

Planned Course: German III		Course Number: AH 506	Department: World Language	
Unit C: Mein Lebensstil (Level 2 Book)		Grade Level: 10-12 grade		
Estimated Time: 12 weeks	Level/Track: Standard		Date Approved: August 27, 2018	
PA Academic Standards / ACTFL Standards	<ul style="list-style-type: none"> ▶ Core Concepts (in question format) <ul style="list-style-type: none"> • 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, Beauty and Aesthetics, Global Challenges</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> - How do I handle my finances? - How do I express my likes and dislikes? - How do I describe a room in my house? - How do I give and ask for directions? - What do I know about German-speaking cities and regions and their corresponding tourist attractions? - How do American cities 	<p><u>MODES:</u> Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> - Students interpret various narratives about allowance, making purchasing decisions, room descriptions, tourist attractions, likes and dislikes, directions, and activities in nature. - Students interpret a video about tourist attractions in Berlin. - Students interpret a video about a Flea Market. - Students interpret song lyrics from German artists; including “Berlin, Berlin” and “Wo ist Gino?” - Students perform a self-assessment from a video to discover if they are a city type 	<p><u>MODES:</u> Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> - Students demonstrate understanding of a native German speaker discussing her allowance when she was younger. - Students demonstrate understanding of a German teenager describing how she learned to keep her room in order. - Students demonstrate understanding by listening to directions on how to find a place in town. - Students demonstrate understanding of two teenagers discussing what life is like in the country and in the city. - Students demonstrate
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	<p>compare to German cities?</p> <ul style="list-style-type: none"> - How do I complete a form in German? - What are activities that you can do in nature? - What are activities that I prefer? -How can I talk and plan for my future career? -How do I comprehend movies in German? -How do I understand character development in a movie? -How do I understand how German history is reflected in a movie? 	<p>or country type of person.</p> <ul style="list-style-type: none"> -Students interpret a video about a teenager job shadowing a future dream job. -Students interpret a podcast, Meriams Beruf by answering questions on Schoology. -Students watch the movie Good Bye Lenin and interpret the plot, character development and compare East and West Germany. -Students interpret a podcast about the movie Good Bye Lenin. -Students interpret the song Astronaut from Sido which deals with the space travel theme in the movie Good Bye Lenin. -Students watch videos from the Cafe Julia series and interpret the stories. 	<p>understanding of a teenager job shadowing a future dream job.</p> <ul style="list-style-type: none"> -Students demonstrate understanding of the movie Good Bye Lenin by answering questions about the plot, characters and historical highlights. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students demonstrate understanding of an article where teens are discussing how much allowance each one receives. -Students demonstrate understanding of an infographic describing how German teenagers spend their money. -Students demonstrate understanding of an article about how important
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		<p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students interpret various infographics to decipher purpose and information. Ikea , Likes and Dislikes Berlin -Students interpret various readings about allowance, making purchasing decisions, room descriptions, tourist attractions, likes and dislikes, directions, and activities in nature. Article about Allowance -Students interpret an E-mail about a German student’s internship. -Students interpret “Das Andere Deutschland” to learn about the division of East and West Germany before the fall of the wall. -Students read about East 	<p>cleanliness is to Germans.</p> <ul style="list-style-type: none"> -Students demonstrate understanding of an infographic about how much children help in household chores and at what ages. -Students demonstrate understanding by completing a membership form for a climbing gym. -Students demonstrate understanding of an advertisement from a youth hostel. -Students demonstrate understanding of an infographic about living in the country and city. -Students demonstrate understanding of a graph about working at home. -Students demonstrate understanding of an article
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		<p>German products and terms that are mentioned in the movie Good Bye Lenin.</p> <p>Interpersonal (Spoken) -Students interview several partners to obtain information about each other’s bedrooms and to find out if they think it is interesting or not.</p> <p><u>Interview</u> -Speed Dating: Students listen and respond to each other about allowance, making purchasing decisions, room descriptions, tourist attractions, likes and dislikes, directions, and activities in nature.</p> <p>-Partner Activity: Students describe to each other about where various items are found in their rooms, give and receive directions in a city, match pictures with phrases</p>	<p>about a job in a cafe.</p> <p>Interpersonal (Spoken) -Discussion Board: Students write descriptions of their favorite thing and comment and write about their travel preferences and comment. -Students record conversations about going to a flea market and going on an excursion using Lingt.</p> <p>Interpersonal (Written) -Students comment on each others’ vacation/weekend presentations and Storyboard problems using Schoology Discussion board. - Students comment on each others’ excuses and reasons on Schoology Discussion Board.</p> <p>Presentational (Spoken) -Students present a cultural comparison between Berlin</p>
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		<p>and play review board game.</p> <ul style="list-style-type: none"> -Students will participate in an Elevator Talk activity with a partner on related topics. -Students participate in a Philosophical Chairs activity about which city they would like to visit. -Students record conversations on related topics using Lingt. -Students perform a speed dating activity where they interview students and are interviewed for specialized careers in the future. -Students role play characters from Good Bye Lenin. -Students debate whether Alex should have told his mother the truth and whether people should lie. <p>Interpersonal (Written)</p> <ul style="list-style-type: none"> -Students write on Schoology 	<p>and New York City.</p> <ul style="list-style-type: none"> -Students present about a German speaking city in Germany, Austria and Switzerland, Liechtenstein, and Luxemburg. <p>Presentational (Written)</p> <ul style="list-style-type: none"> - Students describe what type of spender they are and describe their favorite thing using transitions and being able to support their opinion. -Students describe rules of their school. -Students create a story about taking an excursion. -Students create a blog about a dream career.
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		<p>discussion boards on related topics.</p> <ul style="list-style-type: none"> -Students write and/or respond to e-mails on related topics. -Students participate in a silent debate on related topics. -Students post in a discussion board on Schoology and comment about each other's special day. - Students interpret graphs about New Year's Resolutions. -Students read about future plans of other German students. -Students take on the role of a character from Good Bye Lenin and respond to short letters on a Discussion Board. <p>Presentational (Spoken)</p> <ul style="list-style-type: none"> -Students write and perform skits on related topics. - Students record on 	
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		<p>Schoology for one to two minutes on related topics. -Students research the actors, writer, producer and director from Good Bye Lenin and present a short audio recording on Schoology.</p> <p>Presentational (Written) -Students write in weekly journals on related topics. -Students write in past tense to re-tell story about a camping trip in the country. -Students create individual infographics comparing related topics. -Students write about their special day. - Students take on the role of a character from Good Bye Lenin and write short letters on a Discussion Board.</p>	
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