

AP German

Language & Culture

Springfield High School

200 South Rolling Road
Springfield, PA 19064

❖ Course Overview

Welcome to AP German Language and Culture, a course that will prepare you to take the AP German Exam in May. This course will be taught entirely in German. You will be expected to speak German the entire time. The course organizes thematic interdisciplinary instruction into units that include all six required course themes. We will spend about six weeks per unit. Instructional materials include a variety of authentic audio, visual, audiovisual, and written sources. Authentic materials are anything that a native speaker would encounter in the German-speaking world.

❖ Curricular Requirements (CR)

- The teacher uses German almost exclusively in class and encourages students to do likewise
- The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes
 1. Families and Communities
 2. Personal and Public Identities
 3. Beauty and Aesthetics
 4. Science and Technology
 5. Contemporary Life
 6. Global Challenges
- The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.
- The course provides opportunities for students to make cultural comparisons
- Instructional material include a variety of authentic audio, visual, and audiovisual sources and authentic written texts
- The course provides opportunities for students to practice and develop the following skills
 1. Skill Category 1: Comprehend written, audio, audiovisual, and visual text.
 2. Skill Category 2: Make interdisciplinary and cultural connections.
 3. Skill Category 3: Interpret the content of written and audio text.
 4. Skill Category 4: Make meanings from words and expressions.
 5. Skill Category 5: Communicate interpersonally by speaking with others.
 6. Skill Category 6: Communicate interpersonally by writing to others.
 7. Skill Category 7: Communicate through spoken presentations.
 8. Skill Category 8: Communicate through written presentations.
- The course prepares students to use the target language in real-life situations.

❖ Student Practice

Students must demonstrate that they can use German in real-life settings. Six times a year, students will be asked to watch a German language TV show, German language film, German language musical album or read a book in German. Students are also encouraged to share encounters with German speakers outside of the classroom setting. These should be experiences where you, as a student, engage in a conversation with a German speaker. Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics.

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<p>Communicate through spoken presentations.</p>		<p>Students will research parental leave in Germany and compare it to parental leave in the US. Students will be required to record a 2-minute oral presentation comparing the pros and cons of parental leave in Germany compared to the US.</p>
<p>Communicate through written presentations.</p>	<p><u>Immer mehr Väter nehmen Elternzeit</u> https://de.statista.com/infografik/7311</p>	<p>Students will study the chart graph of parental leave in Germany. They will read a short article titled “More fathers taking parental leave”. Students will write a persuasive essay to a German senator either for or against father parental leave.</p>

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<p style="text-align: center;">Unit 2</p> <p><i>The Influence of Language and Culture on Identity</i></p>	<p style="text-align: center;"><u>Themes</u></p> <ul style="list-style-type: none"> ❖ Personal and Public Identities ❖ Beauty and Aesthetics ❖ Contemporary Life ❖ Science and Technology 	<p style="text-align: center;"><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How does one identity evolve over time? ● How does language shape our cultural identity? ● How does technology influence the development of personal and public identity? ● How does the art of a community reflect its public identity?
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Learning objectives	Materials	Activities
<p>Comprehend written, audio, audiovisual, and visual text.</p>	<p><u>Komm Mit Textbook – Pages 62-63</u> Los geht's! – Gut aussehen</p>	<p>Students will read the interview of four students on the topic Aussehen: wichtig oder nicht? Based on the reading, students will work in pairs to write a short paragraph whether it is fair to judge people strictly on their appearance.</p>
<p>Make interdisciplinary and cultural connections.</p>	<p><u>How To Be German (in 50 Steps)</u> Step 1: Hausschuhe anziehen</p>	<p>Students will listen to a reading from the book <i>How To Be German (in 50 Easy Steps)</i>, students need to summarize Step 1 in a short paragraph. Students will argue if this is a similar cultural trait in the US. Students will keep this summary on a google doc and will add to it throughout the school year for the remaining 49 steps.</p>
<p>Interpret the content of written and audio text.</p>	<p><u>Das Werbeplakat: Dein Christus ist ein Jude</u></p>	<p>Students brainstorm with peers and speculate who the audience of the poster is. Students discuss whether their inner qualities or outer qualities shape their identity.</p>
<p>Make meanings from words and expressions.</p>	<p><u>Online article - Dietrich Bonhoeffer: Wer bin ich?</u> https://einaugenblick.de/2008/11/09/</p>	<p>Students read the poem <i>Wer bin ich</i> and then give an oral presentation about themselves.</p>

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<p>Communicate interpersonally by speaking with others.</p>	<p><u>Poetisch: Gedichte in Heidelbergs Bussen und Bahnen</u> http://www.heidelberg24.de/</p>	<p>Students read articles and discuss with their peers and answer the following two questions. (1) Why do you think the Heidleberger have decorated the insides of their busses and trains with poems and literature? (2) What works of poetry and literature would you expect to find in US public transportation systems?</p>
<p>Communicate interpersonally by writing to others.</p>	<p><u>Sprache ist Identität</u> https://www.dw.com/de/sprache-ist-identit%C3%A4t/a-3149717</p>	<p>Students read articles and answer the comprehension questions. Students will write a list of five English words that they feel uniquely define their identity. With this list students will write an email in German to a classmate, explaining why they chose these five words. The classmate will need to respond to the email with the potential German translation for each word.</p>
<p>Communicate through spoken presentations.</p>	<p><u>Deutsch ist Deutschen wichtiger als die Nationalkultur</u> https://www.welt.de/politik/</p>	<p>Students interpret the charts and give a presentation about the information they read about and compare it to their personal beliefs of what it means to be an American.</p>
<p>Communicate through written presentations.</p>	<p><u>YouTube Video: Schwarzfahrer</u> youtube.com/watch?v=90MC1btDyxs</p>	<p>Students watch the movie Schwarzfahrer in conjunction with the article and make comparisons about the language used. Students write a short essay analyzing the cause and effect of racist language by drawing comparison between the article and infographic.</p>

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<p style="text-align: center;">Unit 3</p> <p><i>Influences of Beauty and Art</i></p>	<p style="text-align: center;"><u>Themes</u></p> <ul style="list-style-type: none"> ❖ Beauty and Aesthetics ❖ Personal and Public Identities ❖ Contemporary Life ❖ Families and Communities 	<p style="text-align: center;"><u>Essential questions</u></p> <ul style="list-style-type: none"> ● How do ideals of beauty and aesthetics influence daily life? ● How does art both challenge and reflect cultural perspectives? ● How do communities value beauty and art? ● How is art used to record history?
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<p style="text-align: center;">Learning objectives</p> <p>Comprehend written, audio, audiovisual, and visual text.</p> <p>Make interdisciplinary and cultural connections.</p> <p>Interpret the content of written and audio text.</p> <p>Make meanings from words and expressions.</p>	<p style="text-align: center;">Materials</p> <p><u>Kaleidoskop Book – Pages 149-151</u> <i>Jetzt kann ich sagen: Ich bin Schwarz</i> an autobiography by Helga Emde</p> <p><u>Von Identität und gängigen Schönheitsidealen – Moshtari Hilal</u> https://femstastics.com/stories/activists/moshtari-hilal/</p> <p><u>Kleider machen Leute:</u> https://de.toonpool.com/cartoons/Kleider%20machen%20Leute_256711</p> <p><u>Das hässliche junge Entlein</u> https://www.labbe.de/Das-haessliche-junge-Entlein</p>	<p style="text-align: center;">Activities</p> <p>Students read an autobiography of what it means to grow up a minority in Germany. Students answer comprehension questions and discuss the article.</p> <p>Students read articles and watch videos on identity and common beauty standards. Students write down connections between German and American culture on the topic of identity and common beauty standards.</p> <p>Do clothes make an individual? Students create their own memes in Germany in which they portray the pros and cons of clothes. Use the link for some examples.</p> <p>Students read the fairytale <i>Das häßliche junge Entlein</i>. Students answer comprehension questions. Students create a summary of the story in their own words and read it aloud. Ask the rest of the class to add any missing details.</p>
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<p>Communicate interpersonally by speaking with others.</p>	<p><u>Conversation: Volksschule Hausmannstätten</u> https://www.youtube.com/watch?v=VjsY9XipCJA</p>	<p>Students watch the 3-minute video and create a list of positive features about the school in the video and share these with a classmate. Students include any additional positive features to their list that their classmates share.</p>
<p>Communicate interpersonally by writing to others.</p>		<p>Students write an official letter to the principal of <i>Volksschule Hausmannstätten</i> mentioning three positive features about her school with supporting evidence and at one feature that they think she should change and/or add to the school.</p>
<p>Communicate through spoken presentations.</p>		<p>Students research ideas for features of a new school building and survey classmates to find out what they want; students present their result in the form of a graph/chart to the class.</p>
<p>Communicate through written presentations.</p>	<p><u>KIKA Let's talk Staffel 1 Folge 5 -Schön, schöner, am schönsten!</u> https://www.youtube.com/watch?v=DfX9Yevrp0M</p>	<p>Students will watch the YouTube Video on beauty standards and then write a persuasive essay on the topic: <i>Sind die Menschen heute zu sehr auf Fitness und Schönheit fixiert?</i></p>

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<p style="text-align: center;">Unit 4</p> <p><i>How Science and Technology Affect our Lives</i></p>	<p style="text-align: center;"><u>Themes</u></p> <ul style="list-style-type: none"> ❖ Science and Technology ❖ Global Challenges ❖ Contemporary Life ❖ Personal and Public Identities 	<p style="text-align: center;"><u>Essential questions</u></p> <ul style="list-style-type: none"> ● What factors drive innovation and discovery in the fields of science and technology? ● What role do ethics play in scientific advancement? ● What are the social consequences of scientific or technological advancements?
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<p style="text-align: center;">Learning objectives</p> <p>Comprehend written, audio, audiovisual, and visual text.</p> <p>Make interdisciplinary and cultural connections.</p> <p>Interpret the content of written and audio text.</p> <p>Make meanings from words and expressions.</p> <p>Communicate interpersonally by speaking with others.</p>	<p style="text-align: center;">Materials</p> <p><u>Kaleidoskop Book – Pages 31-33</u> <i>Was hältst du vom Internet?</i></p> <p><u>Chart: Internet of Things wird beliebter</u> https://de.statista.com/infografik/11418</p> <p><u>Chart: Die wichtigsten Technologien der nahen Zukunft</u> https://de.statista.com/infografik/4058</p> <p><u>YouTube Video: Was macht die Technikfolgenabschätzung? Interview mit Armin Grunwald</u> youtube.com/watch?v=adC3KyLAZGc</p> <p><u>YouTube: Michael Lauster im Interview zu technischer Autonomie</u> youtube.com/watch?v=CWDDdTzJ0aE</p>	<p style="text-align: center;">Activities</p> <p>Students read the story and answer comprehension questions.</p> <p>Students study the chart and make connections between the content in the chart to see if it aligns with today’s American Culture.</p> <p>Students study the chart and make a list of the top three technology trends of the future. Students then look on www.indeed.de to find five current job notifications for their chosen top three technology trends. Students must summarize the job requirements for each job posting.</p> <p>While watching the video, students will compile a list of the most common technology terms presented in the video. Students will define and categorize these terms.</p> <p>Students will watch videos and discuss with their classmates whether they agree or disagree with interviewer Michael Lauster – would</p>
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<p>Communicate interpersonally by writing to others.</p>	<p><u>Deutsche Welle: Technik der Zukunft</u> dw.com/de/technik-der-zukunft/a-18507811</p>	<p>cars be safer with more/less human intervention versus computerization?</p> <p>Students read the article, watch the video, and then answer one of the questions posed in the article. Students write a classmate a short paragraph stating how technology positively influences their daily life.</p>
<p>Communicate through spoken presentations.</p>	<p><u>YouTube: Arbeiten bald Roboter statt Menschen</u> youtube.com/watch?v=IuVmd1USAFU</p>	<p>Students watch the video and present to the class their opinion whether robots will completely replace the human worker.</p>
<p>Communicate through written presentations.</p>	<p>AP Test Prep</p>	<p>Students write a persuasive essay on the following topic: <i>Welche Rolle spielen Autofahren und öffentliche Verkehrsmittel in ihrer Umgebung? Vergleichen Sie Perspektiven, wo Sie wohnen, mit Perspektiven in deutschsprachigen Regionen.</i></p>

<p style="text-align: center;">Unit 5</p> <p><i>Factors That Impact the Quality of Life</i></p>	<p style="text-align: center;"><u>Themes</u></p> <ul style="list-style-type: none"> ❖ Contemporary Life ❖ Global Challenges ❖ Science and Technology ❖ Beauty and Aesthetics 	<p style="text-align: center;"><u>Essential Questions</u></p> <ul style="list-style-type: none"> ❖ How do aspects of everyday life influence and relate to the quality of life?
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		<ul style="list-style-type: none"> ❖ How does where one lives impact the quality of life? ❖ What influences one's interpretation and perceptions of the quality of life?
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Comprehend written, audio, audiovisual, and visual text.	<p><u>Die Deutschen Book – Pages 257-269</u> Complete overview of the German School System</p>	Divide students in groups of 2 to 3 and have them learn about the various Bildungswege in Germany (Grundschule, Hauptschule, Realschule, Gymnasium und Besondere Schule). Each group will present their research to the class.
Make interdisciplinary and cultural connections.	<p><u>Textauszug aus dem Roman „Pünktchen und Anton“</u></p>	Students read the short story and make inferences regarding the culture of that time period. Lastly students will discuss the point of view of the author.
Interpret the content of written and audio text.	<p><u>Textauszug aus dem Roman “Renschwein Rudi Rüssel”</u> dtv.de/_files_media/title_pdf/leseprobe-70285.pdf</p>	Students will read short stories, examine the work to determine distinguishing features and make inferences, write a comparison of the celebrations they heard about in class, and compare them to their own celebrations.
Make meanings from words and expressions.	<p><u>Chart: Tägliche Aktivitäten von Senioren</u> de.statista.com/statistik/daten/studie/729268</p>	Students will study charts and interview their grandparents or someone else who is between the ages of 65-85 years of age to see what they do to stay active. Compare the results of the interviewee to see if they are similar to the elderly in Germany.
Communicate interpersonally by speaking with others.	<p><u>YouTube: Lorient: Hermann & Beate</u> youtube.com/watch?v=ToEyauHWd9w</p>	

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<p>Communicate interpersonally by writing to others.</p>	<p><u>YouTube: Interview - Mehr Lebensqualität durch Hörgeräte (Zusammenfassung)</u> youtube.com/watch?v=aSYRjaPEhHA</p>	<p>Students will watch videos and discuss with classmates the activities that Beate suggests for Hermann.</p> <p>Students watch a video how a man's quality of living improved with hearing devices. Afterwards students will write a letter to their grandparent or someone in their community, choosing one aspect of how they could improve their quality of life.</p>
<p>Communicate through spoken presentations.</p>	<p><u>YouTube: Top5: Die besten Tipps gegen Stress</u> youtube.com/watch?v=T7dhnkoNeA</p>	<p>Students watch a video and then make their own list of their top 5 tips against stress. Students will present their top 5 tips in class.</p>
<p>Communicate through written presentations.</p>	<p>AP Test Prep</p>	<p>Students will write an Email reply to Chartwells (school cafeteria) regarding their opinion on the quality of food served for lunch.</p>

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<p style="text-align: center;">Unit 6</p> <p><i>Environmental, Political, and Societal Challenges</i></p>	<p style="text-align: center;"><u>Themes</u></p> <ul style="list-style-type: none"> ● Global Challenges ● Contemporary Life ● Science and Technology ● Families and Communities 	<p style="text-align: center;"><u>Essential Questions</u></p> <ul style="list-style-type: none"> ❖ How do environmental, political, and societal challenges positively and negatively impact communities? ❖ What role do individuals play in identifying and potentially solving complex societal issues? ❖ How do challenging issues affect a society's culture?
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Learning objectives	Materials	Activities
<p>Comprehend written, audio, audiovisual, and visual text.</p>	<p><u>Komm Mit Textbook – Pages 238-239</u> Los geht's! – Für eine sauber Umwelt</p>	<p>Students read what six German students do to protect and save the environment. Students answer the comprehension questions that follow the reading.</p>
<p>Make interdisciplinary and cultural connections.</p>	<p><u>Komm Mit Textbook – Page 251</u> Landeskunde – Ein umweltfreundlicher Einkauf</p>	<p>Students read cultural notes about how German teenagers take care of the environment. In groups students will create a list of similar environmental habits that US teenagers do that are similar to German teenagers.</p>
<p>Interpret the content of written and audio text.</p>	<p><u>Book: How To Be German (in 50 Steps)</u> Step 26: Recycle</p> <p><u>Book: German Men Sit Down To Pee</u> Chapter 22: Recycle</p>	<p>Students will listen to a reading from the book <i>How To Be German (in 50 Easy Steps)</i>, students need to summarize Step 26 in a short paragraph. Students will argue if this is a similar cultural trait in the US. Students will keep this summary on a google doc and will add to it throughout the school year for the remaining steps.</p>
<p>Make meanings from words and expressions.</p>	<p><u>Deutsche Welle: Der Mindestlohn wird erhöht</u> https://www.dw.com/de</p>	<p>Students will read articles on minimum wage in Germany. Based on the information in the article , students will be required to make inferences if one can have some sort</p>

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<p>Communicate interpersonally by speaking with others.</p>	<p><u>Chart: So hoch müsste der Mindestlohn sein</u> de.statista.com/infografik/13637</p>	<p>of quality of life earning minimum wage in Germany.</p> <p>Students will engage in a class discussion why they believe the minimum wage should increase or decrease based on the information in the chart.</p>
<p>Communicate interpersonally by writing to others.</p>	<p><u>Article: Obdachlosigkeit in Deutschland: Wir haben ein Riesenproblem</u> https://www.spiegel.de</p>	<p>Students read articles on people without housing in Germany and how the German government tackles this issue. Students research the people without housing situations in Philadelphia and share with their classmates what does Germany offer their citizens that the US does not.</p>
<p>Communicate through spoken presentations.</p>	<p><u>Magazine Article (Focus): Zuwanderung, soziale Sicherheit und Wirtschaft: Umfrage zeigt, was Deutschen wichtig ist</u> https://www.focus.de</p>	<p>Students will discuss their own immigration story. Where did their family come from? Why?</p>
<p>Communicate through written presentations.</p>	<p><u>YouTube: Menschenkette in München gegen Rassismus</u> youtube.com/watch?v=CGEyhHKokfY AP test prep- immigration issues,</p>	<p>After reading the newspaper articles and researching more about immigration law, students will write a formal essay contrasting the points of view. Students also will include their opinion of the different immigration laws that they read about.</p>