

Planned Course: German III	Course Number: AH 506	Department: World Language	
Unit A: Die Soziale Welt (Level 3 book)	Grade Level: 10th - 12th		
Estimated Time: 12 weeks	Level/Track: Standard	Date Approved: August 27, 2018	
PA Academic Standards / ACTFL Standards	▶Core Concepts (question format) ● Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>PA Standards <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p>ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p>AP Themes: ▶Contemporary Life, Personal and Public Identity, Family and Communities, Science and Technology, Beauty and Aesthetics</p> <p>Essential Questions: -How does my environment affect my choices for free time activities? -How do students interact with each other and with exchange students? -How can I express wishes about my future? -How does where I live affect my life? -How can I defend my point of view in a discussion? -How can I use technology to improve my life? -How do I interpret authentic Grimm Brother Fairy Tales?</p>	<p>MODES: Interpretive (Audio, visual and audio visual) -Students interpret various commercials. -Students interpret audio describing personality traits and characteristics of these traits. -Students interpret audio where teenagers are discussing their preferences for free time activities. -Students interpret various videos about fairy tales and do a “Movie Talk”. Sesamstrasse: Der Froschkönig, Der Froschkönig Cartoon Video Frau Holle Cartoon Video -Students interpret a video about the Grimm Brothers -Students interpret audio of students making predictions about what a new exchange</p>	<p>MODES: Interpretive (Audio, visual and audio visual) -Students demonstrate understanding of a podcast about how advertising can have an effect on young people. -Students demonstrate understanding of a podcast about a German student’s experience as an exchange student in the USA. -Students demonstrate understanding of a podcast about a college student’s experience living in a living community (Wohngemeinschaft). Interpretive (Written Print) -Students demonstrate understanding of an article about the popularity of Indoor Climbing. -Students demonstrate understanding of a graph about</p>
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		<p>student from Japan will be like.</p> <ul style="list-style-type: none"> -Students interpret a dialogue about new exchange student from Japan and then answer true/false questions. -Students interpret a website and pictures dealing with the smallest Austrian town Gramais. - Students watch the video Deutschlandlabor: Wohnen and interpret what is most important to Germans about where they live and about a Wohngemeinschaft. -Students interpret an audio recording about a missing I.D. and then determine which picture of a room matches what the speaker is describing. -Students listen to a conversation about a youth center that is being described. -Students interpret interviews from three teenagers who are 	<p>interests of German youth.</p> <ul style="list-style-type: none"> -Students demonstrate understanding of an E-mail written by a student about a new exchange student. -Students demonstrate understanding of a graph about the most popular countries for German exchange students. -Students demonstrate understanding of the fairy tales of Frau Holle and Der Froschkönig by answering questions about the stories. -Students demonstrate understanding of an article about life of a family on a farm. -Students demonstrate understanding of a graph about where the Germans dream about living. <p>Interpersonal (Spoken)</p> <ul style="list-style-type: none"> -Students complete a dialog about where they live and where they would like to live
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		<p>expressing their opinions about playing video games.</p> <ul style="list-style-type: none"> -Students interpret an advertisement for a video game. -Students interpret a telephone conversation between two friends, where one of the friends is asking for advice on how to get his video game to work on his computer. -Students interpret an audio recording about a teenager buying a cell phone on line. -Students interpret an audio recording about a teenager wanting her money back for a cell phone she bought on line. -Students watch videos from the Cafe Julia series and interpret the stories. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students read snippets of text and match corresponding pictures with the text. -Students interpret 	<p>in the future on Lingt.</p> <p>Interpersonal (Written)</p> <ul style="list-style-type: none"> -Students respond to an e-mail from an exchange student from Japan. -Students respond to their peers about a story about famous person or themselves as an exchange student in a dream country on a Discussion Board. <p>Presentational (Spoken)</p> <ul style="list-style-type: none"> -Students create an advertisement for a real or imaginary product and sell it to the class. - Students create an advertisement for a real or imaginary game and sell it to the class. <p>Presentational (Written)</p> <ul style="list-style-type: none"> -Students create their own fairy tale. They will first submit an outline and a rough draft before submitting the final draft.
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		<p>advertisements for free time activities.</p> <p>-Students interpret an entry in a forum about an exchange student from Japan.</p> <p>-Students interpret their personality from a test.</p> <p>-Students interpret a blog entry from a German student who is studying as an exchange student in Spain.</p> <p>-Students interpret fairy tales including Embedded Readings: Frau Holle and Der Froschkönig.</p> <p>-Students interpret a TPRS reading that the class creates.</p> <p>-Students interpret a reading about living in the city vs. a small village.</p> <p>-Students interpret various types of advertisements and determine which product would fit with each advertisement.</p> <p>Interpersonal (Spoken)</p>	<p>-Students create a story about a famous person or themselves as an exchange student in a dream country on a Discussion Board.</p> <p>-Students create a blog about where they live now and where they would prefer to live in the future. They also write why they would prefer to live in city or in the country.</p>
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		<p>-Students interact with each other expressing wishes and desires about what they would like to do in their free time.</p> <p>-Students predict with each other a picture showing school students anticipating a new exchange student from Japan.</p> <p>-Students discuss pictures of two students who are talking about a new exchange student and predict what these students could be saying.</p> <p>-Students discuss how they would welcome an exchange student.</p> <p>-Students debate the best place to live using Dies und Das Activity.</p> <p>-Students have a class debate using appropriate phrases (Readmitted) to agree, disagree and support their opinions about living in a city or in the country.</p> <p>Interpersonal (Written)</p>	
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		<p>-Students create a story together in which they take turns adding a new sentence in response to the previous sentence.</p> <p>-Students respond to each other on a discussion board about an imaginary year abroad as an exchange student.</p> <p>-Students pretend to be the Froschkönig and the Prinzessin and write texts to each other via a discussion board.</p> <p>-Students debate the best place to live using a Silent Debate.</p> <p>Presentational (Spoken)</p> <p>- Students create a TPRS story about an exchange student.</p> <p>-Students speak about their individual neighborhoods and express a desire to have something where they live that is not there presently.</p> <p>-Students describe the steps needed to get a computer game to run.</p>	
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		<p>Presentational (Written)</p> <ul style="list-style-type: none"> -Students write in a diary about a dream job they would like to have in the future. - Students write a story about a real or imaginary character using <i>wenn</i> sentences. -Students write about an imaginary year abroad in their dream country on a discussion board. -Students create a description of a real or imaginary game and include how to play the game -Students put pictures in the correct order and then write a sentence for each picture: Frau Holle and Der Froschkönig. 	
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