

Social Justice Correlations

Teaching Tolerance’s Social Justice Standards - Anchor Standards and Domains

<p>IDENTITY</p> <ol style="list-style-type: none"> 1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 3. Students will recognize that people’s multiple identities interact and create unique and complex individuals. 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people. 5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces. 	<p>DIVERSITY</p> <ol style="list-style-type: none"> 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. 7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 9. Students will respond to diversity by building empathy, respect, understanding and connection. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
<p>JUSTICE</p> <ol style="list-style-type: none"> 11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today. 14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. 15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. 	<p>ACTION</p> <ol style="list-style-type: none"> 16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. 20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

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How InterKulturell® 1 Correlates to the Anchor Standards and Domains

<p>IDENTITY</p> <ul style="list-style-type: none"> • Students are introduced to unique young people from across the German-speaking world through video blogs. • <i>Interkulturelle Vergleiche</i> questions and <i>So weit bin ich interkulturell</i> Can-Do statements frequently ask students to consider similarities and differences between video bloggers' individual and cultural identities and their own. • Each <i>Fokus Kultur</i> cultural reading includes questions that ask students to reflect on their culture prior to reading about German-speaking cultures. • Students are introduced to German-speaking cultures through <i>Interkulturelle Begegnung</i> sections in each unit. 	<p>DIVERSITY</p> <ul style="list-style-type: none"> • Video blogs feature diverse young people from around the German-speaking world. • Images represent diverse societies, including various races and ethnicities, gender identifications, individuals with disabilities, family configurations, religions, etc. • Authentic infographics, articles, and videos introduce students to cultural perspectives. • Characters used in animated grammar videos represent diverse backgrounds including individuals with disabilities. • <i>Fokus Kultur</i> segments frequently introduce unique cultural practices and products, inviting comparisons. • <i>Interkulturelle Vergleiche</i> questions and <i>So weit bin ich interkulturell</i> Can-Do statements frequently ask students to consider similarities and differences between German-speaking cultures and their own. • Authors use a rubric to ensure diversity, equity, and inclusion in images and for designing inclusive activities and avoiding stereotypes.
<p>JUSTICE</p> <ul style="list-style-type: none"> • Each unit includes a section called <i>Unsere globale Gemeinschaft</i>, a real-world project that allows students to investigate a global issue. Many include opportunities for community service. • Inclusive language is used throughout, including use of the <i>Gendersternchen</i> and gender-neutral neopronouns. • Implicit in world language instruction are concepts of open-mindedness and the acceptance of differences. The standards under the Justice and Action domains should be natural consequences of long-term language study. 	<p>ACTION</p> <ul style="list-style-type: none"> • Each unit includes a section called <i>Unsere globale Gemeinschaft</i>, a real-world project that links a global issue to the local community. Many include opportunities for community service. • Implicit in world language instruction are concepts of open-mindedness and the acceptance of differences. The standards under the Justice and Action domains should be natural consequences of long-term language study.

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Social Justice Correlations Level 1

	IDENTITY	DIVERSITY	JUSTICE	ACTION
<p>Kapitel Einstieg</p> <p><i>Los geht's!</i></p>	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> How are German and English related? • <i>Interkulturelle Begegnung: 1 Wo spricht man Deutsch?; 2 Interkulturelle Vergleiche</i> 	<ul style="list-style-type: none"> • <i>Interkulturelle Begegnung: 4 Ein Land, viele Sprachen; 5 Deutsche Kultur in den USA</i> • <i>Wir kommunizieren 1: 9 Verwandte Sprachen: Deutsch und Englisch (Fokus Kultur)</i> • <i>Wir kommunizieren 3: 23 Feiertage in Deutschland (Fokus Kultur); 25 Interkulturelle Vergleiche</i> • Teacher note (p. 15) provides information about common immigrant backgrounds in Germany. • Teacher note (p. 32) explains the distribution of major religions in Germany. 	<ul style="list-style-type: none"> • Teacher note (p. 7) explains the colonial history of Germany in places such as Namibia. • Teacher note (p. 7) suggests asking students to identify stereotypes about German-speaking cultures and to discuss where they originated and whether they are accurate. 	<ul style="list-style-type: none"> • <i>Wir kommunizieren 3, Sprachtipp: Das Gendersternchen</i>
<p>Kapitel 1</p> <p><i>Wer bin ich?</i></p>	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> How do I get to know others? How do I portray myself to others? • <i>Wir kommunizieren 1: Wie sagt man das? A. Begrüßen und kennenlernen</i> • <i>Unsere globale Gemeinschaft: Jugend für die Zukunft</i> • Most activities in this unit revolve around defining and describing personal identity and the identities of others. 	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> How do I describe people, places, and things? • <i>Interkulturelle Begegnung: Videoblogger: Ich bin Malik; Fulda, Hessen, Deutschland</i> • <i>Wir kommunizieren 1: 11 Begrüßungen (Fokus Kultur); 12 Interkulturelle Vergleiche</i> • <i>Wir kommunizieren 3: 35.1 Aidens Videoblog über Wappen ansehen</i> 	<ul style="list-style-type: none"> • <i>Wir kommunizieren 1: Wie sagt man das? A. Begrüßungen und kennenlernen; Wie sagt man das? B. Wie geht's?</i> • <i>Wir kommunizieren 2: 25 Deutsche Familiennamen (Fokus Kultur); 26 Interkulturelle Vergleiche</i> • Teacher note (p. 66) gives information about the assignment of names to immigrants that teachers may share. • Teacher note (p. 66) suggests asking students to consider why names were sometimes changed and the impact of this on families, among other reflection questions. • Teacher note (p. 67) explains the <i>Jugendparlament</i>, similar to Model United Nations. 	<ul style="list-style-type: none"> • <i>Wir kommunizieren 3, Sprache entdecken: Describing People and Things; Sprachtipp: Xier</i> • Teacher note (p. 55) reminds teachers to be sensitive to students who are non-binary and gives a list of gender-neutral names to share with students. • Teacher note (p. 79) explains additional gender-neutral neopronouns.

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<p>Kapitel 2 <i>Das macht Spaß!</i></p>	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> What role do hobbies and interests play in my life? What role do sports and physical activities play in my community and German-speaking communities? • <i>Interkulturelle Begegnung:</i> <i>Ich bin Svea; Flörsheim, Hessen, Deutschland</i> • <i>Wir kommunizieren 1:</i> <i>Wie sagt man das? Aktivitäten im Deutschklub</i> • <i>Wir kommunizieren 2:</i> <i>Wie sagt man das? Sport in Garmisch-Partenkirchen</i> • <i>Wir kommunizieren 3:</i> <i>Wie sagt man das? Wir arbeiten freiwillig!</i> • Throughout the unit, students describe personal interests related to music, sports, and volunteering. • Students learn about the interests and perspectives of German speakers through images and activities throughout the unit. 	<ul style="list-style-type: none"> • <i>Interkulturelle Begegnung:</i> 1.3 <i>Miteinander über dich und Svea sprechen</i>; 2 <i>Interkulturelle Vergleiche</i> • <i>Wir kommunizieren 1:</i> 5 <i>Gesellschaftsspiele in Deutschland</i>; 11 <i>Was ist ein Verein? (Fokus Kultur)</i>; 12 <i>Interkulturelle Vergleiche</i>; 13 <i>Wo ist dieser Verein?</i> • <i>Wir kommunizieren 2:</i> 17 <i>Was für Sportarten machen die Deutschen gern?</i>; 23 <i>Wandern - Eine deutsche Tradition (Fokus Kultur)</i>; 25.3 <i>Ein Poster über Sport gestalten</i> • <i>Wir kommunizieren 3:</i> 31 <i>Freiwillige Arbeit</i> 	<ul style="list-style-type: none"> • <i>Wir kommunizieren 1:</i> 7.2 <i>Eine E-Mail von Jonas und Hannah beantworten</i>; 7.3 <i>Eine Einladung zu einem Spieleabend aufnehmen</i>; 10.3 <i>Eine Einladung zu einem Musikabend schreiben</i>; 14.3 <i>Sprachnachrichten aufnehmen</i> • <i>Wir kommunizieren 3:</i> <i>Wie sagt man das? Wir arbeiten freiwillig!</i>; 27.1 <i>Ein Pfadfinder erzählt</i>; 27.2 <i>Ein Jugendfeuerwehr-Mitglied erzählt</i>; 29 <i>Jugendorganisationen - Pfadfinder*innen und Jugendfeuerwehr (Fokus Kultur)</i>; 30 <i>Interkulturelle Vergleiche</i> 	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> How can young people support the community through their interests? • <i>Wir kommunizieren 1, Sprache entdecken:</i> Talking to Each Other about Hobbies and Interests • <i>Wir kommunizieren 3:</i> Most activities focus on volunteerism and community service. • <i>Unsere globale Gemeinschaft:</i> 37 <i>Ein Wandertag</i>; 39 <i>Ich helfe anderen</i>

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<p>Kapitel 3 Mein Schulalltag</p>	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> What makes the school experience meaningful to me? • <i>Interkulturelle Begegnung: Videoblogger: Ich bin Filip; Rostock, Mecklenburg-Vorpommern, Deutschland</i> • <i>Wir kommunizieren 1: 7.2, Miteinander über Lieblingsfächer sprechen; 11 Der Schultag in deutschsprachigen Ländern (Fokus Kultur); 13 Interkulturelle Vergleiche</i> • <i>Wir kommunizieren 2: 22.2 Über Erfolg in der Schule diskutieren; 32 Dos und Don'ts in der Partnerschule</i> • <i>Wir kommunizieren 3: Wie sagt man das? Was motiviert mich in der Schule?; most activities allow students to describe what they like about school and school-related activities or their learning preferences and preferred after-school activities.</i> 	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> How does school life in German-speaking regions compare to school life in my community? • <i>Interkulturelle Begegnung: 4 Interkulturelle Vergleiche</i> • <i>Wir kommunizieren 1: 5.2 Deine Schulfächer mit Martins vergleichen; 7 Lieblingsfächer; 12 Das Zeugnis; 20.1 Lisas Stundenplan lesen</i> • <i>Wir kommunizieren 2: 23 Erhan und Destiny informieren uns; 24 Das deutsche Schulsystem (Fokus Kultur); 25 Interkulturelle Vergleiche</i> • <i>Wir kommunizieren 3: 39 AGs bringen Kultur in die Schule (Fokus Kultur); 40 Interkulturelle Vergleiche; 44 Das sind unsere Lieblingsfächer; Sprachtipp: Ich mag am liebsten ...; 45 Lieblingsfächer im Ländervergleich</i> 	<ul style="list-style-type: none"> • <i>Wir kommunizieren 1: 9 Welche Schulsachen haben sie?; Sprache entdecken: Describing What I Have and Need</i> • <i>Wir kommunizieren 2: Wie sagt man das? Tipps und Tricks für die Schule; 21 Erfolgreich sein in der Schule; Lernstrategien: Speaking Politely with Others</i> • <i>Wir kommunizieren 3: 46.2 Einen Brief an die Schulleiterin schreiben</i> 	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> How do I help create a positive environment in my classes and school? • <i>Wir kommunizieren 2: Lernstrategien: Speaking Politely with Others</i> • <i>Unsere globale Gemeinschaft: 49 Eine Mini-Tagung über Erfolg in der Schule</i>

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Kapitel 4 Bunte Familien	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> How do I define family? What does my private space say about me and my life? What is my role in the family? • <i>Interkulturelle Begegnungen:</i> Videoblogger: Hoi, ich bin Korbinian!; Vaduz, Oberland, Fürstentum Liechtenstein • <i>Wir kommunizieren 1:</i> 5 Über Familien sprechen; 8.3 Eine Familie beschreiben; 9.3 Miteinander über die Bedeutung von Familie sprechen • <i>Wir kommunizieren 2:</i> 19.2 Einen Blogpost über dein Zimmer schreiben; 20.2 Nachrichten an Alex schreiben; 20.3 Dein Zimmer oder deinen Bereich beschreiben; 22 Ein Persönlichkeitstest: Was sagt dein Bereich über dich? • <i>Wir kommunizieren 3:</i> 34.2 Einen Putzplan erstellen; 34.3 Miteinander über Pflichten im Haushalt sprechen; 40.2 Miteinander über das Gedicht sprechen; 44 Unsere Pflichten im Haushalt • Teacher notes (pp. 214, 230, 231, 240, 242, 250, 253, 256) remind teachers to be sensitive toward students who may not wish to share personal information. 	<ul style="list-style-type: none"> • <i>Interkulturelle Begegnung:</i> 3 Interkulturelle Vergleiche • <i>Wir kommunizieren 1:</i> Wie sagt man das? A. Amalies bunte Familie; Wie sagt man das? B. Amalies Verwandte; 8 Familienformen; Nützliche Ausdrücke (p. 230); 8.3 Eine Familie beschreiben; 18.3 Ein Poster über Familienformen entwerfen • <i>Wir kommunizieren 2:</i> Wie sagt man das? Mein Zimmer beschreiben; 24 Katis Roomtour; 31 So viele Sachen im Zimmer!; 33.1 Fionas Roomtour ansehen • <i>Wir kommunizieren 3:</i> Wie sagt man das? A. Zu Hause helfen; Wie sagt man das? B. Geld verdienen; 46.3 Ergebnisse präsentieren 	<ul style="list-style-type: none"> • <i>Wir kommunizieren 1:</i> 10 Familien fördern (Fokus Kultur); 11 Interkulturelle Vergleiche • <i>Wir kommunizieren 3:</i> 37 Hausarbeiten, Taschengeld und Kinder (Fokus Kultur); 38 Interkulturelle Vergleiche 	<ul style="list-style-type: none"> • <i>Unsere globale Gemeinschaft:</i> 47 Ein Gemeinschaftsprojekt

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Kapitel 5 Mahlzeit!	<ul style="list-style-type: none"> • <i>Interkulturelle Begegnung: Videobloggerin: Ich bin Michelle; Graz, Steiermark, Österreich</i> • <i>Wir kommunizieren 1: Wie sagt man das? A. Regionale Spezialitäten; 5 Regionale Gerichte; 8 Geschmack regionaler Gerichte; 17 Ein deutschsprachiges Fest in eurer Region</i> • <i>Wir kommunizieren 2: 24 Michelles Lieblingsessen vom Schnellrestaurant; 28 Michelles Videoblog über Schulessen ansehen; 30.1 Eine Infografik über Fast Food lesen</i> • <i>Wir kommunizieren 3: 32.2 Miteinander über Mahlzeiten sprechen; 33 Alles um das Frühstück; 34.1 Einen Artikel über das Frühstück lesen; 35.1 Michelles Videoblog ansehen; 36 Vegan und vegetarisch zu Mittag essen; 38 So viel Zucker!; 43.3 Ideen für ein Video über gesundes Essen sammeln; 45.1 Eine Infografik über gesundes Essen lesen</i> 	<ul style="list-style-type: none"> • <i>Schlüsselfragen: What does food reveal about culture? How does lifestyle affect food choices?</i> • <i>Interkulturelle Begegnung: 3 Interkulturelle Vergleiche</i> • <i>Wir kommunizieren 1: 7 Wie schmeckt das Essen?; 9 Was essen wir gern?; 11 Verschiedene Wörter für das gleiche Essen (Fokus Kultur); 13 Ausdrücke vergleichen, 15 Meinungen zu traditionellen Essen; 16.2 Lieblingsessen von Kindern vergleichen; 17.4 Einen Blogpost über dein Lieblingsessen schreiben; 18.2 Einen Foodblog schreiben</i> • <i>Wir kommunizieren 2: 27 Essen in der Mensa</i> • <i>Wir kommunizieren 3: 35 Mach mal Pause!; 43 Leb dich wohl: Ein Gesundheitsblog; 45.3 Einen Plan entwerfen</i> 	<ul style="list-style-type: none"> • <i>Wir kommunizieren 2: 21 Die ausländische Küche (Fokus Kultur); 22 Interkulturelle Vergleiche</i> • <i>Wir kommunizieren 3: Wie sagt man das? Wir kommen auf den Tisch; 36 Vegan und vegetarisch zu Mittag essen; 38 So viel Zucker!; 39 Gesund sein mit gutem Essen! (Fokus Kultur); 40 Interkulturelle Vergleiche</i> • <i>Teacher note (p. 309) explains cultural differences in the practice of tipping.</i> 	<ul style="list-style-type: none"> • <i>Unsere globale Gemeinschaft: 46 Ein internationales Essen</i>

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Kapitel 6 Mahlzeit!	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> What does my clothing say about my personality? • <i>Interkulturelle Begegnung:</i> Videobloggerin: Ich bin Emilia!; München, Bayern, Deutschland • <i>Wir kommunizieren 1:</i> 5 Wie findest du dieses Outfit?; 6.4 Erstell ein Moodboard; 9 Was ist wichtig beim Kauf von Kleidung?; 13 Was schenkt man gern?; 15.3 Deine Modetipps vorstellen • <i>Wir kommunizieren 3:</i> 37 Die bayerische Tracht 	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> What influences my clothing choices? • <i>Interkulturelle Begegnung:</i> 3 Interkulturelle Vergleiche • <i>Wir kommunizieren 1:</i> 7 Die Fußgängerzone und Einkaufen (Fokus Kultur); 8 Interkulturelle Vergleiche • <i>Wir kommunizieren 2:</i> 22 Das Wetter in den deutschsprachigen Ländern (Fokus Kultur); 23 Interkulturelle Vergleiche • <i>Wir kommunizieren 3:</i> 35 Die größten Modefirmen Deutschlands (Fokus Kultur); 36 Interkulturelle Vergleiche • Teacher note (p. 386) explains various types of Tracht worn by people of German descent. 	<ul style="list-style-type: none"> • <i>Schlüsselfragen:</i> How can I dress stylishly and sustainably? • <i>Wir kommunizieren 3:</i> 33 Secondhand-Shopping!; 34 Umweltfreundlich sein durch Fair Trade; 39 Gründe, um alte Kleidung zu verkaufen; 44.2 Meine nachhaltige Kleidung 	<ul style="list-style-type: none"> • <i>Unsere globale Gemeinschaft:</i> 45 Kleider spenden