

AP German

Course Syllabus 2012/2013

This course is designed to enhance the students' German language skills and knowledge of German culture and to prepare them for the AP German Language and Cultural exam. The course is centered around the six thematic units shown below and corresponding authentic language and literary materials. Through the use of these materials and related activities the three communicative modes (interpersonal, interpretative, and presentational) will be practiced. In the framework of the six units, vocabulary, grammar, and speech patterns are consistently developed. The course will be held in German, and students are expected to use German in class almost exclusively.

Class projects:

- Reading project: "Tschick" by Wolfgang Herrndorf:

Students keep a journal with vocabulary, summaries of chapters, and thoughts related to our essential questions throughout the course. For instance, students discuss the family situations of the two protagonists Maik and Tschick ; they discuss the self-images of the two protagonists; how other persons in the book view them and how the students (readers) view them; they discuss how the interactions of the different persons in the book reflect on present-day society.

- Classroom Letter Writing Project about modern culture in Germany. Using research from <http://www.goethe.de/ges/mol/deindex.htm> , the students will write letters to each other adopting a city as home. Students will correspond about their pretend daily lives in the culture, using their research as a resource. They will write several letters, asking questions, and becoming familiar with the cultures of different cities, ages, and genders.

- Internet-research project: Weltreise Deutsch: <http://www.goethe.de/lrn/pro/weltreise/deindex.htm>
Students will better understand the target culture by researching questions pertaining to famous Germans and the German culture and history.

Regular activities:

- Students report on a current event that relates to the general course topic at hand

They choose a print or audiovisual source from the Internet (The Week in Germany, Deutsche Welle, newspapers); they identify critical vocabulary, summarize the problems discussed in the article, and lead a discussion with their fellow students. This will enhance the presenter's interpretative written and presentational speaking skills, as well as the listeners' audio interpretative skills. During the discussion students develop interpersonal speaking skills.

- Students conduct a journal in German in which they take note of vocabulary and record their thoughts in connection with the subjects discussed.

- Students work with the Audacity recording software in order to practice narration and picture sequence description.

- Students practice interpersonal writing in a teacher-generated blogs addressing essential questions of the unit.

- Students follow the Podcast of Deutsch Perfekt: <http://www.deutsch-perfekt.com/audio/podcast>, take notes, and answer listening comprehension questions.

1- Students play games during which vocabulary, grammar, and/or cultural knowledge are enhanced (such as Tabu Junior, or online games such as: <http://europa.eu/europago/welcome.jsp>).

Assessment:

Students' assessment will be based on daily work (participation, homework, and in-class assignments, journal entries), tests, projects, and a midterm and a final exam.

Material (selection):

- Moeller, J. et al. : Kaleidoskop. Kultur, Literatur und Grammatik". Seventh edition. Boston. 2007. -
 - Tschirner, E.: Deutsch als Fremdsprache nach Themen. Grund-und Aufbauwortschatz. Cornelsen. 2010. -
 - Tschirner, E. : Deutsch als Fremdsprache nach Themen. Grund-und Aufbauwortschatz. Übungsbuch. Cornelsen. 2010.
 - Dippmann, G., Watzinger-Tharp, J.: A Practical Review of German Grammar. 3rd ed., Upper Saddle River. 2000
 - Herrndorf, W.: Tschick. Rowohlt. Berlin. 2010
 - Schorlemmer, F: Wohl dem, der Heimat hat. Aufbau Taschenbuch. Berlin. 2010
 - Heinz Kahlau, Heinrich Heine, Herman Hesse, and others: selected poetry
 - “Live is Life - Die Spätzünder”. DVD. Universum Film GmbH. 2010
 - Deutsch Perfekt magazine (spotlightverlag.de)
- Refer to unit plans for further information on audio/audio-visual material.**

Unit 1

Families and Communities Familie und Gesellschaft(sgruppen)

- What constitutes a family in different societies?
- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

Vocabulary: Familie, Haushalt/Aufgaben/Community Service areas/Politik und Gesellschaft

Grammar: present tense/subjunctive 1/comparison of adjectives

How do families change in a changing society?

Wie ändern sich Familienstrukturen in einer sich wandelnden Gesellschaft?

(discussed in a teacher-generated blog at the end of the unit)

Introduction and class discussion:

Why is the family so important? What types of families exist? What changes in our societies can be observed? What are the reasons for these changes?

Reading and reading comprehension activities:

“Einstellungen zur Familie” (Kaleidoskop, p. 87)/ “Die Homo-Ehe in Deutschland”: <http://www.dw-world.de/dw/article/0,,15293698,00.html> and discussion of attitudes. (Students answer questions/create vocabulary list for word fields)

Reading/Analysis of Statistics:

a) Statistics on family types Germany/USA (Students analyze statistics and compare and contrast)

Presentation:

b) “Aufgabenverteilung im Haushalt” and present to the class how the distribution of chores works in their own families, using the website: : http://gesundeleben.at/dokumente/pdf/der-planer-fuer-den-haushalt/Mamahappy_Aufgabenliste.pdf

(Students collect vocabulary for household chores)

Role-Play:

Situation: Family members agree on who does what in household (Students write and perform skit)

Persuasive Writing:

Students are introduced to persuasive writing and then write essay: Ist es viel besser, ein Einzelkind zu sein?

Reading/Discussion/ Writing:

“Tschick” – Students discuss the family situations of Maik and Tschick and note their thoughts in their

journal

Current event:

Teacher presents on a current article (example for students)

Do our societies depend on Community Service?

Kann unsere Gesellschaft ohne Community Service auskommen? (*discussed in a teacher-generated blog at the end of the unit*)

Introduction and class discussion:

Where does community service take place? Why is community service important in applications (benefits of community service for the volunteer. Could society do without community service?)

Expository writing:

Students are introduced to expository writing.

Students brainstorm and then write about their own experiences with community service.

Oral presentation by teacher/listening comprehension

How will the end of conscription in Germany affect the amount of community service offered by young people (Students take notes.)

Current event

Student presents current event related to topic

Unit 2

Personal and Public Identities Persönliches und Öffentliches Leben

- How are aspects of identity expressed in various situations?
- How do language and culture influence identity?
- How does one's identity develop over time?

Vocabulary: Staatsangehörigkeiten und Nationalitäten/Transport/Eigenschaften und Verhaltensweisen

Grammar: future/future perfect/coordinating and subordinating conjunctions/directional prepositions

Discuss generation-specific problems!

Diskutiere generationsspezifische Probleme! (*discussed in a teacher-generated blog at the end of the unit*)

Introduction and class discussion:

How do generational conflicts manifest themselves? Do you experience them in your own family? What are stereotypes? What are typical stereotypes of younger and older generations?

Reading/Summary and Discussion:

Johannes Bobrowski "Brief aus Amerika", Kaleidoskop pp. 188-192 Students summarize the story and discuss the behavior of son, daughter-in-law, and mother

Persuasive Essay:

Glauben Sie, dass der Sohn seiner Mutter gegenüber richtig gehandelt hat?

Video:

"Live is Life - Die Spätzünder" – Lebensqualität im Alter-Generationen lernen voneinander (accompanied by video comprehension exercises)

Writing:

Students write a newspaper article about the song contest at the end of the movie

What is "Heimat"?

Was ist Heimat?

(discussed in a teacher-generated blog at the end of the unit)

Introduction:

We discuss the different ways of translating "Heimat".

Reading:

"Schließlich ist Deutschland meine Heimat", Kaleidoskop p. 155

Friedrich Schorlemmer: "Wohl dem, der Heimat hat" pp. 9-12 (partner reading)

Students choose which suggested aspects of "Heimat" are most poignant for them

Oral presentation by teacher/listening comprehension:

The guest worker programs of both East and West Germany (Students take notes.)

Audio Interpretative:

Multikulturelle Musiker: Hörtext: Vitamin D Nr. 47 (<http://www.vitaminde.de/seiten/lehrer.html>)

Research and oral presentation:

Students research musicians with foreign backgrounds and present them in class

(Background/music examples/addressed topics in music)

Video and discussion:

"Der Schwarzfahrer" (Students compare for instance the attitudes of the younger and older generations toward the outrageous outburst of the older passenger.)

Narrative writing:

Students write about personal experiences with multiculturalism.

Current event:

Student presents current event related to topic

Warum ist es wichtig, eine fremde Sprache zu lernen? Why is it important to study a foreign language? *(discussed in a teacher-generated blog at the end of the unit)*

Introduction/Discussion:

We discuss the above question and how language learning promotes understanding among nations.

Reading:

Students read authentic German students' profiles such as: <http://www.dw-world.de/dw/article/0,,5948853,00.html>

Video:

"Typisch Deutsch" (<http://www.zdf.de/ZDFmediathek/beitrag/video/1189894/Typisch-deutsch%2521?bc=sts;suc>)

(Students understand which stereotypes the clip addresses)

Expository Writing:

Students write their own profiles and present them to the class.

Reading and Internet research:

Students participate in Weltreise Deutsch (Goethe Institute). They read the questions, find the answers and learn about the target cultures.

Unit 3

Contemporary Life Modernes Leben

- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?

Vocabulary: Stadt/Land/Freizeit/Bräuche/Berufe/Gesundheit/persönliche Beziehungen und Kontakte

Grammar: /da- und wo compounds/reflexive Verben/verbs with prepositions

Modern Culture Project

Introduction

Explanation of Projects

Expository/Interpersonal Writing

Students follow the topics and write about their home city or town/customs of the area etc.

Students choose a topic from <http://www.goethe.de/ges/mol/deindex.htm> about modern culture in Germany. They will research a topic and write a letter to one of their fellow students. They will write the letter from the perspective that they are currently living in Germany and experiencing that culture. Students will choose a city in Germany to call home. Other students will return letters with comments and questions about what they learn from the letters.

Interpretative written

Students read responses of other students and guess where they come from, and follow a German letter format to communicate further about the culture topics.

Does work define your life?

Bestimmt unsere Arbeit unser Leben?

(discussed in a teacher-generated blog at the end of the unit)

Introduction/class discussion:

Discussion: How is quality of life defined? What part does work play?

Video and expository writing:

Students think about certain professions and answer questions in connection with:

<http://www.goethe.de/z/jetzt/dejberuf.htm>

Reading/interpersonal speaking:

Students read authentic job ads, choose one for themselves and explain why they chose the specific ad.

Reading/Compare –Contrast:

Students compare American CVs with German “Lebensläufe”

Writing:

Students write their own Europapass-Lebenslauf:

http://europa.eu/about-eu/eu-history/index_de.htm

Reading:

Students read about *Wanderarbeitnehmer* in the European Union (Europe.eu website) and answer questions pertaining to the information.

Current event:

Student presents current event related to topic

What is your definition of “fun”

Wie definieren Sie “Spass”?

(discussed in a teacher-generated blog at the end of the unit)

Introduction and class discussion:

What characterizes a good party/vacation/field trip etc.

Reading:

Students analyze authentic advertisement cards for cultural events and comment on the information given on these cards

Video:

Students discuss "Facebookpartys" and "openness" of Facebook and watch

http://www.dw-world.de/popups/popup_single_mediaplayer/0,,6589388_type_video_struct_12460_contentId_15308441,00.html (Students summarize the problems talked about in the video)

Persuasive essay

"Ohne Facebook keine Freunde?"

Video:

Coma drinking in Germany:

<http://www.dokumentarfilm24.de/2008/07/03/komasaufen-jugendliche-und-alkohol-konsum/>

(Students write outline of video (sequences), collect vocabulary for word fields "hospital", "drinking", "party")

Current event:

Student presents current event related to topic

Unit 4

Science and Technology Wissenschaft und Technik

- How do developments in science and technology affect our lives? • What factors have driven innovation and discovery in the fields of science and technology?

- What role does ethics play in scientific advancement?

Vocabulary: Umwelt/Maschinen/Geographie und Natur/ Grammar: passive voice/relative pronouns

Why does Germany call itself "Das Land der Ideen"? Warum nennt sich Deutschland "The Land of Ideas"? (discussed in a teacher-generated blog at the end of the unit)

Introduction

Teacher attaches pictures of German inventions on the classroom wall. Students identify the inventions. Teacher informs students on the "Das Land der Ideen" initiative.

Reading/presentation:

Students download http://www.land-der-ideen.de/sites/default/files/210x297_BMV_LDI_InnoDtBroschur.pdf and select one invention described in the brochure and talk about it in class.

Current event:

Student presents current event related to topic

Reading:

Students read: Erlangen. Die Stadt der Erfinder. In: Zukunftsatlas 2010 (Handelsblatt thema, 2010) and answer questions related to text.

Statistik:

They interpret the „Zukunftsatlas 2010“ in the "Handelsblatt thema" (map with prognoses) and write a summary which includes some comparison with U.S. (Which U.S. regions have the highest economic potential?)

Robert Bosch

Wie hat er seine Arbeiter behandelt?

How did he treat his workers?

(discussed in a teacher-generated blog at the end of the unit)

Introduction:

Which appliances made by Bosch do you know? (vocabulary for appliances)

Reading/research:

Students research the Bosch company

Reading:

Lebenslauf:

<http://www.dhm.de/lemo/html/biografien/BoschRobert/index.html>

Video:

ard.de: Robert Bosch – Vermächtnis eines Großindustriellen

<http://www.ardmediathek.de/ard/servlet/content/3517136?documentId=7937574> (selected scenes)

Writing:

Students assume the role of Robert Bosch's grand children and write about what they think about their grandfather.

Do we recycle enough?

(discussed in a teacher-generated blog at the end of the unit)

Introduction:

Teacher refers to "Das Haus der Zukunft" article in the above brochure in order to introduce the topic.

Then discussion: What and how do we recycle?

Reading:

Kaleidoskop, p. 217 "Die Kunst der Mülltrennung"

Research and expository essay:

Wie wird in Deutschland recycled? (Explain how separation of waste is done in German households and what people do in order to reduce waste.)

Role play

Situation: Students observe that a fellow-student does not dispose of waste the way he/she should and convince him/her now to do so.

(Students write and perform skit.)

Current event:

Student presents current event related to topic

Unit 5

Globalization Globalisierung

- What environmental, political, and social issues pose challenges to societies throughout the world?
- What are the origins of those issues?
- What are possible solutions to those challenges?

Vocabulary: Klima/Umweltschutz/Gesundheit/Sozialsystem

Grammar: simple past/subjunctive 2/infinite phrases

What does Germany do in order to fight Global Warming? Welche Initiativen ergreift Deutschland im Kampf gegen Global Warming? *(discussed in a teacher-generated blog at the end of the unit)*

Introduction:

What is global warming? How can it be observed?

Research/expository essay:

Students research "Observable effects of global warming"/"Germany's environmental initiatives" und

write expository essay

Art/picture description:

Students are presented with a selection of Caspar David Friedrich paintings postcards and describe the paintings/give a title for each and compare with the actual title

Teacher presentation/listening comprehension:

Romanticism and Caspar David Friedrich – relationship of humans vs. nature as depicted in paintings

Reading/Discussion:

-Articles on the breaking off of the chalk cliffs on the *Insel Rügen*

(with pictures of the Island) –students discuss if this has something to do with global warming.

Current event

Student presents current event related to topic

How do societies take care of the poor?

(discussed in a teacher-generated blog at the end of the unit)

Introduction:

What is the average income in German-speaking countries? What

Reading:

Students summarize: “Was heißt es, arm zu sein?”

<http://www.derwesten.de/wr/frage-des-tages/Was-bedeutet-es-arm-zu-sein- id1871388.html>

Presentation by teacher:

The social system in Germany (Students take notes)

Discussion:

Is everyone responsible for him/herself ?

Current event:

Student presents current event related to topic

What are neglected diseases and what is being done globally to fight them?

(discussed in a teacher-generated blog at the end of the unit)

Introduction:

What do students associate with “neglected diseases”? Where do they predominately occur? What is done to fight them?

Reading:

Students read: [http://www.forschung-fuer-unsere-](http://www.forschung-fuer-unsere-gesundheit.de/gesundheitsforschung/vernachlaessigte-krankheiten-globale-kooperation.html)

[gesundheit.de/gesundheitsforschung/vernachlaessigte-krankheiten-globale-kooperation.html](http://www.forschung-fuer-unsere-gesundheit.de/gesundheitsforschung/vernachlaessigte-krankheiten-globale-kooperation.html)

They choose one of the questions to the experts and report on it. Can students come up with another question?

Current event:

Student presents current event related to topic

Unit 6

Beauty and Aesthetics Schönheit und Ästhetik

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

Vocabulary: Äußerliches Erscheinungsbild, Charakter und Temperament Grammar: Adjective endings/relative pronouns/present participle

Does beauty have advantages?*

(discussed in a teacher-generated blog at the end of the unit)

*ideas taken from. "Professional Development. AP German Language. Schönheit und Ästhetik. Curriculum Module", CollegeBoard 2010.

Introduction:

What do you associate with "schön"/"Schönheit" (brainstorming activity)

Presentation:

Students bring pictures of persons they consider beautiful and describe them to the class/

Reading/Creative Writing:

Students analyze proverbs on beauty./Students create their own proverb.

Speaking:

Beauty through the centuries (Students are presented pictures with portrayals of beauty and analyze what was considered beautiful)

Writing:

Students write an e-mail to a best friend telling about which advantages a fellow student has because of his/her good looks. (also e-mail conventions)

Reading:

Students read: "Schöne Menschen sind klar im Vorteil"

<http://www.welt.de/gesundheit/psychologie/article13418959/Schoene-Menschen-sind-klar-im-Vorteil.html>

Students summarize and compare with their own e-mails.

Current event:

Student presents current event related to topic

How is "inner beauty and happiness" visible on the outside?

(discussed in a teacher-generated blog at the end of the unit)

Introduction/Class Discussion:

Students discuss the difference between inner and external beauty.

Reading /Analysis:

Students are presented with a selection of poems, such as Heinz Kahlau "Wer bist du?" – How are elements of inner and external beauty described?

Creative Writing:

Students write their own poem.

Reading/Writing:

Students have read "Tschick". In a final project they describe the main protagonists and the people they encountered during their trip. They describe the visible characteristics and their character traits.