

Syllabus AP German Language and Culture, Britta Scheibel, Renaissance High School, Detroit, Michigan

Course Overview:

In this course the following themes will be discussed: Global Challenges, Science & Technology, Contemporary Life, Personal & Public Identities, Families & Communities, and Beauty & Aesthetics with the objectives on written and spoken communication, interpretation of various materials, as well as written and spoken presentations. Grammar concepts and their peculiarities will be emphasized, reviewed and taught as needed; vocabulary, figures of speech and cultural characteristics of the language will be pointed out and discussed. While talking about the themes the differences from the target-language-culture to the students experience will be emphasized and if possible, differences to foreign cultures will be included. Many real-life settings will be used to underline the actuality of the themes. Students will be given the opportunity to discuss issues of interest or questions they have to each specific theme. The class will be almost exclusively taught in German and students are expected to participate almost exclusively in German as well.

Instructional Materials:

Recommended websites for students:

- Spiegel online magazine: <http://www.spiegel.de/>
- Focus: <http://www.focus.de/>
- Die Welt: <http://www.welt.de/>
- Frankfurter Rundschau: <http://www.fr-online.de/home/-/1472778/1472778/-/index.html>
- Goethe Institute: <http://www.goethe.de/deindex.htm>
- Deutsche Welle: <http://www.dw-world.de/dw/0,,265,00.html?id=265>
- ARD: <http://www.ardmediathek.de/ard/servlet/>
- ZDF: <http://www.zdf.de/ZDFmediathek/hauptnavigation/startseite#/hauptnavigation/startseite>
- Radio: Hessischer Rundfunk: <http://www.hr-online.de/website/index.jsp>
- Bundeszentrale für politische Bildung <http://www.bpb.de/>
- .de Magazin Deutschland: <http://www.magazin-deutschland.de/de.html>
- Das Deutschland Portal: <http://www.deutschland.de/>
- Lebendige Museum online: <http://www.dhm.de/lemo/einfuehrung.html>
- Deutsche Waldstiftung <http://www.wald.de/>
- Unicef: <http://www.unicef.at/home.html>
- Deutsch als Fremdsprache: <http://www.deutsch-als-fremdsprache.de/>
- Step into German: http://www.goethe.de/ins/us/saf/prj/sig/enindex.htm?wt_sc=stepintogerman_us
- Photos: <http://flickrcc.bluemountains.net/flickrCC/index.php>
- Photos: <http://pics4learning.com/>

Instructional Materials for the individual units:

<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> • Teichert, Hermann et al. Allerlei zum Besprechen. Boston: Houghton Mifflin Company, 1998. • Turneure, Brigitte M. Der treffende Ausdruck. New York: W.W.Norton&Company, 1996. 	<p><u>Unit 3:</u></p> <ul style="list-style-type: none"> • Slow German: http://www.slowgerman.com/ • Fraunhofer institute advertisement: http://www.fraunhofer.de/ueber-fraunhofer/ • Deutsche Stars http://www.innovationen-fuer-deutschland.de/pressebuero/pressemitteilungn/detail.php?klasse=16&oid=1064 	<p><u>Unit 5:</u></p> <ul style="list-style-type: none"> • Winkler, George. Lies mit mir!3. Austin: Holt, Rinehart and Winston. • English article about degenerate art: http://fcit.usf.edu/holocaust/arts/artdegen.htm • German article about degenerate art: http://www.dhm.de/lemo/html/nazi/kunst/entartet/index.html
<p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • German schools around the world: http://www.auslandsschulwesen.de/cln_100/n_n_1480642/Auslandsschulwesen/Auslandsschulverzeichnis/auslandsschulverzeichnis-node.html?__nnn=true • Spiegel, online video about crafts: http://www.spiegel.de/flash/flash-25695.html • Chart about crafts: http://de.statista.com/ • http://de.statista.com/statistik/daten/studie/156901/umfrage/ausbildungsberufe-in-deutschland/ and others • List about crafts: Bundesagentur für Arbeit. Lexikon der Ausbildungsberufe. • Spiegel article: Punk als Rektor. http://www.spiegel.de/karriere/berufsleben/0,1518,765802,00.html • Global Connection series: Teens in India (for example, 32 different countries available). Compass Point Books, Minneapolis, Minnesota. 	<p><u>Unit 4:</u></p> <ul style="list-style-type: none"> • .de-Magazine Deutschland: online video: Meer und Klima. http://www.magazin-deutschland.de/de/videokategorien/videoliste.html?rmnmm_uid=269&rmnmm_src=video&cHash=4cb2af8b4535407604127b90275a8f66 • Quiz: Wozu brauchen wir den Wald? http://kinder.wald.de/ • bdb. Bundeszentrale für politische Bildung. Quiz – Globalisierung. http://www.bpb.de/wissen/CYEVEX,0,0,Quiz_%96_Globalisierung.html • Einstellung von Jugendlichen zum Klimawandel http://de.statista.com/statistik/daten/studie/164579/umfrage/haltung-von-jugendlichen-zum-klimawandel/ 	<p><u>Unit 6:</u></p> <ul style="list-style-type: none"> • Graphs about migration: http://de.statista.com/ • http://de.statista.com/statistik/daten/studie/1221/umfrage/anzahl-der-auslaender-in-deutschland-nach-herkunftsland/ • Frantz, Justus.. Klassik für Kids: Mozart was here. Audio CD. BMG Ariola, Miller GmbH, 1993. • Spiegel online video: Zeitzeugen erzählen – zum 80. Geburtstag von Anne Frank. http://www.spiegel.de/video/video-1006989.html • Virtual Anne Frank House. http://www.annefrank.org/de/Subsites/Home/ • Winkler, George. Lies mit mir!3. Austin: Holt, Rinehart and Winston. • Kaminer, Wladimir. Russendisko. Goldman Verlag, 2002. • Frank, Otto, H. Anne Frank Tagebuch. Frankfurt am Main: Fischer Taschenbuch Verlag, 2008.

Unit 1: Personal & Public Identities / Persönliche & Öffentliche Identität (four weeks)

Unit Question: What defines/influence a person's identity?

Essential Questions:

How does stereotyping influence opinion?

What is superstition? Does it affect our personalities? If yes, how?

How does community affect identity?

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<p>Students will discuss their letters and responses (see column II) with the students addressed, and then share their opinions and insights with class in a discussion.</p> <p>Students will discuss which superstitions they have and why and how it affects them. The discussion is based on the readings in column IV.</p>	<p>Students will write in the form of a letter to a fellow student in class about their signs of zodiac, its validity and their opinion about it, based on the information from the audio text and worksheets, as well as some research done as homework. Students will write a response to the letter received to use in class discussion (column I).</p>	<p><i>Allerlei zum Besprechen</i>, Chapter 4. Students will listen to different audio texts about signs of zodiac. Students will answer questions about the audio texts in spoken and written form.</p>	<p><i>Allerlei zum Besprechen</i>, Chapter 4. Students will read and discuss a magazine article about superstition.</p> <p><i>Der treffende Ausdruck</i>, Chapter 1. Students will read and discuss the short story: <i>Skorpion</i> von Christa Reinig.</p>	<p>Students will prepare a poster to display stereotypes and superstitions with the unit question and essential questions in mind. The poster boards are then to be presented to class.</p>	<p>Based on the reading and discussion about <i>Skorpion</i>, students will write an interpretation of the story or an essay about a situation, where they felt like an outsider.</p>
Learning Objectives					
<p>Being able to state an opinion and respond in a conversation in a meaningful way.</p>	<p>Informal letter writing, stating opinion on research found.</p>	<p>Comprehension of spoken language.</p>	<p>Comprehension of written language.</p>	<p>Presenting prepared information and opinion in a fluent manner.</p>	<p>To express opinion or personal events, using the target language in an effective and somewhat sophisticated manner.</p>

Unit 2: Contemporary Life / Alltag (four weeks)

Unit Question: How do culture, community and belief affect daily routines?

Essential Questions: How do culture, community and belief affect the daily routines of teenagers?

What are similarities and differences between your daily routines and the routines other teens in the world?

How do customs and values influence careers?

I. Interpersonal Communication Spoken <small>(exchange of new information and negotiation of meaning)</small>	II. Interpersonal Communication Written <small>(exchange of new information and negotiation of meaning)</small>	III. Interpretive Communication from spoken material <small>(audio, visual, audio-visual)</small>	IV. Interpretive Communication from written material	V. Presentational Communication Spoken	VI. Presentational Communication Written
Students will share and compare the information received by their email partners with several other students. On the basis of notes taken during these conversations students will discuss the questions of similarities and differences in the lives of teenagers in different countries.	Students will get into contact with German school in different countries around the world and exchange emails with German students of that school. The exchange will include topics of daily activities and routines.	Students will watch the online “Spiegel” video special about vanishing artisanry: <i>Die Letzten ihrer Zunft</i> . Students will discuss the reasons for the job-choice the portrayed individuals give and what this choice means for their daily life. Students will be given a chart of the total numbers of crafts from 1971 – 2010 in Germany and will be asked to draw conclusion to the video shown.	“Spiegel” article: <i>Punk als Rektor</i> . Students will read the article and discuss the meaning of “gegen den Strom schwimmen”. They will discuss how Matthias Isecke-Vogelsang came to his position, what his goal are and how his personality fits his career.	Based on student research from the book series Global Connections: Teens in ... (different countries) students will create a poster in the target language about a foreign country and the life of teenagers in this country. In a presentation to class students will highlight the differences and similarities to their life.	Based on the research and assignment in column V students will create a brochure about the country they researched and the life of teenagers in that country. The brochure needs to include complete sentences, bullet points and a vocabulary list. Brochures will be posted on edmodo and made available to other students of the class.
Learning Objectives					
Practice of the spoken target language with comprehension of the conversation, as well as comparing and summarizing.	Ongoing exchange of written information via email communication.	Comprehension and interpretation of authentic audio-visual material. Understanding point of view.	Comprehension and interpretation of written language and critical viewing.	To present and highlight a few facts in comparison to ones own life, spoken in the target language.	To present information researched in a condensed and objective manner, written in the target language.

Unit 3: Science & Technology / Naturwissenschaft & Technologie (four weeks)

Unit Question: How does science and technology influence life?
Essential Questions: Does an individual have influence on the development and / or use of technology?
 What are the goals behind innovations?

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<p>Based on the information from column III (IV&V) students will discuss the different technologies of transportation and their impact on society. Similarities and differences to the United States will be worked out and suggestions to possible changes discussed.</p>	<p>Students will write a formal email to the teacher about two presentations (column VI). Students need to name the presenter, guess the person portrayed and give reason why they think so.</p>	<p>Students will choose from transportation themes by Annik (slow German) and listen to her podcast. The information found will be shared with class. (jigsaw)</p>	<p>Students will watch an advertisement (no spoken words) from the Fraunhofer Institute and learn about many technical and scientific terms.</p> <p>Students will read about different German innovations in a publication from the German Government (Deutsche Stars). Students will work in pairs and take notes, then share their information in jigsaw fashion.</p>	<p>Students will create an online poster (including links to other websites in the target language) about a German innovator or inventor (can be from column IV) in the target language. Students will present the poster to class and explain the information and links given in the target language.</p>	<p>Students will write a short first-person-narrative about the person they researched (column V), including important facts. This first-person-narrative will be read to class – for the other classmates to guess the person presented (in silence – answers emailed only, column II).</p>
Learning Objectives					
<p>Stating and clarifying opinion, discussing different points of view and making hypothetical statements.</p>	<p>Formal exchange of information using culturally appropriate expressions.</p>	<p>Comprehension of content from audio resource, understanding of features of target culture.</p>	<p>Understanding of the purpose of a message, comprehension and critical reading.</p>	<p>Using technology to underline a spoken presentation, finding and using German websites.</p>	<p>Writing in a clear and understandable fashion, using simple as well as complex sentences.</p>

Unit 4: Global Challenges / Globalisierung (four weeks)

Unit Question: How does globalization affect society?

Essential Questions: How are global challenges connected?

Do you feel being a part of global society and globalization? Why or why not?

<p align="center">I. Interpersonal Communication Spoken <small>(exchange of new information and negotiation of meaning)</small></p>	<p align="center">II. Interpersonal Communication Written <small>(exchange of new information and negotiation of meaning)</small></p>	<p align="center">III. Interpretive Communication from spoken material <small>(audio, visual, audio-visual)</small></p>	<p align="center">IV. Interpretive Communication from written material</p>	<p align="center">V. Presentational Communication Spoken</p>	<p align="center">VI. Presentational Communication Written</p>
<p>Students in a group will exchange their information from column II, III and IV and then discuss and prepare a talk show that will be presented to class and video taped (column V).</p>	<p>Students post one or two general question from their article (column IV) on edmodo and respond to at least two other questions from other students. Not more than overall two answers can be given per question. Students need to respond to answers given to their questions.</p>	<p>Students will watch the online-video: <i>Meer und Klima – Forschen für die Zukunft</i>. Students will create vocabulary lists, summarize information and answer questions to the viewed material.</p> <p>Students will gather information about the forest from the interactive comic with quiz: <i>Wozu brauchen wir den Wald?</i></p>	<p>Students will be guided through an online quiz about global issues. Vocabulary, themes of globalization and connections to other topics will be emphasized.</p> <p>Students will choose articles about globalization from different websites in the target language, highlight the main points, and then write their own comprehension questions and correct answers for these questions.</p>	<p>Students will present their talk show (column I) about globalization to class. Presentations will be video taped for reflection and feedback purpose.</p>	<p>Students will be given a graph about teenagers opinion to global issues. Students should reflect on the graph and their opinion. They will then write a reflection about global issues and how this unit might have influenced their perspective, using references from this class. Essays will be posted on edmodo.</p>
<p align="center">Learning Objectives</p>					
<p>To use the target language in an exchange of opinions and information and being able to organize the gained information in a prescribed manner.</p>	<p>To state meaningful questions, give meaningful answers and meaningful feedback in a somewhat sophisticated fashion.</p>	<p>Understanding points of view, comprehension of audio-visual material as well as audio-visual-written material.</p>	<p>Comprehension of written questions and text; understanding points of view; summarizing important features of a text.</p>	<p>Using the target language in a fluent, appropriate manner to carry a complex conversation in front of an audience.</p>	<p>Stating opinion and referencing resources in a well written organized fashion.</p>

Unit 5: Beauty & Aesthetics / Schönheit & Ästhetik (four weeks)

Unit Question: What is “beautiful”?

Essential Questions: What is the power of art?

How are perceptions of beauty and creativity established?

<p align="center">I. Interpersonal Communication Spoken <small>(exchange of new information and negotiation of meaning)</small></p>	<p align="center">II. Interpersonal Communication Written <small>(exchange of new information and negotiation of meaning)</small></p>	<p align="center">III. Interpretive Communication from spoken material <small>(audio, visual, audio-visual)</small></p>	<p align="center">IV. Interpretive Communication from written material</p>	<p align="center">V. Presentational Communication Spoken</p>	<p align="center">VI. Presentational Communication Written</p>
<p>Students will see a PowerPoint presentation about different art items from different cultures. Students are asked to comment on the art seen and to discuss their views.</p>	<p>Students will write an edmodo comment about a German song (to be researched, list of artists provided, including classical music). The lyrics content (if applies) and the type of music must be mentioned, and why the song is appealing to the writer. A link to the music, if possible, should be included. Students must reply to two other students. Only two comments per post are allowed.</p>	<p>Students will listen to different versions of the <i>Mackie Messer</i> song in German and in English. Content and any knowledge about the song’s background will be discussed in class.</p> <p>Song: <i>Ich kenne nichts das so schön ist wie du</i>. Xavier Naidoo. Students will listen to the song. Students will translate the English part into German, the German parts into English. Discussion about beauty and love.</p>	<p>Students will read a short biography of Brecht in German, the text to the song Mackie Messer and a brief outline of the Dreigroschenoper. (Lies mit mir! 3)</p> <p>In jigsaw fashion students will read the text <i>Wenn die Haißfische Menschen wären</i>.</p> <p>All texts will be discussed in class.</p>	<p>Students will read English and German online-articles about degenerate art, choose an artist or an art movement from the readings and research them.</p> <p>Students will make a presentation in their choice of medium about the artist or art-movement they chose, including an explanation of the meaning of degenerate art.</p>	<p>Students will pick one item (ex: painting, photo, piece of furniture, a piece of clothing, a car, any design item...) and describe it. They will write in depth why they like (or maybe not like) the item and then will also consider why another person might not like (or like) the item.</p>
Learning Objectives					
<p>To exchange and debate opinions in an informal, spontaneous and polite manner.</p>	<p>To communicate informally written in the target language, sharing and commenting on musical interests.</p>	<p>Comprehension of the spoken words in songs. The importance of interpretation when translating, especially in poetry – lyrics.</p>	<p>Comprehension of different written texts, drawing conclusions to political situations, connecting different forms of art and politics.</p>	<p>To present a researched topic in a fluent and professional manner, using the target language accurate and appropriate, with self-corrections if necessary.</p>	<p>Expressing opinion in a clear and coherent manner, using simple as well as complex sentences; including an opposite point of view in the writing.</p>

Unit 6: Families & Communities / Familie & Gemeinschaft (four weeks)

Unit Question: What is the meaning of family and community?

Essential Questions: How important is family/community?

How do values in a society change?

<p align="center">I. Interpersonal Communication Spoken <small>(exchange of new information and negotiation of meaning)</small></p>	<p align="center">II. Interpersonal Communication Written <small>(exchange of new information and negotiation of meaning)</small></p>	<p align="center">III. Interpretive Communication from spoken material <small>(audio, visual, audio-visual)</small></p>	<p align="center">IV. Interpretive Communication from written material</p>	<p align="center">V. Presentational Communication Spoken</p>	<p align="center">VI. Presentational Communication Written</p>
<p>Student will see different graphs about migration in Germany. Based on that, the information from this unit and the previous units 1, 2, and 5 students will discuss the importance of family in small groups (inquiry circle), guided by prepared questions. Students are required to take notes. Students will use the information gathered for their persuasive essay (column VI).</p>	<p>Students will visit the Holocaust museum and will talk to a Holocaust survivor. As an assignment, students will imagine this visit happened in Germany and now they are writing a letter to the Holocaust survivor thanking him/her for the talk and telling him/her about their insights gained through the visit.</p>	<p>Students will listen to the audio-play: Klassik für Kids: Mozart; spoken with slight Austrian dialect. Content will be discussed with emphasize on family issues in comparison to today. After reading column IV: Spiegel online video: <i>Zeitzeugen erzählen – zum 80. Geburtstag von Anne Frank</i>. Also: the Online-virtual Anne Frank house.</p>	<p>Reading Anne Frank: <i>Angst</i> (Lies mit mir!3), with short introduction to her living conditions followed by comprehension questions and discussion with class.</p> <p>Students will read the short story from Wladimir Kaminer: <i>Russendisko</i>. Discussion and comparison.</p>	<p>Practiced reading – recorded. Students will choose from different excerpts from Anne Frank’s diary (coherent in itself) and read them aloud to class. The video (column III) includes short reading clips, done in a theatre setting – students are to practice their reading to a similar level. The complete reading will be recorded.</p>	<p>Using the information from column I, students will write a persuasive essay. How important is family and community in a society? Describe two examples from class and clearly indicate your own viewpoint.</p>
Learning Objectives					
<p>To speak in small groups, state, exchange and expand on information. Taking notes on discussion.</p>	<p>Written formal communication in the target language about insights gained from an actual happening.</p>	<p>Comprehension of spoken word. Insight into one musician’s family life in the 18th century, spoken in light Austrian dialect. Comprehension of video-event coverage / history coverage.</p>	<p>Comprehension of descriptive information from a diary entry (register) in relation to point of time. Comprehension of a short story in relation to point of time.</p>	<p>Pronunciation and intonation, finding connection to text through reading aloud.</p>	<p>To make connections between different topics and to state a clear opinion in an organized fashion. To use the target language effectively, in correct register and somewhat sophisticated.</p>