

AP German Language and Culture: Sample Syllabus 3 Syllabus Number: 876115v1

Deutsch III (PAP) / IV (AP):

Prerequisites:

Appropriate lower-level German course or permission from the instructor.

Goals:

To further develop the active communication skills established in German Language Levels I-III and prepare students for success on the AP German Language and Culture Exam. To this end, speaking, advanced reading and composition, vocabulary development and grammar review are the focus of the course.

Instruction, classroom discussion and all written assignments will be in German. Students will sign a Sprachvertrag at the beginning of the year, agreeing to use the target language at all times during the course. **[CR1]**

Learning experiences have been designed to be commensurate with a third-year college-level course in German. Students enrolling in this course must therefore be prepared to devote considerable time and effort to refining all language-related skills and to significantly increasing their vocabulary.

Course Materials:

Students will be issued copies of the following texts to use during the applicable unit:

Heyne, Isolde, *Yildiz heißt Stern*, Langenscheidt KG, Berlin und München 1996. **[CR2c]**

Kästner, Erich, *Emil und die Detektive*, DTV, 1999. **[CR2c]**

Plenzdorf, Ulrich, *Die neuen Leiden des jungen W.*, suhrkamp taschenbuch 300, 1976. **[CR2c]**

Scholl, Inge, *Die Weiße Rose*, EMC Corporation, 1977.

Students will be issued copies of the following texts, workbook, and German/English dictionary for continued use throughout the school year:

Sparks, Kimberly and Van Horn Vail, *German in Review*, Heinle & Heinle, 2003.

Kraft, Wolfgang S., *Deutsch Aktuell (Level 3)*, emc-paradigm, 2005, 5th edition.

Kraft, Wolfgang S., *Deutsch Aktuell Workbook (Level 3)*, emc-paradigm, 2005, 5th edition.

Morewedge, Rosemarie Thee, *Mitlesen-Mitteilen*. Literarische Texte zum Lesen, Sprechen, Schreiben und Hören, Thompson Heinle, 2008. **[CR2c]**

Cassell's *German-English Dictionary*, Macmillan Publishing Company, revised 2005.

CR1: The teacher uses German almost exclusively in class and encourages students to do likewise.

CR2c: Instructional materials include a variety of authentic literary texts.

Students will view the following films: [CR2a]

Emil und die Detektive. DVD. Dir Franziska Buch. Universum Film GmbH, 2001.

Goodbye, Lenin! DVD. Dir Wolfgang Becker. Sony Pictures, 2004

Im Juli. DVD. Dir Fatih Akin. Universum Film GmbH, 2000

Schwarzfahrer. Online video. Dir Pepe Danquart. 1993

Sophie Scholl – die letzten Tage. DVD. Dir Marc Rothemond. Zeitgeist Films, 2005.

CR2a: Instructional materials include a variety of authentic audio and video recordings.

CR2b: Instructional materials include a variety of authentic non-literary texts such as newspaper and magazine articles.

CR5b: The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3a: The course provides opportunities for students to demonstrate their proficiency in spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audio-visual materials.

Grading:

Progress reports and report card grades will be based on daily work (participation, homework, and in-class assignments), quizzes, tests, projects, and quarterly exams. Each area will be weighted according to the District Grading Policy. This means students must attend class, take part in classroom activities and complete assignments; devote as much time as needed to review, study and finish assignments; speak in German almost exclusively during each class period.

General Course Agenda:

A. Each unit covers a nine-week period and will focus on major themes linked to the essential question "How have individuals, societies and the world around us changed over time?"

B. During each unit students will complete the following general activities:

1. Listen to a German radio station via Internet streaming for listening practice and exposure to regional accents. Students will also hear music CDs from a variety of German artists such as Rammstein, die Fantastischen Vier, Xavier Naidoo, die Prinzen. [CR2a]
2. Read on-line news from a variety of German sources such as Spiegel, Focus and Schekker for exposure to contemporary topics and vocabulary. [CR2b]
3. Write 150-200 word compositions in various formats on theme-related topics. Compositions must demonstrate advanced writing skills through the use of such features as varied verb tenses, subordinate and relative clauses, and appropriate idioms. Re-writes and peer editing will be required on selected assignments. [CR5b]
4. Participate in speaking activities that require students to persuade, express joy and regret, make excuses, or take and defend a position. Students will also describe visuals such as photos, maps, and works of art, and practice telling impromptu stories based on picture sequences. [CR3a]
5. Watch videotaped episodes from German TV (Maus) and Deutsche Welle (Euromaxx). [CR2a]
6. Play the German versions of board games such as Spiel des Lebens, Monopoly, Cluedo, Tabu Junior, Wer ist das?, Scrabble.
7. Complete exercises and quizzes on the selected films using Filmhefte und Begleitmaterialien from www.kinofenster.de [CR4a]

Specific Course Agenda:**UNIT 1 (9 Weeks)**

General topic: "Eine Reise nach Berlin."
 Major Themes: Contemporary Life (Entertainment, Travel, Leisure) [CR6c]
 Science and Technology (Transport) [CR6b]

CR6c: The course explicitly addresses the Contemporary Life theme.

CR6b: The course explicitly addresses the Science and Technology theme.

In this unit, students will do the following:

- A. Read *Emil und die Detektive*. This will be accomplished by in-class group readings and individual at-home reading assignments with subsequent oral summaries to the class in German. Related follow-up activities will include discussions, role-play, and the creation of alternate endings. As they read, students will keep a reflective reading journal to summarize chapter events, record questions about what they read, copy new vocabulary and predict events in subsequent chapters. [CR4b]
- B. Use German Internet sites to research selected Berliner Sehenswürdigkeiten, and then report findings to the class. Students will also affix icons representing the sites to a large-scale map of Berlin to show their relative locations to each other throughout the city. [CR9]
- C. Work together as a class to track the movement of Emil and the detectives as they follow Herr Grundeis around the city. Routes will be posted on the Berlin map.
- D. Complete on-line exercises related to *Emil und die Detektive* using the German website www.zlb.de.
- E. View the movie *Emil und die Detektive*. After viewing the movie, students work in pairs to create Double Bubble Thinking Maps to compare and contrast the book and movie. An in-class debate will focus on which version was "better" and why.

CR4b: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR9: The course prepares students to use the German language in real-life settings.

- F. Create a “life” for Herr Grundeis, from childhood to his meeting with Emil on the train. Students will try to show how his identity developed over time and what caused Herr Grundeis to become a swindler and thief. Students will share their stories with a poster and short oral presentations in German. **[CR5a]**
- G. Plan individual trips to Berlin. With a specific budget (3500 €) and predetermined itinerary (e.g., “Sporttag,” “Kulturtag”) students will plan their trips and account for expenditures in a German travel diary.
- H. Read additional authentic readings related to Berlin from magazines such as Focus and Der Spiegel as well as Frauen- and Jugendzeitschriften and German-language e-zines. **[CR2b]**
- I. Learn and/or review vocabulary from the following areas: Transport and Travel; Tourist Attractions; Freizeit/Sport; Essen; and Kleider.
- J. Review the following grammar: adjective endings, simple past tense, prefixes and subjunctive II.

CR5a: The course provides opportunities for students to demonstrate their proficiency in spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR2b: Instructional materials include a variety of authentic non-literary texts such as newspaper and magazine articles.

CR6f: The course explicitly addresses the Beauty and Aesthetics theme.

CR6d: The course explicitly addresses the Personal and Public Identities theme.

CR7: The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

UNIT 2 (9 weeks)

General topic: “Multi-Kulti.”
 Major themes: Beauty and Aesthetics (cultural perceptions of beauty) **[CR6f]**
 Personal and Public Identities (alienation and integration, national identity, stereotypes) **[CR6d]**

In this unit, students will do the following:

- A. Read Yildiz heißt Stern. This will be accomplished by in-class group readings and individual at-home reading assignments with subsequent oral summaries to the class in German. Related follow-up activities will include discussions, role-play, creating alternate endings, and so on. As they read, students will keep a reflective reading journal to summarize chapter events, record questions about what they read, copy new vocabulary, predict events in subsequent chapters and track the idea of how language and culture influence Yildiz’s self-identity at different points throughout the book. **[CR7]**

- B. Explore other examples of cultural bias by viewing *Schwarzfahrer*, listening to “Fremd im eigenen Land” by Advanced Chemistry, analyzing contemporary political cartoons addressing *Ausländerfeindlichkeit* and reading “Supermarkt” by Jirí Král. Students will work in small groups, with a selected work, to address these questions: How are the perceptions of beauty and creativity established within a culture? What are the standards for each culture represented in these works? How do the ideals of beauty and aesthetics influence daily life (e.g., as filtered through the old lady’s comments to the Afro-Deutscher in *Schwarzfahrer*)? **[CR2a] & [CR4a]**
- C. Work in pairs to create a PowerPoint presentation on the value of total cultural assimilation versus acceptance of multiculturalism. Students will examine this question from the standpoint of how contemporary life is influenced by cultural products, practices and perspectives, and how assimilation affects these concepts. **[CR5a]**
- D. View and discuss the film *Im Juli*. To prepare for the film, students will use German Internet resources to research locations and concepts from the film.
- E. Read additional authentic texts related to questions of national identity and multiculturalism from magazines such as *Focus* and *Der Spiegel*, as well as *Frauen-* and *Jugendzeitschriften* and German-language e-zines.
- F. Learn and/or review vocabulary from the following areas: Multiculturalism; Berufe; Musik; Freizeit; Familie; and Schule/Uni.
- G. Review the following grammar: the future tense, prepositions (accusative, dative, genitive, and 2-way), and modal auxiliary verbs.

CR2a: Instructional materials include a variety of authentic audio and video recordings.

CR4a: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audio-visual materials.

CR5a: The course provides opportunities for students to demonstrate their proficiency in spoken Presentational Communication in the Intermediate to Pre-Advanced range.

UNIT 3 (9 weeks)

General topic: "Eine deutsche Heldin."
 Major themes: Global Challenges (philosophical thought and religion, political issues)
 Personal and Public Identity (national identity)
 Science and Technology (social impacts) **[CR6b]**
 Families and Communities (citizenship, communities, family structure **[CR6e]**)
 Beauty and Aesthetics (cultural perceptions of beauty)

CR6b: The course explicitly addresses the Science and Technology theme.

CR6e: The course explicitly addresses the Families and Communities theme.

In this unit, students will do the following:

- A. Read *Die Weiße Rose*. This will be accomplished by in-class group readings and individual at-home reading assignments with subsequent oral summaries to the class. Related follow-up activities will include discussions, role-play, creating alternate endings, and so on. As they read, students will keep a reflective reading journal to summarize chapter events, record questions about what they read, copy new vocabulary, predict events in subsequent chapters and keep track of the social and political issues that posed challenges to German society during Sophie Scholl's brief life. Using these notes as a starting point, students will conduct Internet research to determine the origins of these issues and then discuss possible solutions to these challenges (i.e. whether the White Rose could have found a safer way to meet its goals). **[CR3a] & [CR4b]**

CR3a: The course provides opportunities for students to demonstrate their proficiency in spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

- B. View the film *Sophie Scholl – die letzten Tage*. To prepare for the film, students will use German Internet resources to research people, places and concepts from the film. After viewing, students will reflect on how developments in technology affect our lives with specific reference to the White Rose (i.e. how might this story have changed if the White Rose had had access to the Internet?). Students will present their work as an e-Infoblatt. **[CR5b]**
- C. Continue research on National Socialism from the following perspectives:
- What constituted “family” according to Nazi ideology? Did the Scholl family demonstrate this ideal? Students will create their own family trees to show the extent to which they mirror the Nazi ideal of family. **[CR7]**
 - The Nazi regime banned works of art that were thought to be “un-German.” Recalling the music Sophie listened to and the authors she quoted, students will discuss whether her choices reflected Nazi ideology. Students will view “degenerate” and National Socialist art, post their perceptions to our online discussion board, and respond to the postings of their peers. Students will then look at contemporary media and discuss how the arts challenge and reflect cultural perspectives in our time. **[CR3b]**
 - Analyze anti-Semitic political cartoons from *Der Stürmer* or *Völkischer Beobachter* to address these questions: How are the perceptions of beauty and creativity established within a culture? What are the standards for each culture represented in these works?
- D. Read additional authentic texts related to WWII, the White Rose and Sophie Scholl. These include texts from www.dhm.de/lemo/html/nazi/widerstand/weisserose/index.html. **[CR2b]**
- E. Review vocabulary from the following areas: WWII, in der Stadt, auf dem Land, zu Hause.
- F. Review the following grammar: passive voice, reflexive verbs, and relative clauses.

CR5b: The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.

CR7: The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

CR3b: The course provides opportunities for students to demonstrate their proficiency in written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2b: Instructional materials include a variety of authentic non-literary texts such as newspaper and magazine articles.

CR6c: The course explicitly addresses the Contemporary Life theme.

CR6a: The course explicitly addresses the Global Challenges theme.

UNIT 4 (9 weeks)

General topic: The GDR and “Ostalgie”
 Major themes: Contemporary Life (youth culture, quality of life) **[CR6c]**
 Global Challenges (economic, political, environmental issues) **[CR6a]**

During this time, students will do the following:

- A. Use German Internet resources to research events leading to the post-war division of Germany and subsequent creation of the GDR. **[CR4b]**
- B. Use German Internet resources to discover and understand the daily life of a citizen of the GDR. Filter this information through the question “How do societies and individuals define quality of life?” Student will present their findings graphically (Thinking Map, poster or Power Point). **[CR4b] & [CR8]**
- C. Read *Die neuen Leiden des jungen W.* This will be accomplished by in-class group readings and individual at-home reading assignments with subsequent oral summaries to the class in German. Related follow-up activities in German will include discussions, role-play, the creation of alternate endings, and so on. As they read, students will keep a reflective reading journal to summarize chapter events, record questions about what they read, list new vocabulary and predict events in subsequent chapters. Students will use handheld audio recorders to record “Edgar’s” responses to selected questions or comments on specific topics. **[CR3a] & [CR4b]**
- D. View the film *Goodbye, Lenin!* To prepare for the film, students will research GDR-specific items such as food, transportation, youth groups and housing. Students will also read about East Germany’s significant contributions to the fields of science and technology, with emphasis on the space program. Resources include www.good-bye-lenin.de and materials from www.kinofester.de. **[CR4a] & [CR6b]**
- E. Working in groups, students discuss the societal changes they have experienced in their lifetime... If a patient fell into a coma in 2000, what would have been different when she/he awoke 10 years later? Based on the ideas generated in their groups, students write a letter in German to the “patient” that describes these changes from a personal perspective. **[CR3a]**
- F. Conduct an interview with an older person of a different nationality using a class-generated questionnaire that focuses on the question: How do roles that families and communities assume differ in the US and your native country? Find out what “-algie” the older person has for former times. The interviews will be conducted outside of class in English, but their result will be summarized in German in class. **[CR8]**
- G. Visit the web pages of GDR museums such as www.ddr-museum.de and www.ddr-museum-dresden.de. Students will research and discuss the purposes of these museums, the types of exhibits they have, and the specific objects one can view. This will be the basis of a comparative essay about the products and practices that define their everyday lives in the USA. **[CR4b] & [CR8]**
- H. Review vocabulary from the following areas: DDR-Zeit, Umwelt, Technologie, Musik, Politik.
- I. Review the following grammar: subjunctive I, verb/preposition combinations.

CR4b: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR8: The course provides opportunities for students to make comparisons between and within languages and cultures.

CR3a: The course provides opportunities for students to demonstrate their proficiency in spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audio-visual materials.

CR6b: The course explicitly addresses the Science and Technology theme.