

Planned Course: Honors 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: Honors	Date Approved: August 27, 2018	
PA Academic Standards / ACTFL Standards	<p>► Core Concepts (in question format)</p> <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 compare to German cities? - How do I complete a form in German? 	<p>MODES: 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 video about tourist attractions in Berlin. - Students interpret 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 or country type of person. - Students interpret video of a teenager who is job shadowing 	<p>MODES: 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 understanding of a teenager job shadowing a future dream job.
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	<p>- What are activities that you can do in nature?</p> <p>- What are free time activities that I prefer?</p>	<p>for a future dream job.</p> <p>-Students interpret a podcast, Meriams Beruf and answer questions on Schoology.</p> <p>Interpretive (Written Print)</p> <p>-Students interpret various infographics to decipher purpose and information. Ikea , Likes and Dislikes Berlin</p> <p>-Students interpret various readings about allowance, making purchasing decisions, room descriptions, tourist attractions, likes and dislikes, directions, and activities in nature. Article about Allowance</p> <p>-Students interpret an E-mail about a German student's internship.</p> <p>-Students write about a picture of a famous department store in Berlin, where they include what they see, what they</p>	<p>-Students demonstrate understanding of the movie Good Bye Lenin by answering questions about the plot, characters and historical highlights.</p> <p>Interpretive (Written Print)</p> <p>-Students demonstrate understanding of an article where teens are discussing how much allowance each one receives.</p> <p>-Students demonstrate understanding of an infographic describing how German teenagers spend their money.</p> <p>-Students demonstrate understanding of an article about how important cleanliness is to Germans.</p> <p>-Students demonstrate understanding of an infographic about how much children help in household</p>
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		<p>wonder about and what the picture reminds them of.</p> <p>-Students interpret “Das Andere Deutschland” to learn about the division of East and West Germany before the fall of the wall.</p> <p>-Students read about East German products and terms that are mentioned in the movie Good Bye Lenin.</p> <p>Interpersonal (Spoken)</p> <p>-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>Interview</p> <p>-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>chores and at what ages.</p> <p>-Students demonstrate understanding of a form by completing a membership application for a climbing gym.</p> <p>-Students demonstrate understanding of an advertisement from a youth hostel.</p> <p>-Students demonstrate understanding of an infographic about living in the country and city.</p> <p>-Students demonstrate understanding of a graph about working at home.</p> <p>-Students demonstrate understanding of an article about a job in a cafe.</p> <p>Interpersonal (Spoken)</p> <p>-Discussion Board: Students write descriptions of their favorite thing and comment on peer entries.</p>
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		<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 and play review board game.</p> <p>-Students participate in an Elevator Talk activity with a partner on related topics.</p> <p>-Students participate in a Philosophical Chairs activity about which city they would like to visit.</p> <p>-Students record conversations on related topics using Lingt.</p> <p>-Students perform a speed dating activity where they interview students and are interviewed for specialized careers in the future.</p> <p>-Students role play characters from Good Bye Lenin.</p> <p>-Students debate whether Alex should have told his mother the</p>	<p>-Discussion Board: Students write about their travel preferences and comment on peer entries</p> <p>-Lingt: Students record conversations about going to a flea market and going on an excursion.</p> <p>Interpersonal (Written)</p> <p>-Students comment on each other's vacation/weekend presentations and Storyboard problems using Schoology Discussion board.</p> <p>- Students comment on each other's excuses and reasons for not doing something on Schoology Discussion Board.</p> <p>Presentational (Spoken)</p> <p>-Students present a cultural comparison between Berlin and New York City.</p> <p>-Students create and present a slide show about a German speaking city in Germany,</p>
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		<p>truth and whether people should lie.</p> <p>Interpersonal (Written)</p> <ul style="list-style-type: none"> -Students write on Schoology discussion boards on related topics. -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 	<p>Austria, Switzerland, Liechtenstein, or Luxemburg.</p> <p>Presentational (Written)</p> <ul style="list-style-type: none"> - Students demonstrate their ability to use transitions and support their opinion by discussing the type of spender they are. -Students describe rules of their school. -Students write a story about taking an excursion. -Students write a blog about a dream career.
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		<p>skirts on related topics.</p> <ul style="list-style-type: none"> - Students record on 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>Presentational (Written)</p> <ul style="list-style-type: none"> -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. 	
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