

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: Honors	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:</p> <ul style="list-style-type: none"> ▶ Contemporary Life, Personal and Public Identity, Family and Communities, Science and Technology, Beauty and Aesthetics <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> -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 to Grimm Brother Fairy Tales relate to modern life? 	<p><u>MODES:</u></p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> -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, Frau Holle: Ganzer Film -Students interpret audio of students predicting what a new exchange student from Japan will be like. -Students listen to a dialogue 	<p><u>MODES:</u></p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> -Students demonstrate understanding of a podcast about how advertising can have an effect on young people. -Students interpret a podcast about a college student’s experience in a living community (Wohngemeinschaft) -Students interpret a podcast about a young girl from Germany who has just completed an exchange year in the USA. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students interpret the fairy tales of Frau Holle and Der Froschkönig. -Students interpret an article discussing what free time
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		<p>about new exchange student from Japan and then answer true/false questions.</p> <ul style="list-style-type: none"> -Students interpret a website and pictures dealing with the smallest Austrian town Gramais. - Students watch the video Deutschlandlabor: Wohnen (Living) and interpret what is most important to Germans about where they live and about a Wohngemeinschaft (community). -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 3 teenagers who are 	<p>activities are popular in Germany.</p> <ul style="list-style-type: none"> -Students interpret a blog entry from a student from Peru who has recently moved to Germany. <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 in the future on Lingt. -Students participate in a conversation with a friend asking for advice to convince his or hers parents to take a certain vacation. <p>Interpersonal (Written)</p> <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 perform a cultural
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		<p>expressing their opinions about playing video games.</p> <p>-Students interpret an advertisement for a video game.</p> <p>-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.</p> <p>-Students interpret an audio recording about a teenager buying a cell phone on line.</p> <p>-Students interpret an audio recording about a teenager wanting her money back for a cell phone she bought on line.</p> <p>-Students watch videos from the Cafe Julia series and interpret the stories.</p> <p>Interpretive (Written Print)</p> <p>-Students read snippets of text and match corresponding</p>	<p>comparison focusing on perspectives for different types of living arrangements in Germany and the USA.</p> <p>Presentational (Written)</p> <p>-Students write to a travel company and inquire about various places to vacation, asking about price and timeframe.</p> <p>-Students create their own fairy tale.</p>
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		<p>pictures with the text.</p> <ul style="list-style-type: none"> -Students demonstrate understanding of an article about the history of an exchange program between East and West Germany. -Students demonstrate understanding of advertisements for free time activities. -Students demonstrate understanding of an entry in a forum about an exchange student from Japan. -Students learn about their personality type from a questionnaire. -Students demonstrate understanding of a blog entry from a German student who is studying as an exchange student in Spain. -Students read fairy tales: Frau Holle and Der Froschkönig. 	
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		<p>-Students demonstrate understanding of a TPRS reading, created orally during instruction time.</p> <p>-Students examine a reading about living in the city vs. a small village.</p> <p>-Students decipher various types of advertisement and determine which product would fit with each advertisement.</p> <p>Interpersonal (Spoken)</p> <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 picture of two students who are talking about a new exchange student</p>	
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		<p>and predict what these students could be saying.</p> <ul style="list-style-type: none"> -Students discuss how they would welcome an exchange student. -Students debate the best place to live using Dies und Das Activity. -Students have a class debate using the Readmitted to agree, disagree and support their opinions about living in a city or in the country. <p>Interpersonal (Written)</p> <ul style="list-style-type: none"> -Students create a story together in which they take turns adding a new sentence in response to the previous sentence. -Students respond to each other on a discussion board about an imaginary year abroad as an exchange student. -Students pretend to be the 	
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		<p>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> <p>Presentational (Written)</p> <p>-Students create a poster with 3 main facts, a logo, slogan and a title about an article they interpret about an exchange program between East and West Germany</p> <p>-Students write in a diary about</p>	
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		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 and technology requirements for game.	