

Conservation and Environment

(Sample Unit)*

Proficiency: Intermediate Mid

Language: German

Theme: Global Issues and Challenges

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.**

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Ohio Department of Education, June 2014

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. **Derive meaning from more detailed messages and texts using listening, reading and viewing strategies.**
 - a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
 - b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
 - c. Make use of print and digital resources to understand the meaning of new words and expressions.
 - d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
 - e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.
2. **Analyze how authentic sources convey viewpoints and use authentic sources critically.**
 - c. Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.
 - d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.
3. **Comprehend and interpret more detailed information in authentic messages and informational texts.**
 - b. Provide more detailed answers to questions about authentic messages and informational texts.
 - f. Synthesize information from authentic sources to solve complex problems, complete multistep tasks or reinforce concepts across the curriculum.

Interpersonal:

2. **Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.**
 - b. Ask more complex questions and provide more detailed answers on a wide variety of topics.

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- e. Initiate, carry on and conclude increasingly longer conversations, interviews on a limited range of personal, general knowledge, academic, interdisciplinary and work-related topics and issues.

3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

- c. Exchange, compare and justify preferences and opinions about personal, academic, and contemporary or historical topics.
- d. Advise peers, family members or co-workers on problems, concerns or personal matters and adjust advice.

Presentational:

1. Convey more sophisticated meaning using writing processes and presentation strategies.

- a. Plan more sophisticated texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.

2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

- i. Propose solutions to more complex issues or problems.
- k. Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.

Cultures:

1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.

- a. Investigate, explain and demonstrate patterns of behavior.
- c. Analyze and compare a variety of products, practices and perspectives of the U.S. and target cultures.

2. Experience the target culture(s) and share information or personal reactions with others.

- h. Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.

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B.

CONTENT ELABORATIONS

Unit Theme: Global Issues and Challenges

Unit Topic(s): Conservation and Environment

Essential Question(s): How do my actions affect the environment?

Communicative Context: Making every-day decisions that impact the environment.

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C.

UNIT SUMMATIVE ASSESSMENT

[Integrated Performance Assessment \(IPA\)](#)

IPA Theme: How can we protect the environment?

[Authentic Resource:](#)

Podcasts:

<http://www.audio-lingua.eu>

http://www.audio-lingua.eu/IMG/mp3/STE-008_daniela_umwelt.mp3

http://www.audio-lingua.eu/IMG/mp3/Umweltschutz_julia.mp3

<http://www.audio-lingua.eu/IMG/mp3/STE-007umweltschutz.mp3>

http://www.audio-lingua.eu/IMG/mp3/helga_energie.mp3

<http://www.audio-lingua.eu/IMG/mp3/STE-027chris-muell.mp3>

Interpretive Task(s): *(Evaluate with an Interpretive performance or proficiency [rubric.](#))*

Students listen to the above podcast(s) and fill in a chart with the following information:
Environmental Problems, Causes, Effects, Solutions.

Interpersonal Tasks: *(Evaluate each student with an Interpersonal performance or proficiency [rubric.](#))*

Students use this information to discuss with a partner or group of three: What do you think are the top three environmental problems in your state/city/town? How can you be more responsible in your daily activities to protect the environment?

Presentational Tasks: *(Evaluate with a Presentational performance or proficiency [rubric.](#))*

Students use the information they've collected and exchanged to write a letter to a student newspaper about environmental issues. They should explain the problems (causes and effects), give examples, and give suggestions for how young people can make a difference in the world.

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D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning Targets for This Unit:

Interpretive:

I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.

- I can identify main ideas, facts, and some supporting ideas in authentic videos and articles on the topic of environmental issues.
- I can differentiate between causes of, results of, and solutions for global environmental issues.

Interpersonal:

I can participate in conversations on familiar topics using sentences and series of sentences.

- I can explain why certain daily activities are bad for the environment.

Presentational:

I can write on a wide variety of familiar topics using connected sentences.

- I can make suggestions for ways to solve global environmental issues.

I can make a presentation about common interests and issues and state my viewpoint.

- I can explain why certain daily activities are bad for the environment.

Intercultural:

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast how a peoples' behavior affects the environment.

I can describe some basic cultural viewpoints.

- I can describe how other cultures view humanity's impact on the environment.

I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.

- I can use some appropriate cultural conventions such as body language, turn-taking, agreeing, disagreeing when talking with others.

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E.

UNIT CONTENT and AUTHENTIC RESOURCES

Content

Language Functions: Explaining, persuading, proposing solutions

Structures: Verb forms for making suggestions; other grammar review as needed for the topic

Vocabulary: Environment

Authentic/Other Resources

(Audio, video or text, related to this unit)

- Podcasts:
 - <http://www.audio-lingua.eu>
 - http://www.audio-lingua.eu/IMG/mp3/STE-008_daniela_umwelt.mp3
 - http://www.audio-lingua.eu/IMG/mp3/Umweltschutz_julia.mp3
 - <http://www.audio-lingua.eu/IMG/mp3/STE-007umweltschutz.mp3>
 - http://www.audio-lingua.eu/IMG/mp3/helga_energie.mp3
 - <http://www.audio-lingua.eu/IMG/mp3/STE-027chris-muell.mp3>
- Video showing path of jeans production (YouTube):
 - <http://www.youtube.com/watch?v=sPVZxCZwDK4>
 - <http://www.youtube.com/watch?v=iriL2MimVaA>
- Recording presentational speaking:
 - <http://lingtlanguage.com/>
 - <http://vocaroo.com/>

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F.

INSTRUCTIONAL STRATEGIES FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

In this activity, students will be able to determine how much they know about the effects that their daily decisions have on the environment:

1. Students take inventory of activities that can affect the environment (drawing on previous knowledge of household vocabulary as well as cognates (e.g., sort the trash, use plastic or re-usable containers, take short/long showers, etc.)
2. Then they sort the activities as either “harmful to environment” or “good for the environment.”

[Instructional Strategies and Formative Assessments](#)

Formative Assessments:

1. Listening comprehension activities based on video of how much water it takes to put a pair of jeans on the store shelf, from design to finish. (Note: See Authentic Resources in Part E. There are videos on YouTube that explain this concept in many languages.)
1. Identify the causes and effects of global environmental issues (e.g., factories = water pollution = fish die) found in brief articles from a news website for children.
2. Information gap activity in which students ask each other why an activity or product is bad for the environment (practice using structures such as because; because of; ... causes ...)
3. Sentence completion for advice about what we can do to protect the environment (e.g., Problem = cars are producing too much exhaust. Tip = “think/believe we should ...; In my opinion we have to ...; We could ...).

Interpretive Tasks and Strategies:

- Students watch/listen to authentic videos/podcasts, first for gist and then fill in chart with relevant details.
- Students listen multiple times or at home to posted videos/podcasts on class website.
- Students illustrate the relationship between cause and effect of environmental issues that they hear/read about.

- Students illustrate the production path of a pair of jeans from design to the store shelf or have them check off pictures as they read/hear the different stops along the path mentioned.
- Students use three different colors to mark ideas that they hear/see as cause/result/solution.

Interpersonal Tasks and Strategies:

- Students do information gap activities to exchange information about cause and effect.
- Students use a checklist to ask each other how often they engage in certain environmentally safe/harmful activities.
- Students ask for and give advice on how to live more responsibly (e.g., Student A: I want to avoid using too much electricity. Student B: You should/could ...).

Presentational Tasks and Strategies:

- Students describe a nature visual (e.g., a healthy or damaged forest) and describe it in writing or speaking.
- Students write a sentence about the cause-and-effect relationships they see represented by a graph or an illustration.
- Students use a model paragraph about an environmental issue to write a paragraph about another environmental issue.
- Students edit each other's paragraphs, using a holistic scoring guide.
- Students write in chunks (add on a sentence every day).
- Students write a paragraph, and then incorporate transitions or conjunctions from a list when they are able.

Diverse Learners:

- Put resources on class website so students can listen to/read them again at their own pace.
- Provide multiple resources and allow students to choose from different subtopics (conservation, pollution, recycling, etc.).
- Record students speaking (Vocaroo or linglanguage) so they can listen to themselves and/or each other and self or peer-assess.

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G.

CONNECTIONS

21st-Century Skills:

- Students as critical thinkers formulate opinions and problem solve.
- Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts and ideas.

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