercises For Your Students](#)

[Padlet](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Prezi](#)

[SeeSaw – Digital Portfolio](#)

[Storify](#)

[Storyboard That - Create Stories](#)

[Today's Meet – Create Chat Rooms](#)

[Twitter](#)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a multi media presentation in which they analyze a work of two separate artists from different time periods, and compare and contrast, noting differences and similarity in style, and noting the role gender and culture play in the artist's works
3.0	Students will be able to: <ul style="list-style-type: none"> • Explain styles/themes/symbolism and compare artists and their art (music, literature) in detail • Discuss/explain cause and effect • Predict outcome based on events • Compare and contrast cultural differences
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify artists and their art • Identify cultural periods of art, music, and architecture • Identify German contributions to art, music, film, and architecture • Identify differences between different types art (music, movies, literary periods) • Synthesize information found in culturally authentic materials • Use German to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf

	<ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	<p>www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p> <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) <p>Rephrase and restate instructions</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Alignment of the National Standards for Learning Languages to the CCSS:

http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

[Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.](#)

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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