Course Overview
This class is comprised of six thematic units organized around essential questions and authentic materials. In addition to the objectives stated in the unit plans that follow, vocabulary development continues throughout the year. For each thematic unit, I have also selected various grammar points ("structural foundations") for review and practice. In addition to grammar exercises from the Handbuch zur deutschen Grammatik, students practice the targeted structures through contextualized activities related to each unit's theme. Throughout the year we will conduct summative assessments to check text comprehension and interpretation, vocabulary and structural points. Most of the grading of speaking and writing is holistically evaluated using rubrics. The AP class is conducted almost exclusively in German, and students are encouraged to use German exclusively in class. [CR1]

Primary Course Materials:
• Erich Kästner, Das doppelte Lottchen (Hamburg: Dressler, 2006). [CR2c]
• Erich Kästner, Das fliegende Klassenzimmer (Hamburg: Dressler, 2009). [CR2c]
• Erich Kästner, Emil und die Detektive (Hamburg: Dressler, 2010). [CR2c]
• Erich Kästner, Pünktchen und Anton (Hamburg: Dressler, 2006). [CR2c]
• Charlotte Kerner, Blueprint Blaupause (Weinheim: Beltz, 2004).
• Hans Peter Richter, Damals war es Friedrich (München: dtv, 1979).
• Wolfdietrich Schnurre, “Reusenheben” (1949).
Einheit 1: Familie und Gesellschaft (5 Wochen)

It is important that students start with a fairly familiar topic to get back into the “groove” and feel comfortable using their language skills after a long summer break. We do this by reading and discussing relationships within families. [CR4b] & [CR6e]

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

Learning Targets:
1. Students will be able to talk about the family and relationships within the family.
2. Students will be able to talk about cause and effect.
3. Students will be able to predict outcome based on events.

Structural Foundations:
1. Infinitive phrases
2. Subjunctive
3. Conjunctions

Resources:
Erich Kästner, Das doppelte Lottchen (Hamburg: Dressler, 2006).
German youth magazines online: [CR2b]
   - Spieser: www.spiesser.de
   - yaez: www.yaez.de
German TV shows or podcasts that focus on the family: [CR2a]
   - Lindenstrasse: www.lindenstrasse.de
   - Podcasts: www.podcast.de/episode/1164133/Die_Wahrheit_über_Deutschland%3A_Familie
Sources for current German information on the family:
   - www.bpb.de/wissen/32UOZK,0,0,Familie_und_Kinder.html
   - Online news sources, such as: www.focus.de, www.zeit.de, www.spiegel.de

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.

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

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

CR2a: Instructional materials include a variety of authentic audio and video recordings.
### AP German Language and Culture: Sample Syllabus 1

<table>
<thead>
<tr>
<th>Interpersonal Spoken</th>
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<th>Presentational Written</th>
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<tbody>
<tr>
<td>Students interview other students about their immediate and extended families. [CR3a]</td>
<td>Students write a letter to an advice columnist in a youth magazine: “Liebe Helga” letter, asking for advice about a family problem for themselves or for a friend.</td>
<td>Students watch German television shows and listen to podcasts about German families. They then discuss if the family life being portrayed is realistic. [CR4a]</td>
<td>Students read current information on family life in Germany. Working in groups, students prepare panel discussions on different types of families.</td>
<td>Students assume the role of a family psychologist in the mode of Dr. Phil and give advice to the families featured in Das doppelte Lottchen.</td>
<td>Students write a newspaper feature article on the reuniting of the two families in Das doppelte Lottchen.</td>
</tr>
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### Learning Objectives

<table>
<thead>
<tr>
<th>The students engage in a variety of time frames in informal situations.</th>
<th>The students write informal correspondence in a variety of media using appropriate formats and conventions.</th>
<th>The students understand a variety of vocabulary, including idiomatic and culturally appropriate expressions.</th>
<th>The students retell or summarize information in narrative form, demonstrating a consideration of audience.</th>
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<tr>
<td>The students elicit information and clarify meaning by using a variety of strategies.</td>
<td>The students demonstrate comprehension of content from authentic audio-visual resources.</td>
<td>The students demonstrate critical reading of written and print resources in the target cultural context.</td>
<td>The students self-edit written work for content, organization, and grammar.</td>
<td>The students demonstrate critical reading of written and print resources in the target cultural context.</td>
</tr>
</tbody>
</table>
Einheit 2: Persönliche und Öffentliche Identität (7 Wochen)

Students read sections of Pünktchen und Anton and Emil und die Detektive by Erich Kästner. They also read the short story “Reusenheben” by Wolfdietrich Schnurre. In all of these stories, the young people represented are not always what they seem. The person his/her parents know is not the person the public sees. What the young people feel the public will think about their actions often dictates what they do and leads them to worry about the insignificant and to neglect what is important. [CR6d]

Essential Questions:
1. What defines our personality?
2. How does the community view our actions?
3. How do we see our actions affecting the community?

Learning Targets:
1. Students will be able to talk about things that affect their personalities.
2. Students will be able to talk about how the community judges an individual’s actions.
3. Students will be able to predict how their actions affect others.

Structural Foundations:
1. Relative Pronouns
2. Adjectival Endings
3. Future/ Future Perfect

Resources:
Erich Kästner, Pünktchen und Anton (Hamburg: Dressler, 2006).
Screen shots and teaching ideas: www.filmernst.de/media/files/.../Puenktchen%20und%20Anton.pdf
Erich Kästner, Emil und die Detektive (Hamburg: Dressler, 2010).
Screen shots: www.cineman.de/movie/2001/EmilUndDieDetektive/pictures_trailer.html
Wolfdietrich Schnurre, “Reusenheben” (1949)
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<tr>
<td>By interviewing and discussing with fellow students, decide what the worst thing is that you have done. Discuss why you feel it is bad.</td>
<td>Write a formal letter of apology to a teacher for something you have regretted doing in class. If you have done nothing worthy of apology, write as if you were a student who is always in trouble.</td>
<td>Students watch the video of either Emil or Pünktchen. Students discuss how true the film's portrayal of the characters is to the book. Students will also describe screen shots from the film.</td>
<td>After reading about Emil, Pünktchen, and the boy in “Reusenheben,” students will produce a podcast, commenting on today’s youth and the trouble they get into.</td>
<td>Students will give a speech for the city council, advocating new rules or a change of rules for curfews in their town. They must keep in mind the problems that might be prevented by the current curfew. [CR5a]</td>
<td>Students pretend they are a judge and write an official statement about the conduct of Pünktchen, Emil, or the “Reusenheben” boy. They must talk about the actions of these characters and their consequences.</td>
</tr>
</tbody>
</table>

**Learning Objectives**

<table>
<thead>
<tr>
<th>The students engage in the oral exchange of information, opinions and ideas in a variety of time frames in informal situations.</th>
<th>The students write formal correspondence in a variety of media using appropriate formats and conventions.</th>
<th>The students demonstrate comprehension from authentic audiovisual and visual sources.</th>
<th>The students demonstrate critical reading of written and print resources in the target cultural context.</th>
<th>The students retell or summarize information in narrative form, demonstrating a consideration of audience.</th>
<th>The students produce expository writing, including researched reports.</th>
</tr>
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<tr>
<td>The students understand a variety of vocabulary, including idiomatic and culturally appropriate expressions.</td>
<td>The students state and support opinions in written interactions.</td>
<td>The students demonstrate understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</td>
<td>The students examine, compare, and reflect on products, practices, and/or perspectives of the target culture.</td>
<td>The students create and give persuasive speeches.</td>
<td>The students self-edit written work for content, organization, and grammar.</td>
</tr>
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**CR5a:** The course provides opportunities for students to demonstrate their proficiency in spoken Presentational Communication in the Intermediate to Pre-Advanced range.
Einheit 3: Schönheit und Asthetik (5 Wochen)

This unit is based on the music of two a cappella groups, generations apart, whose music engages in political commentary. While students will enjoy listening to the music and comparing the two groups, they will become aware of the importance of music in describing and documenting society, its problems and its triumphs. [CR6f] & [CR7]

Essential Questions:
1. How does music reflect society, its problems and concerns?
2. Why is music an effective tool in reaching people?
3. Has the importance of music in the community changed over time?

Learning Targets:
1. Students will be able to talk about music and its importance in the past and present.
2. Students will be able to talk about how music has influenced them.
3. Students will be able to predict the role of music in the future.

Structural Foundations:
1. Comparison of adjectives and adverbs
2. Modal auxiliaries
3. Da and wo compounds

Resources:
The Wise Guys: [CR2a]
  www.wiseguys.de (background, biographies, photos, music, videos)
  www.stepintogerman.org (music videos, biographies, teaching suggestions)
German music charts:
  www.mix1.de
  www.mtv.de/charts/germany
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<tr>
<td>Students will survey other German students about what type of music they listen to, how often they listen, and whether the lyrics or music are more important. [CR3a]</td>
<td>Students will write a letter to the Wise Guys or the Comedian Harmonists, asking for clarification of something in their songs. Students must be specific in their questions.</td>
<td>Students will listen to music by the Wise Guys and the Comedian Harmonists and discuss why they think they chose the issues they did and what the effects of the songs might be.</td>
<td>Students will read about the Wise Guys and or the Comedian Harmonists and identify which aspects of their lives influenced their music.</td>
<td>Students will write and perform a music video in the style of the Wise Guys or the Comedian Harmonists. [CR5a]</td>
<td>Students will write a song or rap that deals with social criticism either in the United States or in Germany. [CR5b]</td>
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### Learning Objectives

<table>
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<tr>
<th>The students engage in the oral exchange of information, opinions and ideas in a variety of time frames in informal situations.</th>
<th>The students demonstrate an understanding of the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).</th>
<th>The students demonstrate comprehension of content from authentic audio resources.</th>
<th>The students produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).</th>
<th>The students produce a variety of creative writings (e.g. original story, personal narrative, script).</th>
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<tr>
<td>The students state and support opinions in oral interactions.</td>
<td>The students write formal respondence in a variety of media using appropriate formats and conventions.</td>
<td>The students demonstrate critical viewing/listening of audio, visual and audio-visual resources in the target cultural context.</td>
<td>The students demonstrate critical reading of written and print resources in the target cultural context.</td>
<td>CR5b: The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.</td>
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</table>

**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.

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

**CR5b:** The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.
Einheit 4: Globalisierung (6 Wochen)

The next two units will probably be the most challenging of the year for the students. The topics that are included in Globalisierung and Naturwissenschaft und Technologie are demanding, because they are ever changing. Much of the information for these two units can and should come from current events, which means the students will be reading authentic materials from newspapers, magazines, and the internet.

Essential Questions:
1. What are the consequences of inaction?
2. How does our religion define us? [CR6a]
3. How does one determine one’s priorities in life?

Learning Targets:
1. Students will be able to compare and contrast religious customs.
2. Students will be able to talk about the importance of religion in a community.
3. Students will be able to chronicle a series of events through the use of a diary.

Structural Foundations:
1. Dates and time expressions
2. Narrative past tense
3. Past perfect tense

Resources:
Resources for teaching the novel and its context:
   www.lehrer-online.de/damals-friedrich.php
   lernen-aus-der-geschichte.de/Lernen-und-Lehren/content/4335/Damals%20war%20es%20Friedrich
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<tr>
<td>Students will interview other students about religious customs. [CR6a]</td>
<td>Students will write about their lives since the first day of school in a dialogue journal for which the teacher will offer a written response. [CR3b]</td>
<td>Students will view scenes from the film Rosenstraße and explain the significance of some of the Jewish customs represented. [CR4a]</td>
<td>After reading Damals war Friedrich, students will identify three chapters that they feel are essential to understanding the novel. They will present their opinions to their classmates.</td>
<td>Students will write two obituaries for Friedrich. One will be from the perspective of Hans, the other from the perspective of the landlord. [CR5b]</td>
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### Learning Objectives

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<th>The students engage in the oral exchange of information, opinions and ideas in a variety of time frames in informal situations.</th>
<th>The students write informal correspondence in a variety of media using appropriate formats and conventions.</th>
<th>The students demonstrate comprehension of content from authentic audio-visual resources.</th>
<th>The students understand the purpose of a message and point of view of its author.</th>
<th>The students demonstrate critical reading of written and print resources in the target cultural context.</th>
<th>The students produce a variety of creative writings (e.g. original story, personal narrative, script).</th>
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<tr>
<td>The students initiate and sustain interaction through the use of various verbal and non-verbal strategies.</td>
<td>The students demonstrate knowledge and understanding of content across disciplines.</td>
<td>The students demonstrate comprehension of content from authentic written and print resources.</td>
<td>The students expound on familiar topics and those requiring research.</td>
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</table>

**CR6a:** The course explicitly addresses the Global Challenges theme.

**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.

**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.

**CR5b:** The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.
Einheit 5: Naturwissenschaft und Technologie (5 Wochen)

Essential Questions:
1. What are the consequences of technological and scientific progress? [CR6b]
2. What constraints, if any, should be put on technological and scientific development?
3. Should individuals or the state be responsible for regulating progress in science and technology?

Learning Targets:
1. Students will be able to discuss and debate the benefits of technological advancements.
2. Students will be able to discuss the psychological and social effects of technology on their daily lives.
3. Students will be able to predict the effects of current research on their lives.

Structural Foundations:
1. Negation
2. Imperatives
3. Subjunctive I

Resources:
Charlotte Kerner, Blueprint Blaupause (Weinheim: Beltz, 2004). [CR2c]
Additional resources for teaching the novel:
http://www.blueprint-blaupause.de (book, characters, Charlotte Kerner, cloning debate, film information, reviews)
Online information about technology in Germany:
http://www.planet-wissen.de/natur_technik/erfindungen/index.jsp
Current news sources: [CR2b]

CR6b: The course explicitly addresses the Science and Technology theme.
CR2c: Instructional materials include a variety of authentic literary texts.
CR2b: Instructional materials include a variety of authentic non-literary texts such as newspaper and magazine articles.
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<tr>
<td>Students will discuss, in small groups, what they consider to be the most significant scientific/technological achievements in the last few years.</td>
<td>Students will engage in interactive writing in which they respond to each other’s written statements about the most important technologies of our time.</td>
<td>Based on opening portions of the book Blueprint Blaupause, students will predict what the effect of the cloning of the main character will be.</td>
<td>Students will speak as if they are the cloned Siri from the book Blueprint Blaupause. They will talk about the challenges of growing up as a clone of their mother (twin?)</td>
<td>Students will write an editorial on the advantages or disadvantages of cloning based on what they have learned from the book</td>
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### Learning Objectives

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<td>The students engage in the oral exchange of information, opinions and ideas in a variety of time frames in informal situations.</td>
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<td>The students engage in the written exchange of information, opinions and ideas in a variety of time frames in formal situations.</td>
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<td>The students demonstrate comprehension of content from authentic audio-visual resources.</td>
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<td>The students understand the purpose of a message and point of view of its author.</td>
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<td>The students produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).</td>
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<td>The students produce expository writing, including researched reports.</td>
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<td>The students state and support opinions in oral interactions.</td>
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<td>The students examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s).</td>
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<td>The students use reference tools, and acknowledged sources, and cite them appropriately.</td>
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</table>
Einheit 6: Alltag (5 Wochen)

Essential Questions:
1. How does your education influence your future?
2. How can one improve the chances of personal and professional success?
3. What is a successful life? How do you define it? [CR6c]

Learning Targets:
1. Students will be able to describe educational systems in the United States and in Germany.
2. Students will be able to talk about measurements of success in adult life.
3. Students will be able to fill out a Lebenslauf and interview for a position. [CR9]

Structural Foundations:
1. Pronouns
2. Possessive Adjectives
3. Verbs with complements

Resources:
Film adaptation:
Information on the German school system:
www.hanse-parlament.eu/mediabig/386A.pdf
www.schulratgeber.net/themen/schulwahl/die-passende-schule-finden.html
www.derweg.org/deutschland/bildungswesen/index.html

CR6c: The course explicitly addresses the Contemporary Life theme.
CR9: The course prepares students to use the German language in real-life settings.
CR2c: Instructional materials include a variety of authentic literary texts.
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.
### Learning Objectives

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<tr>
<td>Students will discuss the advantages and disadvantages of Germany's four-tier school system. [CR6c] &amp; [CR8]</td>
<td>Based on Das fliegende Klassenzimmer, students will write a letter to Professor Kreuzkamm from the perspective of one of the boys to explain why they left the school grounds.</td>
<td>Before reading the book, students will watch scenes from the film Das fliegende Klassenzimmer. They will identify characters, their traits, and predict how the plot will develop.</td>
<td>Students will read the sections of Das fliegende Klassenzimmer in which Dr. Bökh talks about his childhood friend. We will discuss how his childhood experiences affect his present actions.</td>
<td>Students will take on the position of either Dr. Bökh or “Nichtraucher,” and give a speech directed at parents about what the students in the book learned about friendship and responsibility.</td>
<td>Based on our discussions about the differences between the German and American school systems, students will write an essay on how education could be improved in our country. [CR8]</td>
</tr>
</tbody>
</table>

### CR6c: The course explicitly addresses the Contemporary Life theme.

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