



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School German IV Curriculum

Course Description: Students are able to engage in conversation and comprehend another person's dialogue without much repetition. Topics go well beyond basic needs and include: personal and family affairs, current events, school, work, etc. Students can comprehend descriptions and narration referring to past, present, or future events. They can comprehend dialogue about special fields of interest and narratives of a non-technical or specialized nature. When listening to material restricted mainly to vocabulary and structures studied in class, their comprehension appears to be on a near native-like level. There is an increased comprehension of in-depth material about special-interest topics used in class. Grammar control includes all but the infrequently used and the most complex forms and word order problems. Students work toward building a larger reading, speaking, and listening vocabulary through use of materials representative of the German-speaking culture.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
6 weeks	Beauty and Aesthetics	Topic 1: View of Beauty Topic 2: Mediums that Evoke Beauty Topic 3: The Importance of Aesthetics over History Topic 4: Society and the Arts--Which Influences Which?
4 weeks	Global Challenges of Historical Germany	Topic 1: The Formation of Germany's Boundaries Topic 2: Division of East and West Topic 3: Past Mistakes
2 weeks	Stereotypes	Topic 1: Who am I? Topic 2: German Identity Today Topic 3: Germans in History
6 weeks	Global Challenges	Topic 1: Environmental Issues Topic 2: Economic Issues Topic 3: Philosophical and Religious Beliefs Topic 4: Quality of Life

Curriculum Revision Tracking

February 2017

Updated ISTE Standards in all units

Unit 1: Beauty and Aesthetics

Subject: German IV

Grade: 10-12

Name of Unit: Beauty and Aesthetics

Length of Unit: 6 weeks

Overview of Unit: In this unit, students will learn why music, art, and literature are effective tools to reach people and their aesthetic values, how they reflect a society's view of beauty, and how its importance in communities has changed over time. They will also explore how the fine arts reflect or influence society, its problems, and concerns.

Priority Standards for unit:

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Demonstrate competencies previously introduced.
 - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.
 - Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.
 - Distinguish the viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture.
 - Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.

Supporting Standards for unit:

- Students use the target language within and beyond the school setting.
 - Demonstrate competencies previously introduced.
 - Present information about the target language and culture to others.
 - Write a newsletter (class, school, etc.) for peers in country or target language.
 - Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.
 - Demonstrate competencies previously introduced.
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Remember, Understand	1
various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech	Apply	Apply	2, 3
knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication	Apply	Apply, Analyze	2, 3
viewpoints in print and in online newspapers, magazines, and emails to identify perspectives of target culture	Distinguish	Evaluate	3, 4
information	Acquire	Remember, Understand	1
the distinctive viewpoints that are only available through the world language and its culture	Recognize	Understand	2
the viewpoints in print and in online newspapers, magazines, and emails	Distinguish	Analyze	2, 3
perspectives of target culture.	Identify	Understand	2
information from target language sources	Use	Analyze	2, 3
in oral and written formats with target-language speakers.	Communicate	Create	3, 4

Essential Questions:

1. How do music, art and literature reflect a society's view of beauty?

2. Why are music, art and literature effective tools to reach people and their aesthetic values?
3. How has the importance of music, art and literature in the community changed over time?
4. How do the fine arts reflect or influence society, its problems and concerns?

Enduring Understanding/Big Ideas:

1. The definition of beauty is often tied to religious, moral and historical values in a society. What is beautiful to one group of people may not be to others. The fine arts find methods of expressing beauty in various forms which touch the human senses and emotions and often within the limits or norms of the society in which they are created.
2. The use of sight, sound and words can illuminate and express feelings of a people. Even those who do not speak the same language can find the same beauty in a visual piece of art. Through studying art, music and literature, we can compare our view of beauty, nature and love and find similarities across the globe.
3. Artists and writers first found support by government leaders and were allowed to create works that pleased their ruler. Strict social and moral rules dictated the forms of art allowed under rulers of times such as the Holy Roman Empire. Music and literature have historically evolved from promoting religion, empires, nations and leaders. As boundaries dissolved, these artists began expressing inner feeling and emotions beyond and even in juxtaposition to leaders/rules.
4. Once humans had access to the arts, literature and music on a wider scale (Middle Ages,) these art forms became mediums for politics, revolutions and self-expressions. New genres developed, out of conflict and in contrast to accepted standards, current governments and laws/rules of society. Artists who at first stayed firmly in accepted circles of leaders soon burst out of the norms and defied leaders by expressing emotions and inner strife that were not accepted by society, expanding the world's ideas and promoting self-thought. These expressions often resulted in exile or even death of the artist.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• das Genre, -s genre • der Aufsatz, -ä e/der Essay, -s essay • der Erzähler, - narrator • der Reim rhyme • der Roman, -e - novel • die Dichtung, -en work of literature • die Handlung, --en plot • die Poesie/die Dichtkunst - poetry • die Prosa - prose • die Strophe, -n stanza; verse • die Zeile, -n line • schildern - to narrate • zusammenfassen - to join together	• ästhetisch - aesthetic • bildhauern (coll.) - to sculpt • damals - at that time, back then • das Aquarell, -e watercolor painting • das Atmosphäre - atmosphere • das Ereignis, -se experience • das Gedicht, - e poem • der Dichter, - writer, author • der Roman, - e novel • der Rythmus - rhythm • der Ton - tone, mood • die Ballade, -n ballad, song • die Bühne, -n stage • die Figur, -en character • die Stimmung, -en mood • gefangen nehmen - to capture • preisgekrönt - award-winning • skizzieren - to sketch

Resources for Vocabulary Development: Holocaust literature and means of art mchekc.org

Topic 1: View of Beauty

Engaging Experience 1

Title: Art museum evaluation

Suggested Length of Time: 3 - 4 class periods

Standards Addressed

Priority:

- Beauty and Aesthetics

Supporting:

- Cultures and Comparisons

Detailed Description/Instructions: Students will visit an art museum (in person or online) to spend time analyzing a variety of German art genres. Analysis of various pieces should compare and contrast both the creator's intent as well as personal interpretation of the piece. Students should share verbally their view of beauty or lack of beauty from various pieces as well as communicate with art staff, and classmates in the target language.

Bloom's Levels: Evaluate, Create

Webb's DOK: 3, 4

Rubric: AP scoring guide for interpersonal communication

Engaging Experience 2

Title: Grammatical structures

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- Beauty and Aesthetics

Supporting:

- Communications and Comparisons

Detailed Description/Instructions: Mastery of comparison of adjectives and adverbs (comparative and superlative forms.) Adjectives formed from past participles; Da wo compounds

Bloom's Levels: Analyze, Create

Webb's DOK: 1, 2

Engaging Experience 3

Title: Song presentation - Interpersonal Presentational Speech

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- Aesthetics and Beauty

Supporting:

- Communications and Connections

- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research a song, with or without words by a German musician/group. Presentation should share with class the examples of beauty expressed in the words, feelings or genre the song. The student should also share a connection to the time period or history of the song, expressing an event, or theme that connects the beauty of the song to something happening at the time it was written. (Example - Richard Wagner's "Tristan and Isolde" epic long song from Romantic era - tied to King Ludwig II, Neuschwanstein castle, and his building of his music theatre to enshrine the works of Richard Wagner.)

Bloom's Levels: Analyze, Evaluate, Create

Webb's DOK: 3, 4

Topic 2: Mediums that Evoke Beauty

Engaging Experience 1

Title: Poetry analysis - poster visual presentation

Suggested Length of Time: 5-7 class periods

Standards Addressed

Priority:

- Aesthetics and Beauty

Supporting:

- Cultures and Communication

Detailed Description/Instructions: Students will research and read poetry from the Classical and Romantic Era in German literature. With use of charts, definitions and time-lines, students will describe and explain uses of words, meanings and mediums of the arts to express beauty and emotions.

Bloom's Levels: Understand, Analyze

Webb's DOK: 1, 2

Engaging Experience 2

Title: My favorite form of art -interpersonal speaking

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Aesthetics and Beauty

Supporting:

- Comparisons and Connections

Detailed Description/Instructions: Students will each present on their personal connection with one form of German art medium - sculpture, music, painting, dance, literature. Presentations should give analysis and interpretation on their chosen piece, should cite evidence from outside sources defining the characteristics, medium, and historical background to the piece. Personal identification with the piece could include their own hobbies, interest or emotions.

Bloom's Levels: Evaluate, Create

Webb's DOK: 3, 4

Rubric: AP Course Handbook and Resources

Topic 3: The Importance of Aesthetics over History

Engaging Experience 1

Title: Interpersonal writing - essay

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Aesthetics and Beauty
- Family and Communities

Supporting:

- Communities
- Cultures
- Comparisons

Detailed Description/Instructions: Have students study various pieces of fine arts from the Holocaust. Have students write a personal narration on how a person in such terrible circumstances could create a beautiful form of art. Examples: *I never saw another butterfly*, music from Theresienstadt.

Bloom's Levels: Apply, Analyze

Webb's DOK: 2, 3

Rubric: AP interpersonal writing scoring guide (AP course booklet)

Engaging Experience 2

Title: Grammatical Concepts

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Aesthetics and Beauty
- Family and Communities

Supporting:

- Comparisons
- Communication

Detailed Description/Instructions: Students will show understanding and basic level mastery of the Passive Verb Tense, Passive Verb with Modals and the mastery of the Narrative Past.

Bloom's Levels: Remember, Understand

Webb's DOK: 1, 2

Topic 4: Society and the Arts - Which Influences Which?

Engaging Experience 1

Title: Interpersonal writing - letter/email writing with song interpretation

Suggested Length of Time: 2-3 class periods

Standards Addressed:

Priority:

- Beauty/Aesthetics
- Contemporary Life

Supporting:

- Communities
- Connections

Detailed Description/Instructions: Students will research and choose songs written and performed by a current (living) music performer or group, discuss why the artist(s) chose the societal issues they did, and what effects the song might have. After discussion and analysis, students will compose letters to the musical artist(s) to ask for clarification or reasoning of something in the song. Students must be specific in their questions. (Suggestions: The Wise Guys, Christina Stürmer, the Comedian Harmonists)

Bloom's Levels: Apply, Analyze

Webb's DOK: 2, 3

Rubric: AP interpersonal writing scoring guide (AP course booklet)

Engaging Experience 2

Title: Socratic Seminar - Hitler's decree of Detente Art - Degenerate art

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Beauty and Aesthetics
- Global Challenges

Supporting:

- Cultures
- Comparisons

Detailed Description/Instructions: After researching and viewing the online exhibit of Detente Art, have students argue in Socratic Seminar how a government or an individual can declare or label art to be beautiful or degenerate? What basis, law, evidence or reasoning supports whether an artist, musician, or performer exhibits beauty? "Art is a noble mission. Those who have been chosen by destiny [Vorsehung] to reveal the soul of a people, to let it speak in stone or ring in sounds, live under a powerful, almighty, and all-pervading force. They will speak a language, regardless of whether others understand them. They will suffer hardship rather than become unfaithful to the star which guides them from within." Quote from Adolf Hitler

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3, 4

Rubric: AP Interpretive Communication scoring guide from AP Workshop handbook

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

<http://whc.unesco.org/en/factors/> Unesco World Culural Sites - preservation of cultural beauty...culminating persuasive essay: Using the Unesco World Heritage Website - from Germany - preservation of aesthetics - causes problems to the environment - write a persuasive speech sharing why the heritage sites need to be controlled or limited in regards to three of the following factors: pollution, transportation, utilities or service infrastructure, building and development.

Rubric for Engaging Scenario: AP Presentational Writing Scoring Guide (2013-2014 AP Course Handbook)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
View of Beauty	Art Museum Evaluation	Students will visit an art museum (in person or online) to spend time analyzing a variety of German art genres. Analysis of various pieces should compare and contrast both the creator's intent as well as personal interpretation of the piece. Students should share verbally their view of beauty or lack of beauty from various pieces as well as communicate with art staff, and classmates in the target language.	3-4 class periods
View of Beauty	Grammatical Structures	Mastery of comparison of adjectives and adverbs (comparative and superlative forms.) adjectives formed from past participles; Da wo compounds	3-5 class periods
View of Beauty	Song Presentation-- Interpersonal Presentational Speech	Students will research a song, with or without words by a German musician/group. Presentation should share with class the examples of beauty expressed in the words, feelings or genre the song. The student should also share a connection to the time period or history of the song, expressing an event, or theme that connects the beauty of the song to something happening at the time it was written. (Example - Richard Wagner's "Tristan and Isolde" epic long song from Romantic era - tied to King Ludwig II, Neuschwanstein castle, and his building of his music theatre to enshrine the works of Richard Wagner.)	3-4 class periods

Mediums that Evoke Beauty	Poetry Analysis--Poster Visual Presentation	Students will research and read poetry from the Classical and Romantic Era in German literature. With use of charts, definitions and time-lines, students will describe and explain uses of words, meanings and mediums of the arts to express beauty and emotions.	5-7 class periods
Mediums that Evoke Beauty	My Favorite Form of Art--Interpersonal Speaking	Students will each present on their personal connection with one form of German art medium - sculpture, music, painting, dance, literature. Presentations should give analysis and interpretation on their chosen piece, should cite evidence from outside sources defining the characteristics, medium, and historical background to the piece. Personal identification with the piece	4-5 class periods
The Importance of Aesthetics over History	Interpersonal Writing--Essay	Have students study various pieces of fine arts from the Holocaust. Have students write a personal narration on how a person in such terrible circumstances could create a beautiful form of art. Examples: <i>I never saw another butterfly</i> , music from Theresienstadt.	2 class periods
The Importance of Aesthetics over History	Grammatical Concepts	Students will show understanding and basic level mastery of the Passive Verb Tense, Passive Verb with Modals and the mastery of the Narrative Past.	2-3 class periods
Society and the Arts--Which Influences Which?	Interpersonal Writing--Letter/email writing with song interpretation	Students will research choose songs written and performed by a current (living) music performer or group, discuss why the artist(s) chose the societal issues they did, and what effects the song might have. After discussion and analysis, students will compose letters to the musical artist(s) to ask for clarification or reasoning of something in the song. Students must be specific in their questions. (Suggestions: The Wise Guys, Christina Stürmer, The Comedian Harmonists)	2-3 class periods

Society and the Arts-- Which Influences Which?	Socratic Seminar-- Hitler's Decree of Detente Art-- Degenerate Art	After researching and viewing the online exhibit of Detente Art, have students argue in Socratic Seminar how a government or an individual can declare or label art to be beautiful or degenerate? What basis, law, evidence or reasoning supports whether an artist, musician, or performer exhibits beauty? "Art is a noble mission. Those who have been chosen by destiny [Vorsehung] to reveal the soul of a people, to let it speak in stone or ring in sounds, live under a powerful, almighty, and all-pervading force. They will speak a language, regardless of whether others understand them. They will suffer hardship rather than become unfaithful to the star which guides them from within," quote from Adolf Hitler	4-5 class periods
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Unit 2: Global Challenges of Historical Germany

Subject: German IV

Grade: 10-12

Name of Unit: Global Challenges of Historical Germany

Length of Unit: 4 weeks

Overview of Unit: In this unit, students will explore how Germany dealt with boundaries and warring nations in its own development as a country. They will also determine why there is still division between East and West Germany, even decades after the fall of the wall, and how Germany faces its past and pays respect to choices made.

Priority Standards for unit:

- Students reinforce and further their knowledge of other disciplines through the world language.
 - Demonstrate competencies previously introduced.
 - Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.
 - Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.
- Students understand and interpret written and spoken language on a variety of topics.
 - Demonstrate competencies previously introduced.
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.

Supporting Standards for unit:

- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.
 - Demonstrate competencies previously introduced.
 - Access or acquire cultural information through community sources.
 - Read, listen, or watch authentic materials or media for personal enjoyment.
- Students demonstrate understanding of the practices and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced.
 - Interact with culturally appropriate patterns of behavior in familiar situations.
 - Describe the historical significance of activities and celebrations in the culture studied.
 - Investigate and explain how previous cultures influenced the modern culture studied.

- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Remember, Understand	1
written and spoken language on a variety of topics.	Understand	Understand	2
written and spoken language on a variety of topics.	Interpret	Analyze, Evaluate	2, 3
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.	Identify	Understand	1, 2
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.	Interpret	Analyze	2, 3
knowledge of other disciplines through the world language.	Reinforce	Understand, Apply	2
information from a variety of sources written in the target language about topics being studied in other school subjects.	Acquire	Understand	1
information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.	Compare	Analyze	3

Essential Questions:

1. How has Germany dealt with boundaries and warring nations in its own development as a country?
2. Why is there still division between East and West Germany, even twenty-five years after the fall of the wall?
3. How does Germany face its past and pay respect to choices made?

Enduring Understanding/Big Ideas:

1. At first Germany was only a small pocket of individual communities constantly at war with nearby groups holding larger political and military influence. In defense of territory, Germania became a conglomerate of fighting tribes, united only in defense of what each owned - small communities. Once nationhood was visualized, the same desire for established land with boundaries was of primary concern but with governmental form. Study of history can show tribal wars, battles with European nations and even legends, heroes and conquests.
2. The physical wall separating East and West Berlin did more than cut a physical line of separation in the country. The separation included philosophical view on freedoms, work ethics, family values and more. Once torn down and reunited, healing was not only needed for torn families and physical separation but for healing of political differences, familial roles, value in education and freedoms with education, job preparation and even choices in aesthetics and beauty.
3. Once seen as barbaric and brutal, German today seems to imitate more of the peaceful and helpful American view within its existence in Europe. Always viewed as the instigator of the past, Germany has endured enough wars to remember the hardships, the death, and the destruction of people, communities, countryside and man's beautiful creations such as palaces, churches, cities and more. Literature and the fine arts have lent words and other means of expressing sorrow to the woes of war. And Germany today continues to recognize its past by building and rebuilding memorials, honoring anniversaries and listening to the voices of the past.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• beleidigen - to offend, insult • das Begrüßungsgeld - West German ‘welcome money’ given to Ossis to tour the West first time • das Heer, -e army • der Eiserne Vorhang - the iron curtain • der Grenzübergänge - border crossings • der Mauerspecht, /-in one who chipped away pieces of the wall • der Solidaritätszuschlag- solidarity surcharge West Germans had to pay to East Germany. • der Wahlsieg, -e - election victory • die Niederlage, -n defeat • die Quelle - source, spring (of water) • die Staatsgrenze, -n national border • die Tarnkappe - invisibility cloak • die Verfolgung, -en persecution • ehemalig - former • einfallen in (+Accus) to invade • erobern - to conquer • gleichgestellt - in the same social level • in eine Falle locken - to fall into a trap • kapitulieren - to surrender • Siegfried: • überwinden - to overcome • um das Leben kommen - to lose one’s life • unterdrücken - to oppress • unterschiedlich - different, varying • unterstützen - to support • unverwundbar - invulnerable • wachen - to guard, watch over

Resources for Vocabulary Development: Quality Tools

Topic 1: The Formation of Germany's Boundaries

Engaging Experience 1

Title: die Niebelungen - Siegfried's saga

Suggested Length of Time: 6-8 class periods

Standards Addressed

Priority:

- Global Challenges

Supporting:

- Communities and Cultures

Detailed Description/Instructions: Students will learn the legend of Siegfried and the Niebelungen through reading, film, and music to learn about the early middle ages and German conquerors of legends past. Students will have opportunity to demonstrate their interpretive communication skills by synthesizing information from various authentic print, audio, visual and audio-visual materials. Class discussions over geography, characters and plot summary will culminate in paragraph summaries and formal assessments.

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: The Treaty of Versailles and the Ruhr Gebiet - Summary and Narration of Effects of War

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Global Challenges
- Family and Communities

Supporting:

- Communities
- Cultures
- Communication
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research various print and media (audio) sources regarding the Treaty of Versailles and land exchange between Germany and France after World Wars. Students should find and cite personal testimony as to the difficulties the Treaty of Versailles caused families living along the Rhine/Alsace Lorraine, due to languages, culture and national ties to the two countries. How have these border changes affected the population in this area and still affect the products, practices and perspectives of the German culture there.

Bloom's Levels: Understand, Evaluate; **Webb's DOK:** 2, 3

Topic 2: Division of East and West

Engaging Experience 1

Title: Class Debate - from film, “Good bye, Lenin!”

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Contemporary Life
- Global Challenges

Supporting:

- Cultures
- Communities
- Comparisons

Detailed Description/Instructions: Students will watch the film, “Good bye, Lenin!” and identify pros and cons of the fall of the wall. Students will use their chart to debate the pros and cons for Alex’s mother who was a staunch believer in the DDR and her son, Alex and what he has gained from the fall of the wall (education, job possibilities, higher salary, and chance to travel or move.)

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 1, 2

Engaging Experience 2

Title: Cultural comparison - texts on East/West German Issues

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- Personal
- Public Identities

Supporting:

- Communities
- Cultures

Detailed Description/Instructions: Using the text *Kaleidoskop* Thema 3, students will read the interviews “Bei den Wessis ist jeder für sich.”, hear and read the song lyrics “Berliner Liedchen” by Wolf Biermann and read various political cartoons such as “Die neue Mauer.” Class discussion should try to relate emotions, feelings of freedom, as well as positives and negatives regarding being “stuck” in East Germany.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 2

Engaging Experience 3

Title: Films on East/West Issues - interpersonal write

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- Personal and Public Identity
- Contemporary Life

Supporting:

- Communities
- Connections

Detailed Description/Instructions: Students will watch segments of the films “Das Versprechen” and “Der Tunnel” showing East German attempts to flee the country and the aftermath of their efforts. Students will write a letter to a fictional friend in which they should compare the two films they have seen and tell the friend which film he/she should see and why. Reasoning should be based on historical accuracy and ability to exhibit the emotions of people’s real experiences.

Bloom’s Levels: Apply, Evaluate

Webb’s DOK: 1, 3

Rubric: AP workshop handbook and resources 2013 essay scoring guide

Topic 3: Past Mistakes

Engaging Experience 1

Title: Draussen von der Tür - no home for a soldier

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Personal and Public Identity
- Global Challenges

Supporting:

- Communities
- Connections

Detailed Description/Instructions: Students will read the short play, “Draussen vor der Tür” by Bertold Brecht. After sharing comprehension and general summarizing of the play, students will write a reflection on the soldier’s physical and mental position of being “outside in front of the door.” Not having a home to return to, uncertain of his country’s position of power and stability, the soldier finds himself at odds with return, survival and even the continuation of life after WWI.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 2, 3

Engaging Experience 2

Title: National monument or war memorial presentation - presentational speaking

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- Personal and Public Identities
- Global Challenges

Supporting:

- Cultures
- Communication

Detailed Description/Instructions: Students will research various German monuments, memorials and the rebuilding of important buildings both from East and West Germany affected by war times. (Ex. Die Frauenkirche in Dresden, the Reichstag, Dachau, Buchenwald, synagogues.) Presentations should focus on the rebirth or renewal and the speeches given at the time of reopening, to show Germany’s desire to rebuild and restore what was once destroyed.
https://en.wikipedia.org/wiki/Category:Buildings_and_structures_in_Germany_destroyed_during_World_War_II

Bloom’s Levels: Apply, create

Webb’s DOK: 1, 2

Engaging Experience 3

Title: Book or movie review - personal opinion speech or writing

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- Global Challenges

Supporting:

- Communities and Communication

Detailed Description/Instructions: Students will find an approved individual book or movie depicting a blemish on Germany's past (WWI, WWII, the Holocaust, the 30 Years War) and give a report summarizing the story as well as an evaluation of the message the book or film portrays to its audience.

Bloom's Levels: Understand, Evaluate

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Part A: Test generated from course text, print sources, grammar and vocabulary

Part B: Presentational Writing - Essay Theme: There were many German literary and political greats who the Divided Germany, either freely or by force, due to their expression of beliefs.

Choose one of the following people studied in the unit (text, research, and internet) and explain 1) their opinion and viewpoint, 2) their reason for leaving, and 3) how their works have impacted society and built an understanding for these global challenges Germany has faced.

Bertold Brecht, Kurt Tucholsky, Christa Wolfe, Anna Seghers, Hilde Domin

Rubric for Engaging Scenario: Part B: AP workshop Handbook and Resources 2013 - 2014 pp. 436 - 437

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Formation of Germany's Boundaries	die Niebelungen - Siefgried's saga	Students will learn the legend of Siegfried and the Niebelungen through reading, film, and music to learn about the early middle ages and German conquerors of legends past. Students will have opportunity to demonstrate their interpretive communication skills by synthesizing information from various authentic print, audio, visual and audio-visual materials. Class discussions over geography, characters and plot summary will culminate in paragraph summaries and formal assessments.	6-8 class periods
The Formation of Germany's Boundaries	The Treaty of Versailles and the Ruhr Gebiet - Summary and Narration of Effects of War	Students will research various print and media (audio) sources regarding the Treaty of Versailles and land exchange between Germany and France after World Wars. Students should find and cite personal testimony as to the difficulties the Treaty of Versailles caused families living along the Rhine/Alsace Lorriane, due to languages, culture and national ties to the two countries. How have these border changes affected the population in this area and still affect the products, practices and perspectives of the German culture there.	4-5 class periods
Division of East and West	Class Debate	Students will watch the film, "Good bye, Lenin!" and identify pros and cons of the fall of the wall. Students will use their	2-3 class periods

		chart to debate the pros and cons for Alex's mother who was a staunch believer in the DDR and her son, Alex and what he has gained from the fall of the wall (education, job possibilities, higher salary, and chance to travel or move.)	
Division of East and West	Cultural Comparision--texts on East/West German Issues	Using the text <i>Kaleidoskop</i> Thema 3, students will read the interviews "Bei den Wessis ist jeder für sich.", hear and read the song lyrics "Berliner Liedchen" by Wolf Biermann and read various political cartoons such as "Die neue Mauer." Class discussion should try to relate emotions, feelings of freedom, as well as positives and negatives regarding being "stuck" in East Germany.	3-4 class periods
Division of East and West	Films on East/West Issues--interpersonal write	Students will watch segments of the films "Das Versprechen" and "Der Tunnel" showing East German attempts to flee the country and the aftermath of their efforts. Students will write a letter to a fictional friend in which they should compare the two films they have seen and tell the friend which film he/she should see and why. Reasoning should be based on historical accuracy and ability to exhibit the emotions of people's real experiences.	3-4 class periods
Past Mistakes	Draussen von der Tür - no home for a soldier	Students will read the short play, "Draussen vor der Tür" by Bertold Brecht. After sharing comprehension and general summarizing of the play, students will write a reflection on the soldier's physical and mental position of being "outside in front of the door." Not having a home to return to, uncertain of	4-5 class periods

		his country's position of power and stability, the soldier finds himself at odds with return, survival and even the continuation of life after WWI.	
Past Mistakes	National monument or war memorial presentation - presentational speaking	Students will research various German monuments, memorials and the rebuilding of important buildings both from East and West Germany affected by war times. (Ex. Die Frauenkirche in Dresden, the Reichstag, Dachau, Buchenwald, and synagogues) Presentations should focus on the rebirth or renewal and the speeches given at the time of reopening, to show Germany's desire to rebuild and restore what was once destroyed.	3-5 class periods
Past Mistakes	Book or Movie Review	Students will find an approved individual book or movie depicting a blemish on Germany's past (WWI, WWII, the Holocaust, the 30 Years War) and give a report summarizing the story as well as an evaluation of the message the book or film portrays to its audience.	1-2 class periods

Unit 3: Stereotypes

Subject: AP German

Grade: 11-12

Name of Unit: Stereotypes

Length of Unit: 2 weeks

Overview of Unit: In this unit, students will learn how their cultural identity is influenced by products, practices, and perspectives of their homeland. They will also explore why the identity of Germany is hard to clearly define, and how historical events have plagued their identity and influence the world's view of Germany today.

Priority Standards for unit:

- 6 Course Themes
 - Beauty and Aesthetics
 - Families and Communities
 - Personal and Public Identities
 - Contemporary Life
 - Science and Technology
 - Global Challenges

Supporting Standards for unit:

- Standards-Based Instructional Practices:
 - Communities
 - Cultures
 - Connections
 - Comparisons
 - Communication
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Essential Questions:

1. How is my cultural identity influenced by products (tangible like tools, music, film and intangible like laws, institutions or conventions), practices (patterns of social interaction) and perspectives (values, attitudes, and assumptions) of my homeland?
2. Why is the identity of Germany today hard to clearly define (globalization, integration)?
3. How have historical events plagued the German identity and still influence our world view of Germany today?
4. How do we help change the stereotype or negative view of our culture or ourselves?

Enduring Understanding/Big Ideas:

1. How the world sees a person from a specific country is often built by products, perspectives and practices of that nation. What people learn about a foreign land often comes from the movies, music, famous people and their mark on society. Also a nation's practices, military power or values are spread through literature, art and culture all across the world. We are often viewed to be a certain way by our language and our visual appearance.
2. Germany has more immigrants today than in centuries as it leads Europe today economically and politically, in the governing forces of the European Union. Migrant workers and families hoping for financial success are moving to Germany to start a better life, and mixing into its cultural weave. Even a Jewish population is resurfacing into the ancient cities where ancestors once lived before the Holocaust. The mix of language, religion and social culture can be seen in all major cities of Germany today.
3. In the American world of media, the German is often portrayed as the evil bad guy ready to send a nation into war. Historical references to Hitler and his fascist regime are still evident in the stereotypes of Germans and even further back in history. As America has been the victor over Germany in the World Wars, we have often written the history books and portrayed Germans in the negative.
4. By sharing with people and giving others the opportunity to experience a new culture, new language, new experience in life, we can help end the stereotypes developed out of lack of knowledge. Until someone experiences a different religious service, attends a celebration of a foreign culture, travels to a foreign place or actually meets someone from a different culture, opinions and ideas cannot be transformed. By being open to change, trying new things and accepting a "foreign adventure" one can broaden their view, alter opinions and learn to better defend their own beliefs and values.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● die Bedeutung - meaning ● sich vorstellen - to imagine ● gehören - to belong to ● vergleichen - to compare ● einkreisen - to circle (identify in text) ● ergänzen / vervollständigen - to make whole, complete	● der Brauch, -Bräuche (Gebräuche) - customs ● Sitten - customs, behaviors ● das Erbe - heritage/inheritance ● heiligen - to keep holy, tradition ● das Vorurteil, -e prejudice, preconceived idea ● die Klischeevorstellung, -en - stereotypes ● durchschnitt - average ● die Identität - identity ● gemütlich, Gemütlichkeit - cozy feeling, at home ● der Ursprung, -ü e origin ● pflegen - to foster, cultivate ● der Ausländer, - foreigner ● die Vereinigung - unification

Resources for Vocabulary Development: Quality Tools

Topic 1: Who am I?

Engaging Experience 1

Title: Music Search and Analysis - identity of a German/American

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Personal and Public Identities

Supporting:

- Cultures and Comparisons
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
 - Advocate and practice safe, legal, and responsible use of information and technology.
 - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - Demonstrate personal responsibility for lifelong learning.
 - Exhibit leadership for digital citizenship.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research modern (21st century) German music for themes of identity, nationality and feelings of belonging. Vocabulary and meaning will be organized and used to explain positives, negatives, fear, pride and other emotions. Concluding conversation will try to answer - is there a German (as well as American) identity or stereotype today - why or why not?

Bloom's Levels: Understand, Evaluate

Webb's DOK: 1, 2

Engaging Experience 2

Title: Email to German pen pal - personal write - class discussion following the reading of classmates' essays

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Personal and Public Identities

Supporting:

- Cultures and Comparisons

Detailed Description/Instructions: Who are you as an individual, an American citizen, a teenager, man or woman, religious person, environmentalist? How do you conduct yourself when you come into contact with someone or a group of people from another culture/country or land/mindset?

Option: other experience write: Imagine that you have emigrated to another land/country. How would you try to come into contact with this new culture/environment? How might this interaction change your personal identity, beliefs and values?

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: AP Interpersonal Writing scoring guide (pp. 436-437 of 2013 handbook)

Engaging Experience 3

Title: Object Identification - This represents me.

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Personal and Public Identities

Supporting:

- Comparisons, Cultures

Detailed Description/Instructions: Students are to bring to class a tangible object that represents who they are and present a speech identifying their reasoning for this particular object. The object should show some form of a person's identity - be it personality, religion, beliefs, political view, geographical identity - where they are from, stereotypical identity. Student presentations should explain why this represents them and how others view - how this affects their interactions with others (positively and negatively)

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 1, 2

Rubric: AP Presentational Speech scoring guide (2013 handbook)

Topic 2: German Identity Today

Engaging Experience 1

Title: Political Identity of Germans today - the political multi-party system

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Contemporary Life, Personal and Public Identities

Supporting:

- Comparison, Cultures
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research using various text formats (literature, internet, print media) the multi-party system of German politics. After creating a chart or table with definitions, names and explanations, presentations will allow students to learn how a multi-party system works, the value of coalitions, and how this system not only affects politics, but daily life in dealing with of different opinion, value and culture. Sources may include: political party information for youth <http://www.kindersache.de/bereiche/schon-gewusst/politik/parteien/artikel/%C3%BCber-parteien>, Wahl-O-Mat <http://www.bpb.de/politik/wahlen/wahl-o-mat/>, Political parties <http://www.bpb.de/politik/grundfragen/parteien-in-deutschland/>,

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 1, 2

Engaging Experience 2

Title: Grammatical structures

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- Comparisons and Connections

Detailed Description/Instructions: Students will show understanding and use of the following grammatical structures through practice, drill and sentence writing: Indirect speech - the Subjunctive I, demonstratives/relative pronouns (derjenige, derselbe, selbst, selber, jener)

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Rubric: To be created--accuracy in use of grammatical structures

Engaging Experience 3

Title: Reunification and View of East and West today

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Personal and Public Identities, Contemporary Life

Supporting:

- Comparisons, Communities, and Cultures

Detailed Description/Instructions: Students will read a variety of print material and listen to audio material to learn about the recent reunification of Germany and the problems associated with reuniting the people, the politics and the economy of the separated parts of Germany after World War II. Students will develop a meaningful record of expressions, reactions and key vocabulary showing the various attitudes and opinions of those who lived through the experience and as well as popular attitudes and opinions since 1989. From this record of essential vocabulary, students should develop a visual representation showing the 2 sides of the wall (perhaps a full bulletin board or display wall in the classroom/school) Class discussion can be Socratic seminar, question and answer or other format.

Bloom's Levels: Evaluate, Create

Webb's DOK: 2, 3

Topic 3: Germans in History

Engaging Experience 1

Title: German Immigrant Presentation

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- Science and Technology, Contemporary Life

Supporting:

- Connections, Communities
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research various German-American immigrants and their reasons for moving to America. Using both visual and spoken means, students will present to class who the immigrant was, his/her view of self-identity and view of opportunities by coming to America. What was the “mark” left on American society/culture - a product such as invention, tool, convention, institution, a practice (social interaction, religious change, etc.) or perspective - value/attitude?

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 1, 2

Engaging Experience 2

Title: Farsebook creation of a German identity from the recent past (WWII - today)

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- Contemporary Life

Supporting:

- Communities, Connections
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research a prominent German identity from WWI - present day and develop a Farcebook page (like Facebook) showing personality, identity, likes/dislikes, opinions and attitudes. Student created work should identify both positives and negatives of this person's identity. After class has had time to view and think about these "farcebook posts" class discussion should include - Who would you be friends with and why? Which of these personalities/identities would "Like" each other and why? (ideas: Angela Merkel, Guenther Grass, Bertold Brecht, Erich Kästner, Wehner von Braun, Albert Einstein, Christa Wolf, Wolf Biermann, Kurt Tucholsky, Heinrich Böll)

Bloom's Levels: Evaluate

Webb's DOK: 2, 3

Engaging Scenario

Culminating Activity: Class debate - Should Germany go back to the divided lands of East and West for political and economic reasons or can current political and community actions help ease tensions that still exist from the times of former East Germany? Students should defend their case with factual evidence gathered in this unit and present various short debates showing the pros and cons of the divided nation and the problems that are arising today from economic strife, overcrowding of cities and the influx of foreigners into both the East and West.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Who am I?	Music search and analysis--identity of a German/American	Students will research modern (21st century) German music for themes of identity, nationality and feelings of belonging. Vocabulary and meaning will be organized and used to explain positives, negatives, fear, pride and other emotions. Concluding conversation will try to answer - is there a German (as well as American) identity or stereotype today - why or why not?	4-5 class periods
Who am I?	Email to German pen pal--personal write	Who are you as an individual, an American citizen, a teen-ager, man or woman, religious person, environmentalist? How do you conduct yourself when you come into contact with someone or a group of people from another culture/country or land/mindset?	2-3 class periods
Who am I?	Object Identification-This Represents Me	Students are to bring to class a tangible object that represents who they are and present a speech identifying their reasoning for this particular object. The object should show some form of a person's identity - be it personality, religion, beliefs, political view, geographical identity - where they are from, stereotypical identity. Student presentations should explain why this represents them and how others view - how this affects their interactions with others (positively and negatively)	2-3 class periods
German Identity Today	Political Identity of Germans Today—	Students will research using various text formats (literature, internet, print media) the multi-party system of German politics. After creating a chart or table with definitions,	4-5 class periods

	The Political Multi-Party System	names and explanations, presentations will allow students to learn how a multi-party system works, the value of coalitions, and how this system not only affects politics, but daily life in dealing with of different opinion, value and culture. Sources may include political party information for youth	
German Identity Today	Grammatical Structures	Students will show understanding and use of the following grammatical structures through practice, drill and sentence writing: Indirect speech - the Subjunctive I, demonstratives/relative pronouns (derjenige, derselbe, selbst, selber, jener)	3-5 class periods
German Identity Today	Reunification and View of East and West Today	Students will read a variety of print material and listen to audio material to learn about the recent reunification of Germany and the problems associated with reuniting the people, the politics and the economy of the separated parts of Germany after World War II. Students will develop a meaningful record of expressions, reactions and key vocabulary showing the various attitudes and opinions of those who lived through the experience and as well as popular attitudes and opinions since 1989. From this record of essential vocabulary, students should develop a visual representation showing the 2 sides of the wall (perhaps a full bulletin board or display wall in the classroom/school) Class discussion can be Socratic seminar, question and answer or other format.	4-5 class periods
Germans in History	German Immigrant Presentation	Students will research various German-American immigrants and their reasons for moving to America. Using both visual and spoken means, students will present to class who the immigrant was, his/her view of self-identity and view of opportunities by coming	3-5 class periods

		to America. What was the “mark” left on American society/culture - a product such as invention, tool, convention, institution, a practice (social interaction, religious change, etc.) or perspective - value/attitude?	
German History	Farsebook Creation of a German Identity From the Recent Past (WWII-today)	Students will research a prominent German identity from WWI - present day and develop a Farsebook page (like Facebook) showing personality, identity, likes/dislikes, opinions and attitudes. Student-created work should identify both positives and negatives of this person’s identity. After class has had time to view and think about these “farsebook posts” class discussion should include - Who would you be friends with and why? Which of these personalities/identities would “Like” each other and why?	3-5 class periods

Unit 4: Global Challenges

Subject: AP German

Grade: 11-12

Name of Unit: Global Challenges

Length of Unit: 6 weeks

Overview of Unit: Students will learn what environmental issues pose challenges to German today. They will also learn how the world views Germany's role in the leadership and management of the modern European Union. Finally, students will learn how philosophical and religious beliefs define us as people and how societies and individuals define quality of life.

Priority Standards for unit:

- 6 Course Themes
 - Beauty and Aesthetics
 - Families and Communities
 - Personal and Public Identities
 - Contemporary Life
 - Science and Technology
 - Global Challenges

Supporting Standards for unit:

- Standards-Based Instructional Practices:
 - Communities
 - Cultures
 - Connections
 - Comparisons
 - Communication
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Essential Questions:

1. What environmental issues pose challenges to Germany today?

2. How does the world view Germany's role in the leadership and management of the modern European Union?
3. How do our philosophical and religious beliefs define us as a people?
4. How do societies and individuals define quality of life?

Enduring Understanding/Big Ideas:

1. Germany is leading research and technology in Europe today with alternative energy sources and methods of recycling in connection with its economic role in the European Union.
2. Germany has taken the forefront in leadership, development and protection of the European Union. Political leaders have expanded their power in all aspects of the European Union. With careful forethought into protection, the environment and technological advances, Germany hopes to hold a positive view in the European and greater world opinion.
3. What we value and hold as sacred truths comes from our historical perspective of a geographical, national and religious identity. Our beliefs in religious or ethics are portrayed in the way we shop, what we drive, and even where and how we live.
4. From our own code of ethics, religion or even the level of national/political control over us all dictate what we see as humane, allowable or worth fighting against. Our social networking and access to technology allow us to view events around the world within seconds. Our definitions of "quality of life" are reflected in our culture, our products, our uses of this world and our connections with the greater world around us.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• beschützen - to protect • beseitigen - to eliminate • der Fortschritt, e - progress • der Konkurrent, -en competitors • der Unmut - discontent • die (Umwelt)verschmutzung - pollution • die Bodenschätze - natural resources • die globale Erwärmung, -en global warming • die Herausforderung, -en challenge • die Klimaerwärmung-en global warming • die Meinung, -en/die Auffassung, -en

	opinion • einfallen in (+Accus) to invade • erhalten - to convserve • erobern - to conquer • etwas verraten - to reveal something/expose • fördern - to promote, to encourage • kapitulieren - to surrender • sich widmen - to dedicate oneself • stürzen - to overthrow • überwinden - to overcome • umstritten - controversial • vertreiben - to expell • wiederverwertbar - recyclable, reusable • wiederverwerten/recyclen - to recycle
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Resources for Vocabulary Development: Denk Mal Deutsch ohne Grenze text, Barske/McKinstry/Schestokat/Sokolosky; Kaleidoskop text, Moeller, Adolph, Mabee, Berger

Topic 1: Environmental Issues

Engaging Experience 1

Title: Die Grüne Punkt - Research the creation of the recycling movement and how it's affected the entire European Union

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Global Challenges

Supporting:

- Communities
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will use electronic and print resources to learn about the establishment of the Grüne Punkt recycling laws. Reports will share the results of recycling efforts of Germany and its effects on the European Union as well as trade and manufacturing within the Union. Should include types of products, the costs involved and the level of recycling used today in Europe.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Letter to German pen pal - types of recycling in America

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Global Challenges

Supporting:

- Communities

Detailed Description/Instructions: Students will write their “pen pal” in Germany about their communities’ efforts to recycle, what materials can be recycled, how easily it is done, and at what cost to the individual. Students should compare their own recycling knowledge and experience with that of Germany and expound on both common grounds as well as uncommon areas/items (glass, refillable beverages, batteries, oil).

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Economic Issues

Engaging Experience 1

Title: Commercial campaign for energy efficient vehicles

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- Global Challenges
- Science and Technology

Supporting:

- Communities
- Cultures
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research through text and internet/print media the newest efficiency German vehicles (SMART Car or electronic/alternative fuel). After gathering and analyzing facts and details, students will create an advertising campaign for audio or television media. Campaign should include the economic benefits of this more efficient model - to the buyer and the German economy (production and export). After the presentations, have students vote as to which car they prefer and share reasoning why.

Bloom's Levels: Understand, Analyze, Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Interpersonal persuasive writing - letter EU government

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- Global Challenges, Science and Technology

Supporting:

- Communities, Cultures and Communication

- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: After research and reading from current print and media sources, students should identify and describe The European Union nations' various forms of energy - natural gas, oil, atomic energy, wind and solar. After reading from various sites, students should design a letter to the EU economic committee promoting the funding of more research for the student's chosen energy source. Students should cite current research and uses for the form of energy as well as current companies leading the development.

<https://www.deutschland.de/de/topic/umwelt/energie-technologie/chancen-der-energiewende>

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 2, 3

Rubric: AP workshop handbook writing scoring guide

Topic 3: Philosophical and Religious Beliefs

Engaging Experience 1

Title: Role Play - interview of minority groups in Germany

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- Personal and Public Identities
- Global Challenges

Supporting:

- Cultures
- Comparison
- Communities
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research the growing number of immigrants to Germany and the various religions and nationalities currently living in German speaking lands. From the information gathered and further research on religious and cultural customs, students should develop role play interviews to share evidence of current problems that still exist in Germany for these minority groups 1) comfort level living within the new community, 2) visual barriers such as dress, or hair 3) religious customs that separate society, 4) social status - level of job/work 5) living location - barriers to full assimilation - outer suburbs, lack of vehicle - reliance on public transportation, ethnic groceries, restaurants, etc.

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: Interpersonal write - email/letter

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Personal and Public Identity
- Family and Communities

Supporting:

- Cultures
- Comparisons

Detailed Description/Instructions: The writing prompt suggests students write to a host Germany family to learn about opportunities for worship or church connection while living in Germany with that family. Student should share a religious connection to any denomination and level of involvement here in America. Sharing learned preconceptions of Germany's religious involvement today, lack of church attendance, the student should inquire, within polite norms, about the family's personal religious views, level of interest in attending church or even general connection to a specific faith or denomination (products and perspectives).

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Rubric: AP workshop handbook and resources writing scoring guide

Topic 4: Quality of Life

Engaging Experience 1

Title: Research and report - Quality of German Life

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- Global Challenges
- Contemporary Life

Supporting:

- Communities and Cultures
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will research, prepare and present short class lectures on various German behaviors/standards regarding various stages of life in Germany. (1 caring for the young - paid time off, government subsidies for number of children; 2 life-threatening illnesses and treatment of - tumors, cancer, diabetes , 3 senior life - retirement homes, Alzheimer treatment, 4 the homeless/jobless - care for immigrants, orphans, unemployed)

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: Class discussion and debate - interpersonal speaking

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Global Challenges
- Contemporary Life

Supporting:

- Communities
- Cultures

Detailed Description/Instructions: Should Germany send troops? Involvement in crises such as those in Iraq, Afghanistan, and Korea...etc., level of government strength and support to countries of the UN, EU, and beyond. Students should watch various news reports and hear podcasts regarding Germany's current involvements in world affairs. From information learned, students should create a visual aide showing level of involvement, types of support (food, monetary, troops and more). Discussion in class can show understanding of material, allow time for questions for deeper understanding as well as include some debate time sharing personal opinions with reasoning or support therefore.

Bloom's Levels: Understand, Evaluate

Webb's DOK: 1, 3

Engaging Experience 3

Title: Compare and Contrast - class discussion

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- Contemporary Life, Personal and Public Identities

Supporting:

- Communities, Cultures

Detailed Description/Instructions: After completing the novel, *Damals war es Friedrich*, students will compare and contrast the lives of the two main characters, Hans and Friedrich, a German and a Jewish German boy in NAZI Germany. Comparisons should deal with both boys' struggles to find "quality of life" in terms of family connection, religious and personal beliefs, government protection and inclusion (citizenship), as well as ability to live out life.

Bloom's Levels: Apply, Analyze, Evaluate

Webb's DOK: 1, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

AP German Workshop Handout and Resource book 2013 exam materials

Part 1 Task 2: persuasive essay pp. 412-415 (includes 2 source reading materials and an essay prompt - Essay contest entry - Should young German men do military service? Support your personal opinion by stating reasoning from both source articles to support or defend your stance.

Part 2: free response questions - section II, part A pg. 420 CD tracks 1 - 3
(compulsory German male military service for 6 months)

Rubric for Engaging Scenario: AP workshop handbook pp. 436 - 437

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Environmental Issues	Die Grüne Punkt - Research the creation of the recycling movement and how it's affected the entire European Union	Students will use electronic and print resources to learn about the establishment of the Grüne Punkt recycling laws. Reports will share the results of recycling efforts of Germany and its effects on the European Union as well as trade and manufacturing within the Union. Should include types of products, the costs involved and the level of recycling used today in Europe.	2 class periods
Environmental Issues	Letter to German pen pal - types of recycling in America	Students will write their "pen pal" in Germany about their communities' efforts to recycle, what materials can be recycled, how easily it is done, and at what cost to the individual. Students should compare their own recycling knowledge and experience with that of Germany and expound on both common grounds as well as uncommon areas/items. (glass, refillable beverages, batteries, oil)	1 class period
Economic Issues	Commercial campaign for energy efficient vehicles	Students will research through text and internet/print media the newest efficiency German vehicles (SMART Car or electronic/alternative fuel). After gathering and analyzing facts and details, students will create an advertising campaign for audio or television media. Campaign should include the economic benefits of this more efficient model - to the buyer and the German economy (production and export.) After the presentations, have	3-4 class periods

		students vote as to which car they prefer and share reasoning why.	
Economic Issues	Interpersonal persuasive writing--letter to EU government	After research and reading from current print and media sources, students should identify and describe The European Union nations various forms of energy - natural gas, oil, atomic energy, wind and solar. After reading from various sites, students should design a letter to the EU economic committee promoting the funding of more research for the student's chosen energy source. Students should site current research and uses for the form of energy as well as current companies leading the development.	1-2 class periods
Philosophical and Religious Beliefs	Role Play-- interview of minority groups in Germany	Students will research the growing number of immigrants to Germany and the various religious and nationalities currently living in German speaking lands. From the information gathered and further research on religious and cultural customs, students should develop role play interviews to share evidence of current problems that still exist in Germany for these minority groups 1) comfort level living within the new community, 2) visual barriers such as dress, or hair 3) religious customs that separate society, 4) social status - level of job/work 5) living location - barriers to full assimilation - outer suburbs, lack of vehicle - reliance on public transportation, ethnic groceries, restaurants, etc.	3-5 class periods
Philosophical and Religious Beliefs	Interpersonal write-- email/letter	The writing prompt suggests students write to a host Germany family to learn about opportunities for worship or church connection while living in Germany with that family. Student should share a	1 class period

		religious connection to any denomination and level of involvement here in America. Sharing learned preconceptions of Germany's religious involvement today, lack of church attendance, the student should inquire, within polite norms, about the family's personal religious views, level of interest in attending church or even general connection to a specific faith or denomination (products and perspectives).	
Quality of Life	Research and report--Quality of German Life	Students will research, prepare and present short class lectures on various German behaviors/standards regarding various stages of life in Germany. (1 caring for the young - paid time off, government subsidies for number of children, 2 life-threatening illnesses and treatment of - tumors, cancer, diabetes , 3 senior life - retirement homes, Alzheimer treatment, 4 the homeless/jobless - care for immigrants, orphans, unemployed)	3-5 class periods
Quality of Life	Class discussion and debate--interpersonal speaking	Should Germany send troops? Involvement in crisis such as Iraq, Afghanistan, and Korea, etc. Level of government strength and support to countries of the UN EU and beyond. Students should watch various news reports and hear podcasts regarding Germany's current involvements in world affairs. From information learned, students should create a visual aide showing level of involvement, types of support (food, monetary, troops and more). Discussion in class can show understanding of material, allow time for questions for deeper understanding as well as include some debate time sharing personal opinions with reasoning or support therefore.	2-3 class periods

Quality of Life	Compare and Contrast--Class Discussion	After completing the novel, <i>Damals war es Friedrich</i> , students will compare and contrast the lives of the two main characters, Hans and Friedrich, a German and a Jewish German boy in NAZI Germany. Comparisons should deal with both boys' struggles to find "quality of life" in terms of family connection, religious and personal beliefs, government protection and inclusion (citizenship), as well as ability to live out life.	3-4 class periods
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Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.