

AP German Language and Culture | Oberstufe Deutsche Sprache und Kultur Syllabus | Lehrplan

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AP German Language and Culture Syllabus

Overview and Overarching Premise of the AP German Language and Culture Course

AP German Language is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enroll should already have good foundational knowledge of the language and culture of German-speaking people. Instruction, classroom discussion and all written assignments will be in German. Students sign a contract agreeing to use the target language at all times in this course.

This syllabus blends both the elements of the College Board AP German Language and Culture course requirements and the Ohio Department Education World Languages Standards. When communicating, students in the AP German Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). At completion of the course, students will take an AP German Language and Culture examination.

AP German Language and Culture Learning Objectives

The AP German Language and Culture course identifies six groups of learning objectives for students across the three modes of communication: Spoken Interpersonal Communication
Written Interpersonal Communication Audio, Visual, and Audiovisual Interpretive
Communication Written and Print Interpretive Communication Spoken Presentational
Communication Written Presentational Communication

AP German Language and Culture Course Goals

The overarching goal of the AP German Language course is to prepare students for success on the AP German Language Exam. The course emphasizes use of the language for active communication and develops the following competencies:

- having a strong command of vocabulary and structure.
- understanding spoken German from native speakers in various conversational contexts.
- using authentic materials, like reading newspaper, magazine articles, blogs, contemporary fiction, and non-technical writings without the use of a dictionary.
- fluently and accurately expressing ideas orally and in writing.

Students complete a thorough yet passive review of grammar, including conjugations of all tenses by means of comprehensible input-based instruction. Students develop their proficiency in areas of speaking, listening, writing, reading, and vocabulary. Students will synthesize

language acquisition with application in community settings. Students will develop language skills that can be applied in interdisciplinary contexts and are not limited to any specific body of subject matter while practicing the organization and writing of compositions and presenting information in a group setting.

The Revised AP German Language and Culture course is structured around six themes:

Global Challenges / Globalisierung

Science and Technology Life / Naturwissenschaft und Technologie

Contemporary Life / Alltag

Personal and Public Identities / Persönliche und Öffentliche Identität

Families and Communities / Familie und Gemeinschaft

Beauty and Aesthetics / Schönheit und Ästhetik

Integrating Themes and Recommended Contexts

AP students will recognize the interconnectedness of all of the above themes. A unit on sustainable energy and recycling laws in Germany (Global Challenges) may, for example, touch upon recommended contexts from more than one theme. Students may see a short news report about the European Union's clean air goals to decrease pollution, study changes in inventions like wind propellers and solar panels over time (Science and Technology), and research influences from social values on environmental policy (Personal and Public Identities), organic nutrition (Contemporary Life), and the aesthetics of eco-friendly architecture (Beauty and Aesthetics).

AP students make cultural comparisons by contrasting their findings with environmental challenges in the US. In preparation for the exam, each student will create a portfolio including a collection of readings, summaries, vocabulary lists, essays, critiques, posters, scripts of role-plays, and multimedia artifacts for each unit. This portfolio will be assessed on quality, originality, and, most importantly, communicative language proficiency.

Theme 1: Global Challenges / Globalisierung Contexts:

- Communication / Kommunikation
- Economic Issues / Wirtschaftliche Herausforderungen
- Environmental Issues / Umweltschutz
- Geography / Erdkunde
- Philosophical Thought and Religion / Philosophie und Religion
- Political Issues / Politische Herausforderungen

Unit 1: Renewable Energy, Recycling, Environment

Essential Questions:

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

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students discuss the following concept: Consider the most current data regarding energy consumption in Germany and the United States. Explain the potential future of energy consumption in each country in correlation with historical trends. Suggest concrete changes that each country ought to make in order to minimize the negative impact on the global environment.	Students ask each other about their family's daily recycling habits. They compile a survey to study recycling habits in their community. They survey other teachers and students in other classes. Students then compare their findings with German recycling habits and write down their findings in a one-page report in the form of a chart or graph with a key.	Students watch Deutschland im Jahr 2050 ¹ , which regards the future of renewable energy in Germany. Students write a 300-word response essay and answer the questions on the handout listed under attachments.	Students visit http://www.etibrandenburg.de and make a list of renewable energy sources, learn about new ways to be environmentally-conscious, and analyze which sources might work in the United States. Each student will choose a unique statistic pertaining to the topic and describe it using target vocabulary and structures.	Students prepare a persuasive digital presentation about renewable energy sources. Students persuade American citizens to consider energy consumption and its impact on the environment when making daily lifestyle and routine choices. Each student outlines and explains the rollout of German programs, such as Pfand, in the United States.	Students write a 600-word persuasive essay with the following prompt: "The United States lags far behind Germany with regard to renewable energy consumption. What can American citizens learn from Germany insofar as national policy and individual lifestyles?"
Contribution to discussion and teamwork are assessed.	One-page report is assessed for organization and clarity.	Reaction paper is graded for use of target vocabulary and structures.	Analysis, statistic is graded on content and language use.	PowerPoint is assessed on originality, relevance and persuasiveness.	The essay will be graded both on language use and details referenced.

¹<http://www.messelive.tv/mediathek/player/viewvideo/35/reportagen/reportagedeutschland-im-jahr2050zukunftsimpressionen>

Theme 2: Science and Technology / Naturwissenschaft und Technologie Contexts:

- Ethical Considerations / Ethische Herausforderungen
- Healthcare and Medicine / Gesundheitswesen
- Inventions as Catalysts of Change / Erfinder und Erfindungen
- Personal Technologies / Computer als neues Medium
- Social Impacts / Soziale Folgen
- Transportation / Transport

Unit 2: Das Leben in einer digitalen Welt

Essential Questions:

1. How do developments in science and technology affect our lives?
2. What factors have driven innovation and discovery in the fields of science and technology?
3. What role do ethics play in scientific advancement?

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students interview other students about positive and negative experiences with social media. They discuss their findings with the class	Student writes a 300-word letter of a potential problem /negative experience with electronic communication and comes up with a solution.	Students watch videos, news clips from German visual media sources, summarize the major points, providing the pros and cons of each video.	Students select a current headline from Spiegel Online pertaining to this topic, then read, analyze, and summarize the article.	Students prepare a narrated slide show with statistics comparing electronic usage in the United States with Germany.	Students create a poster with rules for cell phones, Facebook, usage and ideas to prevent cyber bullying. Poster must be well organized, aesthetically pleasing, and include a formal list of sources.
Contribution to discussion is assessed.	First draft of letter is corrected and final draft can be resubmitted.	Visual media content is summarized. Students present their opinions.	Summary of article is assessed.	Statistical data is interpreted and presented via digital presentation to the class.	Students summarize the problems of electronic communication and solutions.

Theme 3: Contemporary Life / Alltag Contexts:

- Current Events / Aktuelle Ereignisse
- Education and Career / Ausbildung und Karriere
- Entertainment, Travel, and Leisure / Unterhaltung, Reisen, und Freizeit
- Health and Well-Being / Gesundheit und Wohlbefinden
- Social Customs and Values / Gebräuche und Werte
- Youth Culture / Jugendkultur

Unit 3: Culture and Current Events

Essential Questions:

1. How do societies and individuals define quality of life?
2. How is contemporary life influenced by cultural products, practices, and perspectives?
3. What are the challenges of contemporary life?

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
In small groups, students select a Bundesland on which to focus research.	Students will divide up the research on their state, i.e. food, dialect, geography, transportation, famous persons, history, etc., go to the media lab and write up short reports on their findings. They will write one postcard to the class listing what they saw as they visited.	Students watch a sample northern German local weather report of Fritz in Marne to experience a dialect. Students then go online to find a weather report in their German state. They convert Fahrenheit to Celsius. They research the local dialect and write up a weather report.	Students will read an authentic newspaper article or online news report of a cultural event currently taking place in their Bundesland. Students write a report with a minimum of 300 words on the event and include the article or link.	Students will create a digital presentation about their Bundesland, including all information they find about current events, famous people, food, dialect, and a fun fact. They prepare a handout with facts about their state, and questions for their audience.	Students create a poster on a poster board about their Bundesland using color pictures and historical facts to be displayed in class. All text on posters must be in German. Students must list all sources used. Students may perform a short weather report as a skit in front of class.
Contribution to discussion and is assessed.	Research report and post card are graded.	Weather report is graded based on use of target vocabulary and structures.	Event report is graded on content and language proficiency.	Digital presentation is assessed on originality, relevance and language use.	The poster will be assessed both on language use, pictures and neatness.

Theme 4: Personal and Public Identities / Persönliche und Öffentliche Identität Contexts:

- Alienation and Integration / Distanzierung und Integrierung
- Gender Identity / Geschlechtliche Identität
- Generational Issues / Generationsunterschiede
- National Identity / Nationale Identität
- Self-Image / Selbstverständnis
- Stereotypes / Stereotypen

Unit 4: National Identity, Stereotypes, Discrimination

Essential Questions:

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

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students interview each other in small groups and ascertain, if they have ever felt alone, out of place, or discriminated against. They will discuss and summarize their group members' answers and discuss possible solutions to challenges.	Students read personal accounts of Syrian refugees in Germany. Students will write personalized letters to Syrian refugees in which they address the topics that the refugees mention and students will ask questions about further details regarding the challenges of being refugees in Germany.	Students listen to the dialogue <i>Papa hat nichts gegen Italiener</i> . Students use the caricatures that the father and son describe in the dialogue in order to sketch or paint propaganda-style images of themselves.	Students read the book <i>Yldiz heist Stern</i> . Students will respond to a variety of questions throughout the book regarding comprehension and inference. Each student will write a formal book report upon conclusion.	Students take the authentic online "Einbürgerungstest" for people trying to become German citizens. Students will select the most peculiar and challenging questions on the test and report their findings to class and compare responses.	Students write a 500-word essay comparing the life circumstances and challenges for Syrian refugees, Italian guest workers post Second World War, and the protagonist of <i>Yldiz heisst Stern</i> . Students will address cultural comparisons with regard to Mexican, Arabic, and Chinese immigrants in the United States.
Participation in discussion and quality of solutions to challenges are assessed.	The reaction paper is graded.	Creativity and detail with respect to exaggerations are assessed.	Book report is graded based on accuracy with regard to events from the narrative as well as use of target vocabulary and structures.	Participation in discussion of answers to online test are assessed.	The essay will be assessed for cultural references and comparisons, form, and use of target vocabulary and structures.

Theme 5: Families and Communities / Familie und Gemeinschaft Contexts:

- Citizenship / Bürgerrecht
- Community Service / Gemeinnützige Arbeit
- Diversity / Vielseitigkeit
- Family Structure / Familienstruktur
- Relationships / Beziehungen
- Urban, Suburban, and Rural Life / Stadt-, Vorstadt-, und Landleben

Unit 5: Berufsleben / Privatleben

Essential Questions:

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

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students interview each other on their dream jobs and important life choices. They locate German companies for employment students co in Ohio. They create interview questions the organization might ask them. They prepare responses for the applicant.	Students write a German resume and introductory letter to a company outlining personal and professional qualifications for the job. Students compare German and American resumes and cover letters, contrasting differences in print and form.	Students view a training video on how to conduct a successful job interview at a German company. Students write down the most valuable points discussed in the video. They also have to agree on the five most important rules with their team.	Students search online magazines for news stories about young people applying for jobs in Germany. What jobs do they apply for? What apprenticeships are available? Students summarize article/news story and compare and contrast job opportunities with the United States.	Students Skype/Facetime in class with my colleagues in Germany who will act as hiring managers with German businesses. Students must improvise responses to authentic prompts and questions pertaining to specific apprenticeships as read and discussed in the research pertaining to jobs and apprenticeships in Germany.	Students write a 300-word essay on how they will plan and prepare for an interview at an international company. They will summarize the cultural differences both for the application documents and for the interaction with potential employers. What expectations do employers have in the digital age?
Interview, research, as well as questions and answers are assessed.	Drafts of introductory letter and resume are corrected and graded. Final draft can be resubmitted.	Summarization of video is graded. Students present their three most important rules to follow in an interview.	Newspaper article is read, analyzed, word bank is created and shared with the class.	German colleagues and I will grade students based on whether or not they would hire the students.	The comparison paper will be assessed for form and use of target vocabulary and structures.

Theme 6: Beauty and Aesthetics / Schönheit und Ästhetik Contexts:

- Architecture / Architektur
- Cultural Perspectives / Kulturelle Perspektiven
- Fashion and Design / Mode und Design
- Language and Literature / Sprache und Literatur
- Performing Arts / Musik, Theater, und Film
- Visual Arts / Kunst

Unit 6: Art, Music, Poetry, Design, Architecture

Essential Questions:

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

Interpersonal Spoken	Interpersonal Written	Audio-Visual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students select music, poetry, poem, art work, design (fashion, furniture, cars) or architecture and present it to the class. They interview and record the class opinion on the piece, and later present background information. Students lead class discussions on the artistic quality and merits of their piece.	Students write a biography on the German-speaking artist of their choice. Students should find an internet link to the artist's website. Students prepare and handout with important bullet points and three questions for their audience.	Students visit the Toledo Museum of Art and view pieces from German artists and artists from other German-speaking countries. Each student will photograph one piece from the museum and then conduct research about the piece and the artist. Each student will make an Instagram post of the unique piece and describe the piece and the artist in the caption of the post.	Students choose short poems in German about beauty and aesthetics. Students analyze the poems from a literary perspective. Students will discuss how listeners and readers may interpret or misinterpret each poem.	Students memorize the poem and perform it in front of the class. They may also create a video recording of their recital instead. Each student will then create and present a rap-version of his/her poem in German.	Students present a portfolio containing at least five of their favorite works of art, music, poetry, design and architecture in a digital presentation. Students explain each piece of art, why they chose it for their collection and what the art means to them. Students create an artifact like a CD cover or artwork.
Interviewing results and depth of research are assessed.	Biography, depth of research and handout are graded.	Each student must comment in German on at least two other students' Instagram posts of their images.	Students are graded based on the quality of contribution to the discussion.	Poem recital is assessed for accuracy, intonation, and pronunciation. Rap is assessed for entertainment value and accuracy.	The digital presentation will be assessed for execution and content.

Grading

Progress reports and report card grades are based on daily work (participation, homework and in-class assignments), quizzes, tests, projects, and exams. Each area is weighted according to the district grading policy. This means students must attend class, take part in all classroom activities and complete all assignments in class and at home; they absolutely must devote as much time as they need at home to learn new vocabulary and structures, review all class content, and complete all homework. Students must exclusively speak German during class.

Bibliography

Supplementary Literary Texts

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- Felix & Theo. Haus ohne Hoffnung. Munich: Langenscheidt.
- Heyne, Isolde. Yldiz heißt Stern. Berlin: Langenscheidt.
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- Plenzdorf, Ulrich, Die neuen Leiden des jungen W., Suhrkamp Taschenbuch 300, 1976.
- Scholl, Inge, Die Weiße Rose, EMC Corporation, 1977.
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- Teichert, Herman and Gabriele Hahn, eds. Allerlei zum Besprechen. Boston: Houghton Mifflin Co., 1998
- Tieck, Ludwig. Der Blonde Eckbert. Stuttgart: Reclam.
- Wülfing, Stefanie ed. Tatort DaF Hörkrimi. Heiße Spur in München. 1st ed. Stuttgart: Ernst Klett Sprachen, 2009.

Movies

- Comedian Harmonists. DVD. Dir Joseph Vilsmaier. Senator Film Production, 1997.
- Das Wunder von Bern. DVD. Dir Sönke Wortman. 2003.
- Emil und die Detektive. DVD. Dir Franziska Buch. Universum Film GmbH, 2001.
- Goodbye, Lenin! DVD. Dir Wolfgang Becker. Sony Pictures, 2004
- Hitlerjunge Salomon. DVD. Dir Agnieszka Holland. World Films, 1990.
- Jenseits der Stille. DVD. Dir Caroline Link. Constantin Film, 1996.
- Nirgendwo in Afrika. DVD. Dir Caroline Link. Constantin Film, 2001.
- Run Lola Run. DVD. Dir Tom Tykwer. Arte Film, 1998.
- Schwarzfahrer Online video. Dir Pepe Danquart, 1993.
- Sophie Scholl – die letzten Tage. DVD. Dir Marc Rothemond. Zeitgeist Films, 2005
- The Edukators. Dir Hans Weingartner, IFC Film, 2004.
- Türkisch für Anfänger Staffel 1-3, Dir Bora Dagtekin. Das Erste, 2006.
- Die Episode "Zynep" Filmprojekt der Gruppe Wortspiel: Theater, Produktion Gestaltung
- <http://www.wortspiel.net/index.php?projekt=0612&rubrik=regie&kategorie=filmVideo>

Music

- Various CDs, DVDs, and YouTube videos of the following artists: Rammstein, die Fantastischen Vier, die Toten Hosen, Xavier Naidoo, Peter Fox, die Prinzen, just to name a few.

Online dictionaries

- <http://www.dict.cc>
- <http://dict.leo.org>

Websites

- Aktuelle Nachrichten www.tagesschau.de
- Deutsche Welle Nachrichten www.dw.de
- Politik, Deutschland und Europa, Wirtschaft, Kultur www.deutschland.de
- Geo Magazin for students. <http://www.geo.de/GEOLino/> or <http://www.geo-kids.de/>
- Dein Spiegel <http://www.spiegel.de/spiegel/deinspiegel>
- Die Welt - online newspaper www.welt.de
- Frankfurter Allgemeine Zeitung www.faz.de
- Daily EU news www.bloomberg.de
- Television news, daily www.ARD.de
- Television news, daily www.Zdf.de
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