

Planned Course: Honors German IV		Course Number: AH507H	Department: World Language	
Unit: Soziale Medien		Grade Level: 11th and 12th grade		
Estimated Time: 4 weeks		Level/Track: Honors	Date Approved: August 26, 2019	
PA Academic Standards / ACTFL Standards	▶ 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</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>▶ Contemporary Life</p> <p>▶ Science & Technology</p> <p>▶ Global Challenges</p> <p>-How can I appropriately express myself?</p> <p>- How does social media influence me?</p> <p>-How do I communicate using technology?</p>	<p><u>MODES:</u></p> <p>Interpretive (Audio, visual and audio visual)</p> <p>-Students interpret a radio broadcast about what the students need.</p> <p>-Students interpret an interview about a student project about “Das Grüne Band”.</p> <p>-Students interpret a song about the internet and express their opinions about it. Jasper song</p> <p>-Students interpret a video about how the East German and West German border created an environmental haven, das Grüne Band</p> <p>-Students interpret a children’s video about a whale and why he is sad. Communicating</p>	<p><u>MODES:</u></p> <p>Interpretive (Audio, visual and audio visual)</p> <p>-Students interpret a podcast about the use of Wifi in Germany.</p> <p>Interpretive (Written Print)</p> <p>-Students interpret an article about the origins of emoticons and emojis and how they are used in Germany, USA and Japan.</p> <p>-Students interpret a graph about the dangers of taking selfies and the number of deaths in different countries.</p> <p>Interpersonal (Spoken)</p> <p>-Students discuss global warming using Lingt.</p> <p>-Students discuss whether parents should control the cell phones of their children.</p>
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		<p><u>negative feelings</u> Interpretive (Written Print) -Students demonstrate understanding of various advertisements from various social media. -Students demonstrate understanding of a school project about “Das Grüne Band”. -Students demonstrate understanding of a newspaper article about a student exhibit about “Das Grüne Band”. -Students demonstrate understanding of a chat conversation between two friends. -Students read <u>Papa leg dein Handy weg</u> and discuss how cell phones influence communication. -Students interpret a magazine</p>	<p>-Students discuss whether there should be more public wifi in Germany. -Students discuss what kind of cell phone they would like to purchase using Lingt. Interpersonal (Written) -Students interpret a conversation about a partner school in France. Presentational (Spoken) -Students present individual opinions about social media and its influence on our lifestyle. Presentational (Written) -Students demonstrate their understanding about the “Das Grüne Band” by explaining what it is.</p>
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		<p>article about whether parents should control the cell phones of their children.</p> <p>-Students interpret a magazine article about whether there should be more public wifi in Germany.</p> <p>Interpersonal (Spoken)</p> <p>-Students discuss with a partner about what the students are planning.</p> <p>-Students discuss with a partner about inventions.</p> <p>-Students discuss their opinions about the song about the internet.</p> <p>-Students read Papa leg dein Handy weg and discuss with partner how cell phones influence communication.</p> <p>-Students text each other using German SMS abbreviations</p> <p>-Students compare what</p>	
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		<p>Emojis are popular in Germany and in the USA.</p> <p>-Students discuss Whatsapp compared to Twitter/Instagram.</p> <p>-Interpersonal (Written)</p> <p>-Students write an email reply about a friend's exchange student experience in France.</p> <p>Presentational (Spoken)</p> <p>-Students present individual opinions about social media and its influence on our lifestyle.</p> <p>-Students present an original invention to the class.</p> <p>Presentational (Written)</p> <p>-Students watch a German, popular soundless cartoon and write a script for it. Die Sendung mit der Maus . (start 5 mins)</p>	
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