

Planned Course: German IV	Course Number: AH 507	Department: World Languages	
Unit: Die Natur und die Umwelt	Grade Level: 11th and 12th grade		
Estimated Time: 4 weeks	Level/Track: Standard	Date Approved: August 26, 2019	
PA Academic Standards / ACTFL Standards	▶Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>PA Standards</p> <p><i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p>ACTFL Standards</p> <p>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:</p> <p>▶Science & Technology ▶Global Challenges ▶Contemporary Life</p> <p>-Why is there controversy about zoos?</p> <p>-How does our lifestyle impact our environment?</p>	<p><u>MODES:</u> Interpretive (Audio, visual and audio visual)</p> <p>-Students interpret a press conference about a baby panda bear being born in a Berlin zoo.</p> <p>-Students interpret statements about people’s opinions of the weather.</p> <p>-Students interpret an interview about what people think about animals in the zoo.</p> <p>-Students interpret a radio clip about the energy use to produce a strawberry yogurt.</p> <p>-Students interpret a podcast about how we can lessen our use of plastic.</p> <p>-Students interpret a children’s video about how bees are essential in our world.</p>	<p><u>MODES:</u> Interpretive (Audio, visual and audio visual)</p> <p>-Students interpret a podcast about zoos in Germany.</p> <p>-Students interpret a podcast about “Robot Bees”.</p> <p>Interpretive (Written Print)</p> <p>-Students interpret an article about survival training.</p> <p>-Students interpret a graph about the water consumption to produce a hamburger.</p> <p>-Students interpret an article about how much energy is needed to produce food.</p> <p>Interpersonal (Spoken)</p> <p>-Students participate in a discussion about climate change using Lingt.</p> <p>Interpersonal (Written)</p> <p>-Students discuss the</p>
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		<p>Peppa Wutz Fleissige Bienen Interpretive (Written Print) -Students interpret an article about a new baby Polar bear just born in Berlin. Ein neuer Eisbär in Berliner Zoo -Students demonstrate understanding of various articles about a zoo in Berlin. -Students demonstrate understanding of statements about opinions of going to the zoo. -Students demonstrate understanding of advertisements for various environmental projects. -Students demonstrate understanding of statements that a woman makes about saving energy. -Students research a website</p>	<p>arguments for and against zoos. Presentational (Spoken) -Students present posters about endangered species in the world. Presentational (Written) -Students create posters using Lucidpress about environmental issues causing there to be certain animal species that are endangered. -Students write about the pros and cons about zoos and their opinions about zoos.</p>
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		<p>for the Schönbrunn Zoo in Germany and choose what would interest them at the zoo.</p> <p>Interpersonal (Spoken) -Students discuss with a partner about endangered animals that they are familiar with. -Students discuss the arguments for and against zoos. -Students discuss ways to save energy.</p> <p>Interpersonal (Written) -Students participate in a discussion board on Schoology about what they would do at the Schönbrunn Zoo.</p> <p>Presentational (Spoken) -Students create their own “Super animal” and present them to the class.</p>	
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		Presentational (Written) -Students research a website for the Schönbrunn Zoo in Germany and choose what would interest them at the zoo. Then they make a journal entry describing their decision.	
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