

Planned Course: German I		Course Number: AH504	Department: World Language
Unit B: Mein Tagesablauf		Grade Level: 8 <sup>th</sup> – 12 <sup>th</sup> grades	Date Approved: 08/22/2016
Estimated Time:		Level/Track: 1	
PA Academic Standards/ ACTFL Standards	▶ Core Concepts (in question format) <ul style="list-style-type: none"> <li>• Skills/Knowledge</li> </ul>	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p><b>PA Standards</b> 12.1 A-F, 12.3 A, B, 12.5 A, C, D</p> <p><b>ACTFL Standards</b> 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p><b>AP Themes:</b></p> <p>▶ <b>Contemporary Life, Families and Communities, Personal and Public Identity</b></p> <p><i>Essential Questions:</i></p> <p>▶ How do I begin to express my opinion?</p> <p>▶ How can I talk about an event or a process and use transitional elements?</p> <p>▶ What constitutes a family in different societies?</p> <p>▶ How do societies and individuals identify quality of life?</p>	<p><b>MODES:</b></p> <p><b>Interpretive (Audio, visual and audio visual)</b></p> <p>-Students listen to a song from a German rock group and identify names of school subjects.</p> <p>-Students listen to friends describing tasks they must achieve in one day.</p> <p>-Students watch video depicting characteristics of a typical German school.</p> <p><b>Interpretive (Written Print)</b></p> <p>-Students read various texts and E-mails from different cultures, written by peers, describing daily routines, personal habits, family life and free-time activities.</p> <p>-Students read an authentic text about a German school and match the various areas of the schools with pictures.</p> <p>-Students read descriptions from students around the world and then match each</p>	<p><b>MODES:</b></p> <p><b>Interpretive (Audio, visual and audio visual)</b></p> <p>-Students listen to various times and match picture of clock to what they hear.</p> <p>-Students listen to a native German speaker describing a typical school schedule. Students fill in a chart listing which days certain subjects occur.</p> <p><b>Interpretive (Written Print)</b></p> <p>-Students read descriptions from two young Germans and then answer true/false questions about the reading.</p> <p>-Students read a dialogue that is not in chronological order and then arrange it in the correct order.</p> <p><b>Interpersonal (Spoken)</b></p> <p>-Students respond to prompts using Lingt language.</p> <p><b>Interpersonal (Written)</b></p> <p>-Students respond to an e-mail from another peer from another</p>
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		<p>description with a picture of the student.</p> <p><b>Interpersonal (Spoken)</b> -Students interact with peers describing various obligations they have, and then express their opinion by saying what they want to do. -Students make plans for leisure activities with a peer.</p> <p><b>Interpersonal (Written)</b> -Students write an e-mail describing themselves and their personal interests. E-mails are then placed around the classroom for a peer to find and respond to according to interest.</p> <p><b>Presentational (Spoken)</b> -Students speak about hobbies and interests that they have. They also discuss activities that they either cannot do or do not like to do. -Students present to the class how they get to school each day and how long it takes.</p>	<p>country in order to become e-partners.</p> <p><b>Presentational (Spoken)</b> -Students introduce themselves by responding to written prompts concerning likes, interests and where they take vacation in German.</p> <p><b>Presentational (Written)</b> -Students write a description of a typical day. Included in this description are richer details about daily life where students can demonstrate mastery of target proficiency levels.</p>
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		<b>Presentational (Written)</b> -Students write about what a perfect day would be.	
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