

Planned Course: Honors German II	Course Number: AH 505	Department: World Language	
Unit B: Freunde und Familie (Level 2 Book)	Grade Level: 9-12 grades		
Estimated Time: 12 weeks	Level/Track: 2	Board Approval Date: August 28, 2017	
PA Academic Standards / ACTFL Standards	<p>▶ Core Concepts (in question format)</p> <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>▶ Contemporary Life, Personal and Public Identity, Family and Communities, Science and Technology</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>-How can I talk about sports?</li> <li>-How can I describe people?</li> <li>-How can I make comparisons?</li> <li>-How can I describe clothing?</li> <li>-How can I ask about and give prices?</li> <li>-How can I express opinions?</li> <li>-How can I express feelings?</li> <li>How can I express time?</li> <li>-How do I describe people?</li> </ul>	<p><b><u>MODES:</u></b></p> <p><b>Interpretive (Audio, visual and audio visual)</b></p> <ul style="list-style-type: none"> <li>-Students watch and discuss movie “Das Wunder von Bern”.</li> <li>-Students listen to descriptions of comparing items.</li> <li>-Students listen to a conversation in a clothing store.</li> <li>-Students listen to a description of items and their prices.</li> <li>-Students listen to conversations about a sports festival.</li> <li>-Students listen to messages about time.</li> <li>-Students listen to a dialog of characters describing their routine.</li> <li>-Students will listen to podcast recordings weekly on related</li> </ul>	<p><b><u>MODES:</u></b></p> <p><b>Interpretive (Audio, visual and audio visual)</b></p> <ul style="list-style-type: none"> <li>-Students listen to a Podcast about Manuel Neuer.</li> <li>-Students listen to a radio announcement about sports for youth.</li> <li>-Students listen to colors and prices of items.</li> <li>-Students listen to a situation and dialogs using time phrases.</li> <li>-Students listen to a narrative about a student’s day.</li> </ul> <p><b>Interpretive (Written Print)</b></p> <ul style="list-style-type: none"> <li>-Students read an article about the German national team.</li> <li>-Students read and interpret an article about soccer fans.</li> <li>-Students read an article about tips for Americans traveling to Germany.</li> <li>-Students demonstrate understanding of a German</li> </ul>
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		<p>topics.</p> <p><b>Interpretive (Written Print)</b></p> <ul style="list-style-type: none"> <li>-Students read and interpret commentaries about their favorite athletes.</li> <li>-Students read texts and e-mails and match them with their corresponding replies.</li> <li>-Students read and interpret an apology letter.</li> <li>-Students read witness statements and compare to pictures.</li> <li>-Student read and match the food items.</li> </ul> <p><b>Interpersonal (Spoken)</b></p> <ul style="list-style-type: none"> <li>-Students discuss and compare celebrities and stars.</li> <li>-Students play I-Spy with clothing and colors.</li> <li>-Students talk about clothing and prices from a fashion catalog.</li> <li>-Speed Dating: Students listen</li> </ul>	<p>newspaper article about money and jobs.</p> <ul style="list-style-type: none"> <li>-Students interpret a guide about TV programs and the times they are shown.</li> <li>-Students read and interpret a schedule using time phrases.</li> <li>-Students read and interpret a text about a soccer player.</li> </ul> <p><b>Interpersonal (Spoken)</b></p> <ul style="list-style-type: none"> <li>-Students respond to questions about shopping with a dialog on Lingt Language.</li> </ul> <p><b>Interpersonal (Written)</b></p> <ul style="list-style-type: none"> <li>-Students respond to each others' invitations on Schoology Discussion Board.</li> </ul> <p><b>Presentational (Spoken)</b></p> <ul style="list-style-type: none"> <li>-Students present information about a German soccer team using Google Presentations.</li> <li>-Students create an animated cartoon using Powtoon to illustrate a shopping scenario</li> </ul>
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		<p>and respond to each other on related topics.</p> <ul style="list-style-type: none"> <li>-Students describe characters from Portfolio Deutsch.</li> <li>-Students play Detective by role playing.</li> <li>-Students interview each other about their morning routine.</li> <li>-Students describe what they eat and drink during different times of day.</li> </ul> <p><b>Interpersonal (Written)</b></p> <ul style="list-style-type: none"> <li>-Students describe clothing items and share sentences with each other using Padlet.</li> <li>-Students write and/or respond to e-mails on related topics.</li> </ul> <p><b>Presentational (Spoken)</b></p> <ul style="list-style-type: none"> <li>-Students write and perform skits about their favorite athlete and in a clothing store.</li> <li>-Students tell a story about a race using pictures.</li> </ul>	<p>and respond to each other on a Schoology discussion board.</p> <ul style="list-style-type: none"> <li>-Students record themselves speaking on certain topics at periodic times.</li> </ul> <p><b>Presentational (Written)</b></p> <ul style="list-style-type: none"> <li>-Students present their favorite star for a writing contest.</li> <li>-Students describe a picture of a shopping scene.</li> <li>-Students write sentences and illustrate clothing items worn for different events.</li> <li>-Students write sentences to describe characters from the textbook.</li> <li>-Students write sentences to describe a festival for the end of the school year.</li> </ul>
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		<b>Presentation (Written)</b> <ul style="list-style-type: none"> <li>-Students write in weekly journals on related topics.</li> <li>-Students write a story about going to a dog show.</li> <li>-Students create invitations using Lucid Press.</li> <li>-Students research using supermarket flyers and create posters to organize food vocabulary.</li> <li>-Students complete timed writings on related topics.</li> </ul>	
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