

Planned Course: German I		Course Number: AH504	Department: World Language
Unit C: Mein Geschmack		Grade Level: 8th – 12th grade	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"> • 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> <p>▶ Contemporary Life, Personal and Public Identity, Families and Communities, Beauty & Aesthetics</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> -How is contemporary life influenced by cultural products, practices and perspectives? -How do I express my opinion about music? -How do I express my preferences for certain activities and describe how often I partake in them? -How can I describe my family members, including their individual likes and dislikes? -How do roles that families and communities assume differ in societies around the world? -How can I describe various animals clearly, using specific vocabulary associated with animal sounds and habits? -How can I talk about various 	<p>MODES:</p> <p>Interpretive (audio, visual and audio visual)</p> <ul style="list-style-type: none"> -Students listen to friends talking and then decide if the activities the friends are doing are enjoyable. -Students watch and target certain aspects of authentic videos about music and food. (Deutschland Labor) -Students listen to a contemporary German song describing difficulties in family life. (Freunde) -Students read a typical menu from a German speaking country. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students read an authentic email where the author is describing where he lives and his family. -Students read a recipe and a history for “Kaiserschmarrn”, a popular dessert in Germany.(DACH) 	<p>MODES:</p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> -Students listen to telephone messages where the speakers are describing getting ready for a party. Students answer comprehension questions. -Students listen to a conversation between two friends who are choosing clothing items in a department store. Students then answer true/false comprehension questions. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students read descriptions from two young Germans and then answer true/false questions about the reading. <p>Interpersonal (Spoken)</p> <ul style="list-style-type: none"> -Students respond to prompts using Lingt language. <p>Interpersonal (Written)</p> <ul style="list-style-type: none"> -Students respond to an email by answering questions and posing follow up questions to the original writer. <p>Presentational (Spoken)</p>
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	<p>dates, months and seasons during the year?</p> <p>-How can I function in German restaurants and grocery stores?</p> <p>-How can I decipher an advertisement identifying location, time and date of an event?</p> <p>-How do ideals of beauty and aesthetics influence daily life?</p> <p>-How can I express my opinion about clothing items?</p>	<p>-Students look at pictures and identify the season and which German speaking country the pictures are from. (DACH)</p> <p>-Students read and answer questions from an internet page describing the city of Munich.</p> <p>Interpersonal (Spoken)</p> <p>-Students describe family members to peers.</p> <p>-Students discuss with peers preferences in clothing, food and music.</p> <p>-Students practice with a partner where a card is drawn with a question on it. They answer the questions, taking turns.</p> <p>Interpersonal (Written)</p> <p>-Students write a blog entry on Schoology about individual interests and then respond to a classmate either agreeing or disagreeing on individual preferences.</p> <p>-Students write questions in their notebooks about family,</p>	<p>-Students describe a family member using Lingt language.</p> <p>Presentational (Written)</p> <p>-Students write about planning a party for a family member describing in detail all of the elements involved in planning. They will be assessed on using transitional elements, accusative case and “deshalb”.</p>
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		<p>clothing and music. Students exchange notebooks with a partner and the partner writes an answer to the individual questions.</p> <p>Presentation (Spoken)</p> <ul style="list-style-type: none"> -Students describe a family member. -Students express their opinions about clothing, food and music. <p>Presentation (Written)</p> <ul style="list-style-type: none"> -Students write a paragraph about planning a party, including grocery items and activities that will make the party a success. 	
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