

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

<p><b>PA Standards</b></p> <p><i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p><b>ACTFL Standards</b></p> <p><b>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2</b> <b>4.1, 4.2, 5.1, 5.2</b></p>	<p><b>AP Themes:</b></p> <p>▶ <b>Families &amp; Communities</b> ▶ <b>Contemporary Life</b></p> <p>-What is friendship? -How are feelings expressed?</p>	<p><b><u>MODES:</u></b> <b>Interpretive (Audio, visual and audio visual)</b> -Students interpret a video about friendship. <a href="#">Was ist Freundschaft? Die Sendung mit der Maus</a> -Students interpret audio where horoscopes are discussed. -Students interpret audio discussion about a “love letter”. -Students interpret audio discussing friendship. -Students interpret a music video about friendship. <a href="#">Namika "Lieblingsmensch" Die Prinzen: Mein Bester Freund</a> <a href="#">Revolverheld: Das kann uns keiner nehmen</a> <a href="#">Phillip Poisel: Freunde</a></p>	<p><b><u>MODES:</u></b> <b>Interpretive (Audio, visual and audio visual)</b> -Students interpret a video about friendship. <a href="#">Was ist Freundschaft? Die Sendung mit der Maus</a> -Students interpret a podcast about relationships. <b>Interpretive (Written Print)</b> -Students interpret an account of a writer’s very first friendship. -Students interpret a graph about friendship in the workplace. -Students interpret an article about horoscopes. <b>Interpersonal (Spoken)</b> -Students discuss problems with a friendship. -Students participate in a</p>
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		<p><a href="#"><u>Max Giesinger: 80 Millionen</u></a></p> <p><b>Interpretive (Written Print)</b> -Students interpret an article that gives advice on how to deal with various feelings. -Students interpret a fable about how working together is better than alone. -Students research and interpret their horoscope from German newspapers. -Students interpret a “love letter”.</p> <p><b>Interpersonal (Spoken)</b> -Students discuss with a partner if they believe that horoscopes are valid. -Students discuss a “love letter” that they read and determine if it is a true one. -Students perform skits about friendships.</p>	<p>discussion about what constitutes a true friend. -Students participate in a discussion on Schoology about the impact that social media has on our relationships.</p> <p><b>Interpersonal (Written)</b> -Students write a letter of advice to a friend. -Students post a picture and then describe what it has to do with friendship on a Schoology discussion board. Classmates comment on each other’s posts.</p> <p><b>Presentational (Spoken)</b> -Students record on Schoology about a past friendship they have had.</p> <p><b>Presentational (Written)</b> -Students journal about feelings they had when they were children.</p>
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		<p><b>Interpersonal (Written)</b> -Students perform a Round Robin activity in groups where they pass a paper back and forth with questions about friendship and feelings. -Students rewrite a “love letter”.</p> <p><b>Presentational (Spoken)</b> -Students discuss what is important for them in a friendship.</p> <p><b>Presentational (Written)</b> -Students write a “Dear Abby” letter giving advice about a certain problem. <a href="#">Lieber Rat Brief</a> -Students summarize a fable they read about working together. -Students write a summary about an audio clip that discusses friendship.</p>	-Students write about their very first friendship.
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		-Students write an “Elfchen” about a song they listen to in class. <a href="#">Namika</a> " <a href="#">Lieblingsmensch</a> "	