

AP[®] German Language and Culture Syllabus

Primary Text:

Denk mal!, 2nd Edition, Vista Higher Learning

Material and activities on www.vhl.com

Supplementary materials, used weekly to complement instruction and expose students to current events, music, sports, etc:

www.dw.de

<http://www tivi.de/fernsehen/logo/start/>

www.http://neuneinhalb.wdr.de/

http://www.goethe.de/ins/us/saf/prj/stg/enindex.htm?wt_sc=stepintogerman

www.zdf.de

www.ard.de

www.youtube.com

Podcasts: <http://www.audio-lingua.eu/>

Goals:

The purpose of the materials and activities of the AP[®]-level German class is to expand on previously learned grammatical, communicative and cultural concepts of the German language and culture. This year serves as a review and an expansion of grammatical, historical, and cultural concepts studied in the previous levels, thus it is essential that every student has completed all prerequisites. The AP[®]-level course will prepare students to successfully take the AP[®] Exam and/or college placement tests by emphasizing the 3 modes of communication in written and spoken forms and formal and informal settings. To facilitate these higher level thinking skills, students will engage in a variety of presentational, interpersonal, and interpretive speaking, writing and reading activities, while working on grammatical accuracy and cultural competence. The course is conducted entirely in the target language.

Formative Assessments: Ongoing

- ✓ Vocabulary quizzes
- ✓ Contextual quizzes using the unit structures
- ✓ Interpersonal speaking assessment
- ✓ Interpretive exercises/questions/analysis

Summative Assessments:

- ✓ Listed at the end of each unit

Semester 1: Unit length 3 - 5 weeks

AP® Themes:

Familie und Gemeinschaft (Family and Community);

Persönliche und öffentliche Identität (Private and Public Identity)

Units 1 & 2 Leben, erleben, zusammen leben

➤ **Essential Questions:**

- Who am I?
- What is my role in my family?
- How do my surroundings shape my life?

➤ **Learning Objectives:**

- Students talk about themselves and their families
- Students compare Berlin now and then or Berlin with their own place of residence.
- Students compose an e-mail to a friend.
- Students interpret a short film and other audio-material from authentic German websites.

➤ **Structures:**

- Word order: statements and questions
- Present and present perfect tenses
- Cases
- Pronouns and possessive adjectives
- Prepositions
- Verbs

Print Interpretive	<i>Deutsch-Amerikanischer Kinderchor</i> Text pg. 12 <i>Ersatzbruder</i> by Herta Müller p. 33 with questions on pg. 34 <i>Berlin</i> pg. 48; <i>Multi-kulturelles Berlin</i> pg. 65 and question on pg. 66 http://www.welt.de/politik/deutschland/article13023569/Jeder-vierte-Berliner-hat-auslaendische-Wurzeln.html
Audio/visual audiovisual Interpretive	Kurzfilm: <i>Out-Sourcing</i> pg. 8 -11, watch film and complete comprehension and analysis activities
Written Interpersonal	Read the email on pg. 26 and compose a reply e-mail Compose one or 2 e-mails according to the writing prompts
Spoken Interpersonal	Using the guiding questions on pg. 17, students have conversations with several peers (outside/inside circle activity).
Written Presentational	Students describe a family picture (preferably extended family) and create a display that will be shared with the classmates via

	a gallery walk.
Spoken Presentational	After reading the article about Berlin, students will create a visual, either Venn-Diagram or T-Chart and compare the old Berlin with the contemporary city. Alternatively, students can also compare Berlin to their home town http://www.berliner-zeitung.de/berlin/--151406
Comparisons	Students compare Berlin with their home town (size, demographics, sights to see, etc)

- Unit assessment: Cultural comparison, e-mail, gallery walk

Theme:

Alltag (Contemporary Life),

Familie und Gemeinschaft (Family and Community)

Units 3 & 4 Medien und Reisen

- Essential Questions:

- How do media influence daily lives?
- How do media change human behavior and interaction?
- Does media use manipulate travel choices?
- What is an ideal vacation?

- Learning Objectives:

- Students analyze their media use and discuss how it influences their daily behavior.
- Students watch a short film and analyze the main themes.
- Students talk about travel plans and utilize media to simulate a trip.
- Students compare different vacation sites and styles.
- Students read authentic German short poetry and plan their own hiking adventure based on the reading.
- Students present their research on carnival traditions

- Structures:

- Simple Past and Future Tense
- Conjunctions
- Relative pronouns and clauses
- Adjectives

Print Interpretive	Read Hamburg Medien-Mekka, pg.101, answer comprehension questions on pg. 102 Read Karneval im Rheinland pg. 122 and find authentic resources about Karneval in different cities in DACHL.
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	http://www.wasistwas.de/search.html?keywords=karneval http://www.wasistwas.de/archiv-geschichte-details/die-zeit-der-narren-fasching-fastnacht-und-karneval.html Read the poem “Der Pilger” on pf. 143 ff and answer comprehension questions on pg. 146 # 1 - 3
Audio/visual audiovisual Interpretive	Students watch short video clips about Karneval when researching their projects. Students watch the short film Elsa Geburtstag.
Written Interpersonal	Students will start a blog and compare different vacation destinations and styles (Abenteuerurlaub vs. faulenzen am Strand)
Spoken Interpersonal	After reading “Der Pilger”, students research and plan their own hiking adventure in small groups.
Written Presentational	Students will select one of the 2 short essay topics (pg. 83 # 7) and write a short essay.
Spoken Presentational	Students present their research about Karneval in DACHL and explain why they would travel to a certain city to experience the festival there; students will use visual aides to complement their spoken presentations.
Comparisons	After reading the Hamburg article, students will compare German and American print media and newscasts, using visuals like a Venn Diagram or a Double Bubble Map.

➤ Unit Assessment: Karneval travel presentations

Theme: Schöneheit und Ästhetik (Beauty and Aesthetics)

Unit 5: Kunstschatze

➤ Essential Questions:

- What is art?
- How is art present in everyday life?
- Do we need art?
- What role does art play in my life?

➤ Learning Objectives:

- Students explore different Austrian artists.
- Students compare the film Amadeus with the research conducted by their classmates.
- Students reflect how leaning about art changed their perceptions.
- Students compose an essay about one of the topics.
- Students research and present one Austrian artist.

➤ Structures:

- Modal verbs
- Comparatives, superlatives, and da/wo - compounds

Print Interpretive	Read "Österreich" pg. 160, content questions on pg. 161 and "Musik, Musik" on pg. 177 Students will research Austrian artists (Mozart, Schubert, Strauß, Klimt, Kokoschka, Hundertwasser, Winterhalter, Nöstlinger, Jelinek, Jandl, etc) on authentic websites to prepare short presentations. http://geboren.am/orte/europa/oesterreich
Audio/visual audiovisual Interpretive	Students will watch excerpts from <i>Amadeus</i> and compare it the student presentation/s. Student will listen to Strauss, Mozart, and other classical music in combination with the student presentations.
Written Interpersonal	Students will begin the unit with a journal entry about the role of art in their life. At the end of the unit, they will compare their first entry and reflect how learning about Austrian artists changed their perception of art. Students will then compose a post card, letter, or e-mail to an artist and ask a questions they have about a piece or art (music, literature, etc)
Spoken Interpersonal	Students will compare two masterpieces (pg. 169) and discuss with a partner which one they prefer and why. Students discuss what they like or don't like (pg. 178 # 4)
Written Presentational	Schreibwerkstatt, pg. 186 Students select one type of essay (descriptive, persuasive, narrative) and write about one of the topics discussed in the unit, according to the instructions.
Spoken Presentational	Students will present the artist they researched, supported by print material, visuals, audio, or audio visual aids.
Comparisons	Students will compare two masterpieces (pg. 169 or find images on www.google.de) and discuss with a partner which one they prefer and why.

➤ Unit Assessment: Essay and artist presentations

Optional Unit: Theme Alltag (Contemporary Life)

Unit 6: Traditionen und Spezialitäten

➤ Essential Questions:

- Why do we have traditions?
- What are the values of traditions?
- What is the role of food when we celebrate?

- Learning Objectives
 - Students interpret cultural authentic texts about holiday traditions and food.
 - Students compose a letter or e-mail.
 - Students participate in a discussion about their traditions.
 - Students write a persuasive essay.
 - Students share information from authentic websites with classmates in a small group setting.
- Structures:
 - Reflexive verbs and pronouns
 - Numbers, time and quantities

Print Interpretive	Read the article about “Bayern”(pg. 198) and select one of the concepts (printed in bold) and find 3 – 5 additional facts. Read the cultural reading about Fest mit Traditionen. Students create their own content questions in pairs.
Audio/visual audiovisual Interpretive	<i>Wer hat Angst vorm Weihnachtsmann?</i> pg. 194, content and discussion questions pgs. 196/197 Podcast New Year traditions http://www.dw.com/de/rote-dessous-und-gl%C3%BCcksfische-silvester-in-europa/a-18934274
Written Interpersonal	Students compose a letter to Santa Claus / Weihnachtsmann. https://www.grundschule-arbeitsblaetter.de/deutsch/briefe/ Students write an e-mail to their German exchange student, describing their holiday tradition and the foods they eat. Students ask the German student questions about their celebrations.
Spoken Interpersonal	Students participate in a Socratic Seminar* and discuss the holiday traditions in the German speaking countries, compare and contrast them with the customs in the US (and possible the students culture of origin).
Written Presentational	Students will write a persuasive essay: “Sollen Kinder an den Weihnachtsmann glauben?“ Student will be provided with 3 different sources (article, pod cast, graph) and will compose an essay based on the sources. Print: http://www.weltvonmorgen.org/artikel/iwc.htm . Audio: http://www.audio-lingua.eu/spip.php?article2811 Graph: http://de.statista.com/statistik/daten/studie/283410/umfrage/aussagen-zum-thema-nikolaus-in-deutschland/ Alternatively: Students will select one of the topics on pg. 226 for their persuasive essay.
Spoken Presentational	Following the “Bayern” reading and finding additional facts, student will share the facts in small group presentations.
Comparisons	Students compare German and US holiday customs.

- Unit Assessment: Persuasive essay

Semester 2: Unit length 3 - 5 weeks

Theme: Naturwissenschaften und Technologie (Science and Technology)

Unit 7 Wissenschaft und Technologie

- Essential Questions:
 - What are the advantages and disadvantages of technological advances?
 - How does technology affect my daily life?
 - How ethical is cloning?
- Learning Objectives:
 - Students investigate the ethics of cloning.
 - Students explore German websites.
 - Students inquire about internship opportunities via e-mail.
 - Students compare cell phone use.
 - Student engage in interpersonal conversations about their own technology use.
- Structures:
 - Passive voice
 - Imperative
 - Adverbs

Print Interpretive	Reading <i>Land des Autos</i> pg. 254. Students will explore the following websites on their own: http://www.zeppelin-museum.de/ http://www.porsche.com/museum/de/ https://www.mercedes-benz.com/de/ Cloning: Students read excerpts about the ethics of cloning https://www.bpb.de/gesellschaft/umwelt/bioethik/33773/klonen
Audio/visual audiovisual Interpretive	Short Film <i>Roentgen</i> , pg. 234. Student will watch and complete content questions on pgs. 235/236 Videoclip about cloning https://www.youtube.com/watch?v=KRg1TmTKc8o
Written	Students write an e-mail to one of the museums and inquire

Interpersonal	about one of the exhibits or a summer job / internship.
Spoken Interpersonal	Students discuss the questions on pg. 233 with a partner or in a small group
Written Presentational	Student complete one of the essays on pg. 262
Spoken Presentational	Students participate in a debate about cloning, based on the reading and the video clip https://www.bpb.de/gesellschaft/umwelt/bioethik/33773/klonen
Comparisons	Students compare their cell phone use with the cell phone use of German speaking teenager based a graph https://de.statista.com/statistik/daten/studie/181410/umfrage/beliebteste-mobiltelefon-funktionen-bei-kindern-und-jugendlichen/

- Unit Assessment: E-mail and debate.

Theme: Globalisierung (Globalization)

Unit 8 Recht und Umwelt

- Essential Questions:
 - How important is environmental protection?
 - What should individuals do to protect the environment?
 - Why or why not should the government regulate personal freedom in regard to environmental issues.
- Learning Objectives:
 - Students research the use of renewable energies.
 - Students create a project of their choice regarding environmental projection.
 - Students write a journal entry sharing their thoughts on environmental issues.
 - Students discuss green tourism in small groups.
 - Students read and analyze a short literary piece.
- Structures:
 - Subjunctive II
 - würde + Infinitive
 - Subjunctive II with modal verbs
 - Demonstratives

Print	Read <i>Grün reisen, Grün schützen</i> , pg. 290/291;
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Interpretive	comprehension exercises pg. 292 Reading <i>Vor dem Gesetz</i> by Kafka followed by the analysis activities on pgs. 296/297
Audio/visual audiovisual Interpretive	Unit intro: Song <i>Deine Schuld</i> by Die Ärzte https://www.youtube.com/watch?v=kRrP-bZvD2s
Written Interpersonal	Blog or journal entry: Was kann ich persönlich tun, um die Umwelt zu verbessern? Students will respond to ideas and suggestion (electronically on the blog or exchange journals)
Spoken Interpersonal	Discussion in small groups/partner pg. 292 #2
Written Presentational	Project Umweltschutz pg. 292 # 3, flyers, poster, letters to the editor
Spoken Presentational	Project Umweltschutz pg. 292 # 3, speech to find supporters for the cause selected by students
Comparisons	Students research the use of renewable energies in the US, Germany/DACHL and other countries who depend largely on renewable energies (s.a. Canada) http://www.naturefund.de/erde/atlas_der_welt/bedrohte_umwelt/potenziale_und_grenzen_erneuerbarer_energien.html

➤ Unit Assessment: Project Umweltschutz

Optional Unit: Theme: Alltag (Contemporary Life)

Unit 9 Wirtschaft und Berufsaussichten

➤ Essential Questions:

- What are the positive and negative aspects of globalization?
- What exciting opportunities accompany globalization?
- How does a connected global environment impact today's career choices and opportunities?
- What must an individual do to be competitive in the global economy?

➤ Learning Objectives:

- Students read and analyze the reading
- Students compose a letter
- Students create a CV and statement of interest
- Students participate in a debate about Swiss Banking
- Students will research US and DACHL export articles

➤ Structures:

- Past subjunctive
- Plurals and compound nouns

- Two part conjunctions

Print Interpretive	Read <i>Schweizer Bankwesen</i> and complete the analysis exercises on pgs. 326-328
Audio/visual audiovisual Interpretive	Short film <i>15 Minuten Wahrheit</i> , watch film and analyze the film pgs. 306 - 309
Written Interpersonal	Student write a letter to an elderly relative in a German speaking country outlining the current state of globalization and ask about their opinion on globalization and its impact
Spoken Interpersonal	Partner/small group discussion pg. 326 #2
Written Presentational	Students compose a CV and write a statement outlining why they would like to work/intern an international company of their choice.
Spoken Presentational	Debate pg. 328 #3
Comparisons	Students brainstorm first, then research and compare US export articles with Swiss and German exports. https://www.migrosmagazin.ch/menschen/reportage/artikel/exportland-schweiz http://www.bpb.de/wissen/MVCEI4,0,0,Import_und_Export_nach_Waren.html http://www.gevestor.de/details/die-5-wichtigsten-exportprodukte-der-usa-722484.html

➤ Unit Assessment: Letter and Debate

Theme: Globalisierung (Globalization)

Unit 10 Geschichte und Gesellschaft

➤ Essential Questions:

- How important is the history of a country for its citizens?
- Must a nation grapple with its past or should it look ahead?
- What are the reasons and consequences of immigration?

➤ Learning Objectives:

- Students investigate different recent immigration patterns and issues.
- Students watch and analyze the film *Spielzeugland*
- Students discuss their knowledge about the Reunification
- Students prepare a cultural comparison between US and DACHL

- Structures:
 - Past Perfect Tense
 - Use of infinitive
 - Subjunctive I and indirect speech

Print Interpretive	Article: http://www.huffingtonpost.de/2016/05/31/dalai-lama_n_10216166.html?ncid=folfb Reading pg. 365, comprehension exercise on pg. 366 #1
Audio/visual audiovisual Interpretive	Video: http://www.huffingtonpost.de/2016/05/31/dalai-lama_n_10216166.html?ncid=folfb Film <i>Spielzeugland</i> and analysis, pgs. 344 - 347
Written Interpersonal	Prior to watching <i>Spielzeugland</i> , student will write a journal entry/blog explaining what they imagine it would be. Students also comments on classmates' entries before watching the film as well as reflect after the film.
Spoken Interpersonal	Students discuss the Dalai Lama's stance on immigrants to Germany with a partner. Students answer the discussion questions to the reading <i>Wiedervereinigung</i> in pg 366 in small groups.
Written Presentational	Students chose one of the topics on pg. 374 and write an essay
Spoken Presentational	Based on the reading <i>Wiedervereinigung</i> and the historical knowledge of their own history, students create a 2 minute presentation comparing and contrasting the 2 countries and their recent historical events.
Comparisons	Compare immigration and other recent events in the US and German speaking countries.

- Unit Assessment: Essay (Written Presentational)

The AP® German Class is conducted 100 % in German and the students are encouraged to stay in the target language at all times during discussions and activities. They are allowed to ask questions in their native language if staying in German would further confuse them and keep them from performing the tasks.

Grading for this course will follow the school-wide grading scale as set forth by the administration.

Students will also read at least one of the following authentic Kinder- and Jugendliteratur books

- ✓ Kordon: Die Flaschenpost
- ✓ Hyene: Yildiz heißt Stern
- ✓ Gündisch: Das Paradies liegt in Amerika
- ✓ Gündisch: Im Land der Schokolade und Bananen
- ✓ Richter, Hans-Peter: Damals war es Friedrich
- ✓ Richter, Jutta: Ich bin hier bloß der Hund

*Information to Socratic Method:

<http://teaching.colostate.edu/tips/tip.cfm?tipid=53>