

AP German Language and Culture: Syllabus

Prerequisites:

German III/IV level course or a permit from the instructor.

Goals:

To develop and refine the language skills of students to succeed in advanced college level German courses. Review and overview of German grammar will be offered in a contextual style. To deeper explore Germany by connecting all six themes global challenges, science and technology, contemporary life, personal and public identities, families and communities, beauty and aesthetics. In preparation of the AP German language and culture exam, students will immerse in the German language, because the AP class will exclusively be conducted in the target language, German.

Primary Course Materials:

- Augustyn, Prisca and Euba, Nikolaus. Stationen Ein Kursbuch für die Mittelstufe. Boston: Thomson Heinle, 2008.
- Moeller, Jack et al. Kaleidoskope. Boston: Houghton Mifflin, 2002.
- Jamie Rankin, and Larry D. Wells, Handbuch zur deutschen Grammatik 5/e. New York: Houghton Mifflin Company, 2010.
- Kraft, Wolfgang. Deutsch Aktuell 3. St. Paul: EMC Publishing, 2010
- Herda, Susanne und Fischer, Jürgen. Langenscheidts Internet-Wörterbuch Englisch-Deutsch. Berlin und München, 2000.
- Busch, Wilhelm. Max und Moritz, eine Bubengeschichte in sieben Streichen. German edition, 1982.
- Heinrich Hoffman. Struwwel Peter. German edition, 1981.

Websites:

AP Central (<http://apcentral.collegeboard.com>)

Youtube (www.youtube.com)

Goethe Institut (<http://www.wordchamp.com>)

Deutschlern.net (<http://www.deutschlern.net>)

Spiegel (<http://www.spiegel.de>)

Focus (<http://www.focus.de>)

Spiesser (<http://www.spiesser.de>)

Deutsche Welle (<http://www.DW-world.de>)

Theodor-Storm Schule (<http://www.tss-husum.de>)

ARD (<http://mediathek.daserste.de>)

ZDF (<http://www.zdf.de/ZDF-mediathek/>)

Unit 1: Marlene Dietrich and how beauty can save and shape your life

Theme: Beauty and Aesthetics

Essential Questions:

- What does beauty mean today?
- What are the pros and cons of beauty in today's society?
- How does beauty affect relationships, professions, and reputations?

Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students will discuss what beauty means to them and will discuss if the appearance or the aesthetics are important.	Students will write a short essay about their personal point of views regarding beauty and what they consider beauty to be in their life.	Students will view a recent commercial by Christian Dior that includes Marlene Dietrich and discuss the differences and similarities between beauty then and now.	Students will read about Marlene Dietrich and discuss her struggles and what advantages her appearance may or may not have had for her.	Students will write and present a PowerPoint about how beauty affects lives, professions, reputations, and fame in today's society. Students will present for 5-7 minutes.	Students will write an interview script between a celebrity and a plastic surgeon to discuss today's issues with beauty and what it really means.

Learning Objectives

The students interact in groups and state opinions. The interaction includes verbal and non-verbal strategies.	The students write formal responses in a variety of media using appropriate formats and conventions.	The students demonstrate their ability to synthesize audio, visual, and audio-visual.	The students demonstrate comprehension of content from their text book and articles provided.	The students explain and summarize their findings in form of a formal presentation.	The students produce various creative writings for example dialogue, and cue cards.
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Unit 2: Diversity in Germany

Theme: Personal and Public Identities; Global Challenges

Essential Questions:

- How are biracial Germans perceived?
- Are the people of Germany who are part of the minority considered natives? Why or why not?
- What are the advantages and disadvantages of becoming a multicultural society?

Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual Interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students will have the opportunity to hold discussions with a native speaker and ask questions about German's society today.	Students will be assigned an e-mail pal from the German highschool Theodor-Storm Schule located in Schleswig-Holstein. Students will exchange correspondence throughout the year.	Students will view various stand-up comedy clips by Kaya Yanar and Stefan Raab from You Tube and discuss how people of different ethnicities live in Germany as citizens.	Students will read various stories about biracial Germans and how their ethnicity affects their lives today from their textbooks Kaleidoscope and Stationen.	Students will present stereotypes in form of a 3-5 minute presentation to the class.	Students will write their own stand-up comedy and present it to the class. The comedy has to be related to stereotypes they have encountered about how others perceive them.

Learning Objectives

The student states and supports opinions in forms of group and individual discussion.	The student writes informal correspondence in a variety of media using the appropriate formats and conventions.	The student demonstrates comprehension of content from authentic audio and visual resources.	The student understands the purpose of a message and examine, compare, and reflect on practices and perspectives of the target culture.	The students retell or summarize information in narrative form, demonstrating a consideration of audience.	The students summarize information in narrative form and incorporate interaction with their audience.
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Unit 3: Is it hip or is it hop? Teenagers today.

Theme: Families and Communities; Contemporary Life

Essential Questions:

- Is it easier being a teenager in Germany or America? Why?
- What are the privileges/disadvantages of being a teenager in Germany?
- What type of culture do German teenagers portray in today's society?
- What is hip, meaning popular, and what is hop, meaning unpopular for teenagers in Germany?

Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual Interpretive	Written and Print Interpretive	Presentationa l Spoken	Presentation al Written
Students will have the opportunity to interview a native German their age and discuss/share their differences and similarities of being a teenager in Germany and America	Students will create a profile page about themselves in form of a two page diary used from a traditional German introduction book traded amongst students to get to know one another. They will also engage in blogs and discussions.	Students will view various videos about being a teenager in Germany by students from the Theodor-Storm Schule in Schleswig-Holstein.	Students will read various articles from authentic German teen magazines such as Bravo and Stern. They will discuss their findings about music, culture, politics, and fashion.	Students will present on the German school schedule and how teenagers spend their time outside of school and during holidays.	Students will write their own speech about what it means to be a teenager this day and time. The speech will be collaborated via Skype with the German students.

Learning Objectives

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Unit 4: Life after school

Theme: Contemporary Life; Families and Communities

Essential Questions:

- What options do students have once they have graduated from highschool?
- How are the lifestyles of young adults post highschool diplomas?
- Why is there a low interest in today's young adults about growing families? Is business more important? Why or why not?

Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students interview each other about their goals in life and family goals.	Students will write a formal e-mail to an assigned classmate and respond to their assigned classmate's e-mail providing any advice on their goals and plans after highschool.	Students will watch German television shows about Germany's perspective on work and family structure after highschool. Students will also learn about the song "Ich waer so gerne Millionär" by "Die Prinzen".	Students read current information about the life after abitur on Spiegel.de's RICKS ABI-BLOG and in their textbook Stationen.	Students will present on their realistic goals they have set for themselves to accomplish in the next five years.	Students will write what they wish their peers to accomplish in the next five years and present in form of a song.

Learning Objectives

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Unit 5: Technology – the only way to communicate

Theme: Science and Technology; Contemporary Life

Essential Questions:

- How has technology taken over communication?
- Do people still communicate or does the computer communicate for them?
- What does it mean to have a real conversation in a digital world?
- How has technology changed our language?

Interpersonal Spoken	Interpersonal Written	Audio, Visual and Audiovisual interpretive	Written and Print Interpretive	Presentational Spoken	Presentational Written
Students will discuss how communication has evolved in the past ten years and if social media, texting, and skyping are considered real communication .	Students will write a text message and then write a dialog of how they would say it in person about one of the following topics: or “What are your plans during Spring break?” or “What do you have planned for graduation?”	Students will listen to news reports on the internet on how technology has been used to communicate over the last century.	Students will read various articles about pros and cons of digital communication including the article from Spiegel.de “Mit diesem Handy wird man sprechen.”	Students will present in assigned groups a skit on text messaging. Students will be assigned parts to be two friends having a conversation via text and the third person will be a cellphone device verbally translating their thoughts in text message language.	Students will write an essay on how text messages can be useful and how they can go wrong, because there is no tone of voice, besides “CAPS” and emoticons to display emotions.

Learning Objectives

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