

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP German Language & Culture

November 2018

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

AP German

Grades 11/12

It is expected that all students enrolling in an AP class will take the advanced placement exam that is administered in the spring. This course will also give preparation and practice to those students planning to take the SAT II exam in German. Reading development is continued with study and discussion of drama and fiction by well-known German authors. The depth of compositional work is greater. The class will be conducted in German.

Stage 1 Desired Results

<p>ESTABLISHED GOALS ELA: RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA: RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>ELA:W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Demonstrate knowledge and understanding of content across disciplines.</p> <p>Demonstrate an understanding of social, historical and/or geographical features of the target language.</p> <p>Engage in spoken and written Interpersonal Communication.</p> <p>Synthesize information from a variety of authentic audio, visual, and audiovisual resources and from a variety of authentic written and print resources.</p> <p>Successfully plan, produce, and present spoken and written presentational communication.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Families and family structures in German-speaking countries are diverse.</p> <p>Divorce profoundly affects families and communities in German-speaking countries.</p> <p>Families and communities in German-speaking countries face economic challenges.</p> <p>Families and communities are different depending on their geographical location and economic situation.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What constitutes a family in German-speaking countries and the US?</p> <p>What are important values to families and communities in German-speaking countries and how do those compare to the US?</p> <p>How do the families and communities differ in German-speaking countries and what challenges do they face?</p>

<p>perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p>Educational systems vary between countries but school and education are important to families and communities in all German-speaking countries.</p> <p>Love and friendship are important values in German-speaking countries.</p> <p>Clichés and stereotypes are shaped by culture.</p> <p>German-speaking families celebrate diverse holidays and have many interesting customs.</p>	
Acquisition		
<p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting</p>	<p><i>Students will know...</i></p> <p>Vocabulary associated to the topics of family, community, love, friendship, education, and celebrations.</p> <p>“da” and “wo” compounds</p> <p>The genitive, dative, and accusative cases</p> <p>Prepositions</p> <p>how divorce and changing attitudes to the LGBTQ community have affected families and family structures in German-speaking countries.</p> <p>the factors that lead to divorce in German-speaking countries and the emotional impact of divorce on children.</p> <p>how divorce has affected the two main</p>	<p><i>Students will be skilled at...</i></p> <p>Exchanging, supporting, and discussing their opinions and individual perspectives with peers on a variety of topics.</p> <p>Demonstrating an understanding of the main idea and significant details on a variety written texts and audio materials.</p> <p>Writing emails to potential host families describing their family and their holiday traditions.</p> <p>Identifying, analyzing and discussing the changing role of families in German-speaking countries and their place in society.</p> <p>Discussing topics such as love and friendship in German-speaking societies.</p> <p>Identifying unknown vocabulary within context on</p>

<p>to various audiences of listeners, readers, or viewers.</p> <p>Cultures Interact with cultural competence and understanding.</p> <p>2.1 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.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems</p>	<p>characters in <i>Das Doppelte Lottchen</i></p> <p>how the different economic situation of the two families has affected the personalities of the twins.</p> <p>factors that lead to economic pressures on families in German-speaking countries.</p> <p>how important events like marriage and the first day of school are celebrated in German-speaking families.</p> <p>how people in German-speaking countries find love and how internet dating has affected ideas of love and romance.</p> <p>the central role of love in German-speaking families and the importance of friendship in German-speaking communities.</p> <p>the differences between the German and Austrian educational system.</p> <p>that families in urban, suburban and rural areas face different challenges because of their different geographical situation.</p> <p>the cultural origin of stereotypes of men and women.</p>	<p>print materials.</p> <p>Identifying and analyzing stereotypes and clichés and their historical and cultural origin.</p>
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creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence.

4.1 Language Comparisons:

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

4.2 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

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

5.1 School and Global

<p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>AP world language interpersonal speaking rubric</p> <p>AP world language presentational writing and speaking rubric</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>G - Courtroom scenario based on the book <i>Das Doppelte Lottchen</i> by Erich Kästner</p> <p>R - Defendant or judge in a courtroom</p> <p>A - The court</p> <p>S - Students who are defendants will defend themselves against the accusation that they are responsible for the divorce and for the decision to split up the twins. The judge will summarize the case history and ask questions of the defendants. The defendants will respond to the judge’s questions.</p> <p>P - Defendants: Will construct a written statement explaining why they are innocent, will read the statement aloud in court and will be cross-examined by the student judge. Judge: Will formulate an objective written history which the students will read at the opening of the trial and will cross-examine the defendants.</p> <p>S - Students who play the role of defendants will summarize the story <i>Das Doppelte Lottchen</i> from the perspective of one of the parents to persuade the “judge” that he or she is innocent. They will answer the judge’s questions from the character’s point of view. The judge will give an objective summary of the story and will ask challenging questions during the cross-examination.</p>

		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A	Accuracy	Vocabulary and grammar quizzes.
M, A, T	Students demonstrate comprehension of content from authentic audio resources.	Demonstrating comprehension of target cultures' communities through listening to a podcast on family structures
T, M, A	Students demonstrate comprehension of content from authentic print resources.	Understanding the purpose of the message and the point of view of the author of an article on the economic pressures on families
T, A	AP world language interpersonal writing rubric	Writing an email to a host family describing their family situation and expectations.
T, A	AP world language interpersonal speaking rubric	Interviewing students on how important love and friendship are in their lives and how they find love.
M, A, T	Students demonstrate comprehension of content from authentic print resources.	Reading an article about finding love in the internet closely.
T, A	AP world language interpersonal writing rubric	Writing a reader's letter to a newspaper expressing their opinion on internet dating.
T, M, A	AP world language presentational speaking rubric	Giving a presentation on customs and ceremonies in Germany.
T, M, A	AP World Language presentational and interpersonal rubrics and accuracy for interpretive communication section	Taking a unit test including interpretive, interpersonal, and presentational communication.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students have read a book that relates to this topic over the summer. On the first day, students will think about what vocabulary they will need to summarize the story and create word webs that reflect the main events in the story.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Students will summarize the story <i>Das Doppelte Lottchen</i> .	Monitoring of student note taking and responses. Participation in class discussions.
T, M	Students will describe family structures in German speaking countries.	AP World Language rubrics to assess interpersonal and presentational written and spoken communication.
M, T	Students will identify the reasons for divorce and the effects of divorce on families and children.	Observation of small group discussions and partner interviews.
M, T, A	Students will compare the German and Austrian educational system.	Formal and informal assessments of students' interpretative communication skills.
T, A	Students will be able to write an email to a friend.	
M, A, T	Students will identify economic challenges that families face in Germany.	
T, A, M	Students will be able to describe the effects that internet dating has on society.	
T, M, A	Students will identify common prejudices in the target cultures' communities against men and women.	

T, M, A	Students will explain traditions around family celebrations in Germany.	
T, A	Teacher will review the fundamentals of writing an e-mail by teaching cultural conventions around e-mail writing and utilizing exemplars of students' responses. Teacher will review AP World Language interpersonal writing rubric.	

Suggested Resources:

Das Doppelte Lottchen by Erich Kästner

Zwischendurch mal Landeskunde

Kaleidoskop

Aspekte Deutsch

Neue Blickwinkel

Deutsche Welle

German newspaper articles and television and radio reports

Hörtraining

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p>ELA: RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA: RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Demonstrate knowledge and understanding of content across disciplines.</p> <p>Demonstrate an understanding of social, historical and/or geographical features of the target language.</p> <p>Engage in spoken and written interpersonal communication.</p> <p>Synthesize information from a variety of authentic audio, visual, and audiovisual resources and from a variety of authentic written and print resources.</p> <p>Successfully plan, produce, and present spoken and written presentational communication.</p>	
<p>ELA:W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence,</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Higher education and career are important to individuals in German-speaking countries and to the economy of Germany.</p> <p>People in German-speaking countries value holidays, vacations, and leisure time.</p> <p>Teenagers and young adults in German-speaking countries value similar things to those in the US.</p> <p>Teenagers and young adults in German-speaking countries and the US face</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do communities German-speaking countries define quality of life?</p> <p>How are attitudes to freetime different in German-speaking countries and the US? How to people in German-speaking countries spend their freetime?</p> <p>What is the German “Duale System” and what is it’s impact on the German economy and educational system?</p> <p>How are attitudes towards volunteering different</p>

<p>conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</p>	<p>a multitude of uncertainties and concerns about their personal life and society as a whole.</p> <p>Germany has an apprenticeship system that is unique.</p> <p>The German apprenticeship system is an essential engine for economic growth.</p> <p>The German economy relies on a highly qualified workforce and universities are free of charge.</p> <p>German-speaking societies value voluntary work and encourage young people to give back to society through a voluntary gap year.</p>	<p>in the US and Germany? How have attitudes in Germany been shaped by the “Wehrdienst” and “Zivildienst”?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>Vocabulary covering everyday life, higher education, work, and leisure time.</p> <p>Infinitives with “zu”</p> <p>The future tense</p> <p>Impersonal pronouns and adverbs</p> <p>how the German higher educational system works.</p> <p>that Germans value education and freetime.</p> <p>that people in German-speaking countries</p>	<p><i>Students will be skilled at...</i></p> <p>Exchanging, supporting and discussing their opinions and individual perspectives with peers on a variety of topics.</p> <p>Demonstrating an understanding of the main idea and significant details on a variety of written texts and audio materials.</p> <p>Writing emails on what is important to them and what concerns them.</p> <p>Voicing dissent and complaints in interpersonal communication.</p> <p>Identifying, analyzing and discussing the</p>

<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures Interact with cultural competence and understanding.</p> <p>2.1 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.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical</p>	<p>take longer vacations than in the US and spend fewer hours a week at work.</p> <p>cultural and economic factors that have led to the German work-life balance.</p> <p>the majority of Germans spend their vacation within Germany and what they like to do on their vacation.</p> <p>that people in German-speaking countries value vacations and education.</p> <p>that teenagers in German-speaking countries and the US share many of the same worries and hopes for the future.</p> <p>factors that have led to the high quality of life in Germany post World War 2.</p> <p>that the German apprenticeship system is unique and a bedrock of Germany's economy.</p> <p>that because of a previous tradition of "Wehrdienst" and "Zivildienst", German teenagers are encouraged to dedicate a year of their life to voluntary work.</p>	<p>importance of work and leisure in German-speaking countries.</p> <p>Identifying, analyzing, and evaluating the perspectives of German-speaking communities towards work and leisure.</p> <p>Identifying unknown vocabulary within context on print and audio materials.</p> <p>Using reference tools, acknowledging sources, and citing them appropriately in written and spoken presentational communication.</p>
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thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence.

4.1 Language Comparisons:

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

4.2 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

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

<p>5.1 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.</p> <p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP world language presentational speaking rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>G - Giving a presentation</p> <p>R - Student</p> <p>A - Parents</p> <p>S - The students are trying to persuade their parents that they want to study in Germany.</p> <p>P - A presentation and then a question and answer session.</p> <p>S - Students will research a university in Germany and choose a course they want to study. Students include costs of studying and life in Germany and will compare to the costs in US. They will include how a German degree compares to a US degree and will state personal and individual advantages and reasons for studying in Germany.</p> <p>or</p> <p>G - Giving a presentation</p> <p>R - A representative from a German university</p> <p>A - Students</p> <p>S - The representative from the university is trying to persuade students at New Milford High School to study at their university.</p> <p>P - A presentation and a question and answer session.</p> <p>S - Students will represent the university and its courses. The</p>

		representative will include the costs of study and how they prepare students for life after graduation from the university.
A	Accuracy	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> Completing vocabulary and grammar quizzes.
T, A	AP world language interpersonal communication rubric	Writing an email complaint.
T, A	AP world language interpersonal communication rubric	Writing emails on topics such as apprenticeships, hobbies, and suggestions for freetime activities.
M, T, A	Students demonstrate comprehension of authentic audio and audio-visual resources	Identifying the distinguishing features of authentic audio resources by listening to a podcast on teenagers and driving, consumption, apprenticeships and volunteering.
M, T, A	Students demonstrate comprehension of authentic audio and audio-visual resources	examining and reflecting on products, practices and perspectives of the target cultures by listening to podcasts on German attitudes to music and sports.
M, T, A	Students demonstrate comprehension of authentic print resources	monitoring comprehension and using other resources to enhance comprehension of a graph and an article about worries and hopes of young adults in Germany.
M, T, A	Students demonstrate comprehension of authentic print resources	Demonstrating knowledge and comprehension across disciplines through reading an article on apprenticeships in Germany and their importance to the German economy.
T, A	AP interpersonal speaking rubric	Interviewing students on what is important to them and their hopes and worries for the future.
T, M, A	AP World Language presentational and interpersonal rubrics and accuracy for interpretive communication section	Taking a unit test including interpretive, interpersonal, and presentational communication.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	A partner activity in which students answer questions on who they think the typical German is and then checking their answers against a report by the federal government’s office for statistics.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, A	Students will describe what is important to them and determine what is important to teenagers and young people in the US.	Monitoring of student note taking and responses. Participation in class discussions.
T, M, A	Students will compare information from a graph and a video about the worries and concerns of German-speaking teenagers to those of their own.	AP World Language rubrics to assess interpersonal and presentational written and spoken communication.
T, M, A	Students will identify the hopes and dreams for the future of German-speaking teenagers as they enter a university.	Observation of small group discussions and partner interviews.
T, M, A	Students will explain attitudes towards free-time in German-speaking countries.	Formal and informal assessments of students’ interpretative communication skills.
T, M, A	Students will discover the key elements that make the German apprenticeship system and explain its importance to the German economy.	
T, M, A	Students will report on the German university system and compare it to the US system.	
T, M, A	Students will understand the value and history of voluntary work in German-speaking countries.	

T, A	Teacher will review the fundamentals of interpersonal and presentational speaking, and explore various techniques for successfully completing the AP interpersonal and presentational speaking tasks. The teacher will utilize exemplars of students' responses and will review AP World Language interpersonal and presentational speaking rubric.	
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Suggested resources:

Zwischendurch mal Landeskunde

Kaleidoskop

Aspekte Deutsch

Neue Blickwinkel

Deutsche Welle

German newspapers articles and television reports

Hörtraining

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p>ELA: RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA: RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Demonstrate knowledge and understanding of content across disciplines.</p> <p>Demonstrate an understanding of social, historical and/or geographical features of the target language.</p> <p>Engage in spoken and written interpersonal communication.</p> <p>Synthesize information from a variety of authentic audio, visual, and audiovisual resources and from a variety of authentic written and print resources.</p> <p>Successfully plan, produce, and present spoken and written presentational communication.</p>	
<p>ELA:W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence,</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>German speaking countries contributed to the world artistic heritage through architecture, literature, music, visual and performing arts.</p> <p>Culture and society influence and develop the ideals of beauty in German-speaking countries.</p> <p>Fairy-tales have shaped the relationship between beauty and morality in German-speaking countries.</p> <p>People around the world define beauty differently.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How are perceptions of beauty and creativity established?</p> <p>How do ideals of beauty and aesthetics influence daily life? How do they differ in German speaking countries and the US?</p> <p>How does one's perception of beauty affect self-confidence?</p>
<p><i>Meaning</i></p>		

<p>conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</p>	<p>Language and proverbs shape our perception of beauty and its relationship with morality.</p> <p>Beauty may bestow advantages and disadvantages on an individual.</p> <p>Culture influences the type of compliments are deemed appropriate.</p> <p>Emmanuel Kant made an important contribution to the philosophical debate on beauty.</p>	
Acquisition		
	<p><i>Students will know...</i></p> <p>Vocabulary on the themes of the arts and beauty including vocabulary to describe people, compliments, fairy-tale vocabulary,</p> <p>Adjective endings, adjective comparisons, and adjectival nouns.</p> <p>The Preterite tense</p> <p>that different cultures and times have perceived different characteristics of men and women as beautiful.</p> <p>the meaning of German proverbs on beauty.</p> <p>factors that have shaped their own personal ideas about beauty.</p> <p>how traditional fairy tales have affected the concept of beauty in German-speaking</p>	<p><i>Students will be skilled at...</i></p> <p>Exchanging, supporting and discussing their opinions and individual perspectives with peers on a variety of topics.</p> <p>Demonstrating an understanding of the main idea and significant details of a variety of written texts and audio materials.</p> <p>Writing emails and narrative pieces on concepts of beauty and personality incorporating traditional and contemporary understanding of beauty.</p> <p>Producing persuasive essays.</p> <p>Identifying, analyzing, and discussing visual images of the manipulation of beauty.</p> <p>Identifying, analyzing, and evaluating the perspectives in German literature.</p>

<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures Interact with cultural competence and understanding.</p> <p>2.1 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.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical</p>	<p>countries by equating external beauty with internal goodness and morality.</p> <p>factors that have shaped concepts of beauty in German-speaking countries including national-socialism and communism.</p> <p>Immanuel Kant’s contribution to the debate between beauty and morality.</p> <p>that beauty can bestow advantages and disadvantages on an individual.</p> <p>how to pay culturally appropriate compliments.</p> <p>that a person’s perception of their own beauty affects their self-confidence.</p>	<p>Discussing topics such as history and worldwide health issues through historical images of beauty in Germany.</p> <p>Identifying unknown vocabulary within context on print materials.</p> <p>Analyzing the culturally conditioned relationship between beauty and morality.</p> <p>Using reference tools, acknowledging sources and citing them appropriately in written and spoken presentational communication.</p>
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Comparisons

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Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

<p>5.1 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.</p> <p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP presentational writing rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>G - Explain how ideas about beauty affect the self-confidence of teenagers.</p> <p>R - directors of a film</p> <p>A - head of an advertisement agency</p> <p>S - Students are trying to convince the head of an advertisement agency to fund the making of a movie about beauty to bolster the self-confidence of teenagers.</p> <p>P - Students will develop and write a project plan for the head of an advertisement agency. Students will create and conduct a survey to find out how teenagers feel about their own appearance and how it affects their self-confidence. Students will create a slogan for their campaign and will draw conclusions to hypothesize the effect the advertisement will have on teenagers.</p> <p>S - Students will use persuasive language effectively to convince the head of the agency of their point of view. The project plan will include all of the required elements, the results of their survey, an effective slogan, and the desired outcome of their project.</p>

		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A	Accuracy	Completing vocabulary and grammar quizzes.
T, A, M	AP world language interpersonal written communication rubric	Writing an email to a friend describing a new student in their class who is very good looking.
M, T, A	Students demonstrate comprehension of content from authentic written and print resources.	Identifying the main idea and supporting details of an article about advantages and disadvantages of beauty.
M, T, A	Students demonstrate comprehension of content from authentic audio-visual resources.	Evaluating the similarities and differences the perspectives of the target culture and his or her own culture through a comedy video about beauty and compliments.
T, A	AP world language interpersonal speaking rubric	Role-playing a situation where students pay compliments to each other by asking and answering questions about personal appearance.
M, T, A	Students demonstrate comprehension of content from authentic written and print resources.	Answering comprehension questions about an extract of Immanuel Kant's <i>Kritik der Urteilskraft</i> , in which he discusses beauty.
T, M, A	AP world language interpersonal speaking rubric	Interviewing another student about their experience with fairy tales and reporting their findings.
M, A, T	Students demonstrate comprehension of content from authentic audio resources.	Retelling the fairy tale "Aschenputtel" in the preterite and comparing it to the Disney movie <i>Cinderella</i> .
T, M, A	AP world language presentational writing rubric	Writing an original fairy tale incorporating either traditional or contemporary ideals of beauty.
T, M, A	AP world language presentational and interpersonal rubrics and accuracy for the	Taking a unit test that includes interpretive, interpersonal, and presentational communication.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>Students reflect on the concept of beauty. What is beauty? What makes something or someone beautiful? What effect does beauty have on people who perceive something as beautiful? A powerpoint with images of beautiful places, people, and art work is presented to stimulate and promote discussion..</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>M, A, T Students will be able to identify what is beautiful to them and how it affects them.</p> <p>M, T, A Students will be able to describe people’s appearance and identify the features they perceive as beautiful and the features other societies might perceive as beautiful.</p> <p>M, A, T Students will define their personal concept of beauty by creating a proverb.</p> <p>M, A, T Students identify and appraise advantages and disadvantages of beauty.</p> <p>M, A, T Students will be able to give culturally appropriate compliments.</p> <p>M, A, T Students will be able to identify Kant’s main arguments on beauty.</p>	<p>Progress Monitoring</p> <p>Monitoring of student note taking and responses.</p> <p>Participation in class discussions.</p> <p>AP world language rubrics to assess interpersonal and presentational written and spoken communication.</p> <p>Observation of small group discussions and partner interviews.</p> <p>Formal and informal assessments of students’ interpretive communication skills.</p>

M, A, T	Students will identify the moral of a fairy tale and consider how stories we hear as young children influence our attitudes towards beauty.	
M, A, T	Students will create and write an original fairy tale for the 21st century.	

Suggested resources:

Emmanuel Kant's "Kritik der Urteilskraft"

Michael Mittelmeier's *Leit Rammstein*

Aschenputtel

Zwischendurch mal Landeskunde

Kaleidoskop

Aspekte Deutsch

Neue Blickwinkel

Deutsche Welle

German newspaper articles and television reports

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>ELA: RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA: RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>ELA:W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence,</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Demonstrate knowledge and understanding of content across disciplines.</p> <p>Demonstrate an understanding of social, historical and/or geographical features of the target language.</p> <p>Engage in spoken and written Interpersonal Communication.</p> <p>Synthesize information from a variety of authentic audio, visual, and audiovisual resources and from a variety of authentic written and print resources.</p> <p>Successfully plan, produce, and present spoken and written presentational communication.</p>	
	Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Contributions by German-speaking countries to scientific advances and technological innovations have been significant.</p> <p>German-speaking countries continue to be at the cutting edge of scientific advances.</p> <p>The economy of German-speaking countries relies on advances in technology and science.</p> <p>Alexander von Humboldt was an important German scientist in the 19th century.</p> <p>German-speaking communities have been</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How the developments in science and technology affect our lives? How does that compare to German-speaking countries?</p> <p>How are attitudes to technology in German-speaking countries the same, how are they different from attitudes in the US?</p>	

<p>conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>affected by developments in science and technology.</p> <p>People in German-speaking countries have a range of attitudes to technological innovations.</p> <p>Technology in the classroom is a very controversial issue in German-speaking countries.</p>	
Acquisition		
<p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</p>	<p><i>Students will know...</i></p> <p>Vocabulary on the theme of science and technology, voicing opinions and expressing doubts.</p> <p>Subordinate clauses</p> <p>The conjunctive mood</p> <p>Contributions of German-speaking countries to science and technology.</p> <p>Alexander von Humboldt's contributions to science through his exploration of South America.</p> <p>how German teenagers use technology and social media and how that compares to their own use.</p> <p>how social media can lead to feelings of increased social isolation.</p> <p>that people in German-speaking countries are</p>	<p><i>Students will be skilled at...</i></p> <p>exchanging, supporting, and discussing their opinions and individual perspectives with peers on a variety of topics.</p> <p>demonstrating an understanding of the main idea and significant details of a variety of written texts and audio materials.</p> <p>writing a blog post on how technology affects their everyday lives and what technology they cannot live without.</p> <p>identifying, analyzing, and discussing the effects of science and technology on communities in German-speaking countries.</p> <p>identifying, analyzing, and evaluating the perspectives of German-speaking communities towards technological advances.</p> <p>researching historical advances in technology and science in German-speaking countries and the effect they have had on the economy.</p>

<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures Interact with cultural competence and understanding.</p> <p>2.1 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.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical</p>	<p>slower to embrace and more skeptical of the use of educational technology in the classroom.</p> <p>that advances in medical technology and medicine in German-speaking countries has improved medical outcomes and life-expectancy.</p> <p>how German leadership in the field of technology and scientific research has contributed to prosperity in Germany growth of the German economy.</p>	<p>identifying unknown vocabulary within context on print materials.</p> <p>producing persuasive essays.</p> <p>using reference tools, acknowledging sources, and citing them appropriately in written and spoken presentational communication.</p>
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thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence.

4.1 Language Comparisons:

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

4.2 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

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

<p>5.1 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.</p> <p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP presentational writing rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>G - writing a blog entry</p> <p>R - student</p> <p>A - other students online</p> <p>S - Students write an opinion piece describing the effects they see that technological advances have on everyday life. Students will argue either for or against the statement, that “scientific and technological advances have improved the lives of people”.</p> <p>P - a blog</p> <p>S - Students have successfully persuaded the reader of their opinion. They have included a thesis statement and cited three sources.</p>
A	Accuracy	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Completing Vocabulary and Grammar quizzes.</p>
A, M	Students demonstrate comprehension of content from authentic written and print resources.	<p>Answering comprehension questions about the life and scientific discoveries of Alexander von Humboldt.</p>
M, T	AP world language presentational writing rubric	<p>Writing a wikipedia entry on a piece of modern technology that they cannot live without.</p>
M, T	AP world language interpersonal speaking rubric	<p>Interviewing classmates about how they use technology in their daily life.</p>

A, M, T	Students demonstrate comprehension of content from authentic audio-visual resources.	demonstrating critical viewing of a video on the effect of technology on relationships in the target cultural context. .
A, M, T	Students demonstrate comprehension of content from authentic written and print resources.	understanding the point of view of the author of an article on the effect of mobile technology on society and families and identifying his or her supporting evidence.
A, M, T	Students demonstrate comprehension of content from authentic written and print resources.	understanding a variety of vocabulary, including idiomatic language and culturally authentic expression, on the themes of technology and science through the reading of an article on the contributions of German-speaking countries to advances in technology and science.
A, M, T	Students demonstrate comprehension of content from authentic written and print resources.	comparing and contrasting the relationship between economic development and scientific and technological innovation in German-speaking countries and the US.
M,T	AP World Language interpersonal writing rubric	Writing a research article on the effect of technology on education and the classroom.
T, M, A	AP World Language presentational and interpersonal rubrics and accuracy for interpretive communication section	Taking a unit test including interpretive, interpersonal, and presentational communication.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students engage in a brainstorming activity with a partner to create a mind map around the concept of science and technology. They should think about how they use technology at home, at work, and how scientific and technological advances have affected medicine and our view of the world.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Students will be able to describe scientific research in German-speaking countries in the 19th century.	Monitoring of students' note taking and responses. Participation in class discussions.
M, A	Students will be able to describe technological inventions through the ages.	AP World Language rubrics to assess interpersonal and presentational written and spoken communication.
M, A	Students will be able to describe the relationship between technological innovations and economic prosperity.	Observation of small group discussions and partner interviews.
T, A, M	Students will be able to identify how technology affects society in German-speaking countries.	Formal and informal assessments of students' interpretative communication skills.
T, A	Students will be able to explain the positive effect of technology on medicine.	
M, T, A	Students will be able to identify the advantages and disadvantages of technology in the classroom.	
T, A	Students will recognize the effect technology has on relationships.	
T, A	Teacher will review the fundamentals of persuasive essay	

	writing, how to develop a thesis statement, how to appropriately use and cite sources. Teacher will use exemplars of students' responses. Teacher will review AP World Language presentational writing rubric.	
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Suggested Resources

Die Vermessung der Welt by Daniel Kehlmann

Zwischendurch mal Landeskunde

Kaleidoskop

Aspekte Deutsch

Neue Blickwinkel

Deutsche Welle

German newspaper articles and television reports

Hörtraining

Stage 1 Desired Results

ESTABLISHED GOALS

ELA: RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELA: RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELA:W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELA: SL.11-12.4

Present information, findings,

Transfer

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

Demonstrate knowledge and understanding of content across disciplines.

Demonstrate an understanding of social, historical and/or geographical features of the target language.

Engage in spoken and written interpersonal communication.

Synthesize information from a variety of authentic audio, visual, and audiovisual resources and from a variety of authentic written and print resources.

Successfully plan, produce, and present spoken and written presentational communication.

Meaning

UNDERSTANDINGS

Students will understand that...

History influences how people in German-speaking countries express their national and personal identity.

Germany had a unique path to national unity.

The division of Germany in the aftermath of World War II had a profound impact on late 20th and early 21st century German society.

Life in the GDR was repressive and restrictive.

ESSENTIAL QUESTIONS

Students will keep considering...

How has the unification of Germany in the 19th century affected German national identity.

How have contemporary German attitudes towards refugees have been influenced by German migration in the 20th century?

How has the experience of German division and reunification affected people in East and West Germany differently.

How are refugees and migrants integrated into

<p>and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p>Migration had a huge impact on late 20th and early 21th century German society.</p> <p>Assimilation and integration are important components in determining the success of immigration.</p> <p>There are people in 21th century Germany who are attracted to the extreme right because they feel economically and socially left behind.</p> <p>How people describe themselves is influenced by culture and society.</p>	<p>German-speaking societies? How have ideas about integration versus assimilation changed over the past 50 years?</p>
Acquisition		
<p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a</p>	<p><i>Students will know...</i></p> <p>Vocabulary related to the themes of history, identity, national identity, migration, immigration, and emigration.</p> <p>The perfect tense</p> <p>Relative clauses</p> <p>how Germany became a unified country in the 19th century.</p> <p>the history of Germany's national anthem and flag.</p> <p>factors that have shaped contemporary German attitudes towards immigration in the 21st century including forced migrations in the aftermath of World War 2 and</p>	<p><i>Students will be skilled at...</i></p> <p>Exchanging, supporting and discussing their opinions and individual perspectives with peers on a variety of topics.</p> <p>Demonstrating an understanding of the main idea and significant details on a variety of written texts and audio materials.</p> <p>Writing emails on concepts of national identity and migration.</p> <p>Identifying, analyzing, and discussing reasons and effects of migration, immigration, and emigration.</p> <p>Identifying, analyzing and evaluating factors that contribute to feelings towards national identity.</p>

<p>variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures Interact with cultural competence and understanding.</p> <p>2.1 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.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the</p>	<p>German-German migration.</p> <p>what the experience was like for “Gastarbeiter” from Turkey and Greece who arrived in Germany to work in Germany’s booming post-war economy.</p> <p>how migration shapes the personal experience of identity.</p> <p>that the East German regime was repressive and controlled the lives of all its citizens.</p> <p>the effect of the Berlin wall on people in East Germany.</p> <p>what German-German migration was and how it affected the fall of East Germany.</p> <p>factors that lead to German reunification in 1989.</p> <p>how the experience of regime change has affected communities in East Germany.</p> <p>what the AfD is and how economic inequality and inequality of opportunity has fueled support for this far-right movement.</p>	<p>Producing persuasive essays.</p> <p>Demonstrating an understanding of the features of German-speaking communities.</p> <p>Identifying unknown vocabulary within context in print materials.</p> <p>Using reference tools, acknowledging sources, and citing them appropriately in written and spoken presentational communication.</p>
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language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence.

4.1 Language Comparisons:

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

4.2 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

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

<p>5.1 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.</p> <p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>AP world language interpersonal speaking rubric</p> <p>AP world language presentational writing rubric</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>G - Presenting facts about racism and extremism and its impact on society using the example of the Pegida movement.</p> <p>R - Students take the part of a member of the public who either identifies with the Pegida movement or who considers it a threat to society.</p> <p>A - Other members of the public.</p> <p>S - Students try to persuade members of the public of their point of view.</p> <p>P - Students will design a poster for a demonstration and write an opening statement for a moderated discussion. Then there will be a group discussion on whether the movement should be banned or not. Students will use their knowledge of German society and history to inform their opening statement and discussion.</p> <p>S -Students successfully integrate the information from the readings and podcast into their opening statement and discussion. Students reflect thoughtfully on German history to make connections to the readings and podcast. The poster is persuasive and attracts interest and attention.</p>

		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A	Accuracy	Vocabulary and grammar quizzes.
A, M, T	Students demonstrate comprehension of content from authentic audio and audio-visual resources.	Identifying the author's personal experiences that shaped her opinions towards German division and unification.
T, M, A	Students demonstrate comprehension of content from authentic audio and audio-visual resources.	Evaluating similarities and differences in the perspectives of the target culture and the students' own culture as found in an audio-visual resource of personal accounts of immigration in 1945 and today.
T, A, M	Students demonstrate comprehension of content from authentic audio and audio-visual resources.	Examining and reflecting on an explanatory video on the history of the German national anthem and comparing it to the history of the US anthem.
T, A, M	Students demonstrate comprehension of content from authentic print resources.	Monitoring comprehension and using other resources to enhance understanding of graphs, graphics and articles on German-German migration.
T, M, A	Students demonstrate comprehension of content from authentic print resources.	Demonstrating knowledge and understanding across disciplines by reading articles on the development of the German nation state in the 19th century.
T, A	AP world language interpersonal written communication rubric	Writing an email in response to a friend's email who is conflicted about his own bicultural identity.
T, A	AP world language interpersonal spoken communication rubric	Interviewing other students on how they define their own identity and their attitudes towards national identity.
T, A	AP world language presentational writing rubric	Writing a persuasive essay on the advantages and disadvantages of migration.
T, A, M	AP world language presentational and interpersonal rubric and accuracy for the	Taking a unit test including interpretive, presentational, and interpersonal communication.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Sorting activity - put events of German history in chronological order.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A, M, T	Students will be able to describe how life in Germany changed from the 19th century to the late 20th century.	Monitoring of students' note taking and responses.
M, T, A	Students will name key events in 19th century German history that have shaped national identity and led to the creation of the German nation state.	Participation in class discussions.
M, T, A	Students will be able to summarize key events of 20th century German history and describe their effects on German identity today.	AP world language rubrics to assess interpersonal and presentational written and spoken communication.
T, M, A	Students will be able to compare and contrast life in East and West Germany.	Observation of small group discussions and partner interviews.
T, M, A	Students will be able to describe the effects of migration, immigration, and emigration on German society.	Formal and informal assessments of students' interpretative communication skills.
T, M, A	Students will be to identify criteria people use in German-speaking countries to describe their personal identity.	

Suggested resources:

Zwischendurch mal Landeskunde

Kaleidoskop

Aspekte Deutsch

Neue Blickwinkel

Deutsche Welle

German newspapers articles and television reports

Hörtraining

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p>ELA: RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Demonstrate knowledge and understanding of content across disciplines.</p> <p>Demonstrate an understanding of social, historical and/or geographical features of the target language.</p> <p>Engage in spoken and written interpersonal communication.</p> <p>Synthesize information from a variety of authentic audio, visual, and audiovisual resources and from a variety of authentic written and print resources.</p> <p>Successfully plan, produce, and present spoken and written presentational communication.</p>	
	<p><i>Meaning</i></p>	
<p>ELA: RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>ELA:W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence,</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>People in German-speaking countries take environmental issues seriously and are at the forefront of finding solutions to these challenges.</p> <p>The alternative energy sector is an important part of the economy of German-speaking countries.</p> <p>German-speaking countries are leaders in finding alternative energy sources.</p> <p>Organic farming and food may contribute to environmental protection and healthy living.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do lifestyle choices affect people’s health and sense of wellbeing? What do people in German-speaking countries do to reduce stress?</p> <p>What environmental issues pose a challenge to German-speaking societies? What are possible solutions to these challenges?</p> <p>What attitude do people in German-speaking countries have to nature and the environment? How does this compare to the US?</p>

<p>conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p>Unhealthy lifestyles and stress affect the well-being of people in German-speaking countries and around the world.</p> <p>Alternative medicine, new-age treatments, and traditional remedies are popular in German-speaking countries.</p> <p>People in German-speaking countries value nature and protect vulnerable and unique habitats through “Naturparks” and nature reserves..</p> <p>German-speaking countries are the home to diverse and valuable habitats where there are many endangered species.</p>	
<p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</p>	<p style="text-align: center;">Acquisition</p> <p><i>Students will know...</i></p> <p>Vocabulary on the themes of food, organic farming, health, nature, and the environment.</p> <p>The passive voice</p> <p>Participles and participles as adjectives</p> <p>Compound nouns</p> <p>How to use verbs and adjectives as nouns</p> <p>the negative impact of stress on health and well-being.</p> <p>the causes of stress in contemporary German-speaking societies.</p>	<p><i>Students will be skilled at...</i></p> <p>Exchanging, supporting, and discussing their opinions and individual perspectives with peers on a variety of topics.</p> <p>Demonstrating an understanding of the main idea and significant details of a variety written texts and audio materials.</p> <p>Writing emails on health issues and healthy lifestyle choices.</p> <p>Producing persuasive essays.</p> <p>Identifying, analyzing, and discussing the importance of health, nature and the environment in German-speaking countries.</p>

<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures Interact with cultural competence and understanding.</p> <p>2.1 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.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical</p>	<p>factors that can reduce stress in everyday life including yoga, mindfulness, exercise and a balanced diet.</p> <p>the attitudes of German-speaking people to alternative medicines and traditional remedies.</p> <p>that traditional agriculture has a negative impact on the environment.</p> <p>German attitudes to organic food and organic agriculture. .</p> <p>the geography of German-speaking countries.</p> <p>There are lots of areas of outstanding beauty and environmental importance in German-speaking countries that are protected by the government.</p> <p>Nature is considered a source of stress-relief in Germany.</p> <p>Germany is a global leader of environmental protection and the development of environmental technologies.</p> <p>that Germany aims to be nuclear power free.</p> <p>that the German government subsidies and encourages green energy and the development of renewable energy.</p>	<p>Identifying, analyzing, and evaluating the perspectives of German-speaking communities towards health, nature, and environment.</p> <p>Identifying unknown vocabulary through context on print and audio materials.</p> <p>Using reference tools, acknowledging sources, and citing them appropriately in written and spoken presentational communication.</p>
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thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence.

4.1 Language Comparisons:

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

4.2 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

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

<p>5.1 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.</p> <p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>AP World Language Presentational writing rubric</p> <p>AP World Language Interpersonal speaking rubric</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>G - Solutions to environmental problems</p> <p>R - working for the DEEP (Department of Energy and Environmental Protection)</p> <p>A - local families</p> <p>S - Students are hired by the DEEP to create an advertisement campaign directed at members of the community and explaining how they can help protect the environment</p> <p>P - Posters explaining what people can do in their everyday life to protect the environment, the effect this action will have on the environment, and the benefits to citizens and the country as a whole. Students will present posters to the class and will answer the audience's questions.</p> <p>S - Students include effective graphics, an explanation of how this action will positively affect and benefit the environment, the local community, and country.</p>

		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A	Accuracy	Vocabulary and grammar quizzes.
T, M, A	Students demonstrate comprehension of content from authentic audio resources.	Identifying the main idea and supporting details of an authentic audio text on the effect of stress on health and well being.
T, M, A	Students demonstrate comprehension of content from authentic print resources.	Identifying the distinguishing features of authentic print materials through close reading of an article on laughing yoga.
T, A	AP world language interpersonal writing rubric	Interviewing each other on their healthy and unhealthy lifestyle and food habits.
T, A	AP world language interpersonal speaking rubric	Writing an advice column on healthy lifestyle and food choices in response to a reader's question.
T, M, A	Students demonstrate comprehension of content from authentic audio resources.	Understanding the purpose of the message and the point of view of the producer of a podcast on organic farming and its environmental benefits.
T, M, A	Students demonstrate comprehension of content from authentic print resources.	Writing a summary of an article on nature and national parks in German-speaking countries.
T, M, A	Students demonstrate comprehension of content from authentic print resources.	Examining, contrasting and reflecting on products, practices and perspectives of the target culture by reading an article on German environmental policy.
T, A	AP world language interpersonal speaking rubric	Interviewing students on what they do to protect the environment, and their personal experience with nature and national parks.
T, A	AP world language presentational writing rubric	Writing a persuasive essay on the environmental impact of travel.
T, M, A	AP world language presentational and interpersonal communication rubrics and accuracy for the interpretive communication	Taking a unit test including interpretive, interpersonal, and presentational communication.

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students will look at a series of pictures to identify what popular health advice or saying is reflected by the pictures.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	Students will be able to identify the effect laughing has on feelings of wellbeing and health.	Monitoring of students' note taking and responses.
T, M, A	Students will be able to describe their eating habits and the effect those have on their health.	Participation in class discussions.
T, M, A	Students will be able to differentiate between healthy and unhealthy food choices.	AP world language rubrics to assess interpersonal and presentational written and spoken communication.
T, M, A	Students will be able to describe the effect of stress and life-style choices on their health and wellbeing.	Observation of small group discussions and partner interviews.
T, M, A	Students will be able to demonstrate the environmental effects of traditional farming methods and explain the positive effect of organic farming.	Formal and informal assessments of student's interpretative communication skills.
T, M, A	Students will be able to discuss the health benefits of nature.	
T, M, A	Students will be able to describe environmental policy in Germany.	

Suggested resources:

Zwischendurch mal Landeskunde

Kaleidoskop

Aspekte Deutsch

Neue Blickwinkel

Deutsche Welle

German newspapers articles and television reports