

AP Deutsch Syllabus

Prerequisite: Students will complete all levels of German (I, II, and III) with an overall cumulative GPA in the courses of C or higher.

Course Structure: All communication in the AP German Language and Culture class is carried out in German. Students use only German to communicate with the teacher and others in the classroom. Each unit is centered on a specific theme and essential questions. Students will utilize various authentic texts and videos from the several news sources including Tagesschau.de and Spiegel.de.

Course Materials:

Students will be issued the following books and workbooks to use throughout the course:

Dippmann, G. & Watzinger-Tharp, J. (2000). *A Practical Review of German Grammar* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Moeller, J., Adolph, W., Mabee, B., & Berger, S. (2007). *Kaleidoskop: Kultur, Literatur und Grammatik* (7th ed.). Boston: Houghton Mifflin Company.

Moeller, J., Adolph, W., Mabee, B., & Berger, S. (2007). *Kaleidoskop: Student Activities Manual Übungsbuch* (7th ed.). Boston: Houghton Mifflin Company.

Students will be issued the following books during each applicable unit:

Grimm, J. & Grimm, W. (2002) *Mein erstes Märchenbuch*. Würzburg: Edition Bücherbär im Arena Verlag GmbH.

Kästner, E. (1997). *Emil und die Detektive*. Copenhagen: Easy Readers.

Koepke, W. (2000). *Die Deutschen* (5th ed.). Orlando, FL: Holt, Rinehart and Winston.

Students will view the following films:

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

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

Grading:

Students will be assessed on daily work (class participation, homework, and in-class assignments), quizzes, projects, and semester exams. As a part of the grades, students will be required to speak almost exclusively in German.

AP Units

Activities within every unit:

During each unit students will complete the following general activities:

1. Listen to authentic German songs from a variety of sources such as radio stations, YouTube videos, and CDs in order to improve listening skills and exposure to different accents and speed of speech. Students will also hear music from a variety of German artists such as die Fantastischen Vier, Xavier Naidoo, die Prinzen, and Tim Bendzko.
2. Read and watch on-line news from a variety of German sources such as Spiegel and Tagesschau to work on contemporary issues in Germany and improve vocabulary.
3. Write 150-200 word compositions on unit themes utilizing different structures, such as persuasive essays. Students will work on writing skills by utilizing advanced structures such as the subjunctive tense, relative clauses, adjective endings, and subordinating and coordinating conjugations.
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.
5. Play the German versions of board games such as Monopoly, Cluedo, Wer ist das?, Bananagrams.
6. Complete exercises and quizzes on the selected films using Filmhefte und Begleitmaterialien from www.kinofenster.de

Unit 1: "Eine Reise nach Berlin"

Theme: Contemporary Life (Entertainment, Travel and Leisure)

Length: 6 weeks

Essential Questions: How do societies and individuals define quality of life? How is contemporary life influenced by cultural products, practices, and perspectives? What are the challenges of contemporary life?

Activities:

1. Read "Berlin" from Textbook. Discussion about the city of Berlin and sights.
2. Read *Emil und die Detektive*. Students create a reading journal to record thoughts, questions, and new vocabulary while reading the novel. Students create an alternative ending to the novel. Students will do daily oral summaries from what is read in and out of class.
3. Create presentation of Berlin Sehenswürdigkeit - using travel websites to research places to see and highlight places that Emil has visited. Students will also create an oral presentation for the sightseeing tour.
4. View the movie of *Emil und die Detektive*, compare and contrast the movie to the book. Students will debate - which is more entertaining, does the film accurately portray the book, etc.

Resources:

http://www.kinofenster.de/?suchverteiler=filmhefte&suchverteiler_text=Emil+und+die+Detektive&submit=Suche+starten

http://www.kidflixglobal.com/film_item/emil-and-the-detectives/

<http://www.falk.de/stadtplan/?adr=Berlin>

Unit 2: „Was ist Schönheit?“

Theme: Beauty and Aesthetics (Cultural Perspectives)

Length: 6 Weeks

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

Activities:

1. Students examine various pictures from different time periods and cultures about what is beautiful to them. Students explain why each picture is uniquely beautiful.
2. Students conduct interviews of each other about what defines beauty.
3. Students examine different idioms about beauty and create their own idiom.
4. Students create an e-mail about their personal definition of beauty and the advantages and disadvantages that beauty has.
5. Read “Ganz schön einfach?” and create an article review.
6. Listen to a reading of *Aschenputtel*. After listening to the reading, students will order pictures based on the story.
7. Students create their own personal Marchen based on new ideals of beauty. They will write the story in either the style of Grimm or Disney fairytales.

Unit 3: “Multikulturelle Gesellschaft”

Theme: Personal and Public Identities (Alienation and Integration)

Length: 6 Weeks

Essential Questions: How are the aspects of identity expressed in various situations? How do language and culture influence identity? How does one’s identity develop over time?

Activities:

1. Students create a written presentation explaining their own cultural identities and what led to the formation of their own cultures.
2. Explore readings from textbook and explain what problems people encounter as immigrants. Readings include: Ali Sirin’s “Schließlich ist Deutschland mein Heimat”, „Carmen-Francesca Bancui im Gespräch“, and Wladimir Kaminer’s „Geschäftstarnungen“.
3. After reading Sabri Cakir’s „Ich haben zwei Heimatländer“, students will create their own poem from the point of view of an immigrant to a new country.
4. Students will role-play as two students at their high school. One is a new student and the other will explain the different cultures of the school, while learning about the new student’s culture.

Unit 4: “Politische Gruppen”

Theme: Global Challenges (Political Issues)

Length: 6 Weeks

Essential Questions: What environmental, political, and social issues pose challenges to societies throughout the world?

Activities:

1. Research the various German political groups and present the history, platforms, and other information to the class about each group.

2. During the unit, students will view and read various current events from online German news sources such as Spiegel, Frankfurter Allgemeine Zeitung, Bild, and Tagesschau. Then students will create a “tweet” about the article to share with the class.
3. Pick a hot-topic from current events and debate the topic as a class from the point of view of the political party he/she researched.
4. Students will create a political cartoon based on one of the current events he/she read from the online source.

Unit 5: “Erfinder und Erfindungen”

Theme: Science and Technology (Inventions as Catalysts of Change)

Length: 6 Weeks

Essential Questions: 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 do ethics play in scientific advancement?

1. Students will pick an invention and research it. They will create an auditory and visual presentation about the impact the invention has on life today.
2. Students will pick different inventions and debate which invention has the most significant impact on society today.
3. Students will explore various texts from the textbook about the environment and discuss the relationship of technology, science, and the environment. Students will read “Die Kunst der Mülltrennung”, “Wüsten werden wachsen”, and “Umweltschutz geht jeden an”.
4. Students will conduct interviews, researching how technology impacts our daily lives. Students will share highlights from the interviews.
5. Students will create a persuasive essay addressing companies, asking them to consider how the advancement of technology impacts the environment.

Unit 6: “die Familie“

Theme: Families and Communities (Family Structure)

Length: 6 Weeks

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

1. Write a persuasive essay on the topic: Should American families become foster families to foreign refugees?
2. Read *Hänsel und Gretel* and engage in a class discussion on the role of the family in the Märchen.
3. View Goodbye, Lenin and discuss the changing roles of families. Compare and contrast the portrayal of the family relationship in the movie to *Hänsel und Gretel*.
4. Read “Einstellungen zur Familie” from the textbook. Students interview each other asking the question “Welche Bedeutung hat Ihre Familie für Sie?”
5. Explore various readings from the text and explain what constitutes a family and how that role has changed. Readings include Michael Kneissler’s “Ich muß für meinen Sohn nachsitzen“, Erich Fried’s „Dich“, and das Märchen „Die sieben Raben“.

6. Students create an auditory and visual presentation about the changes to the structure of family throughout the centuries.