

AP German
Big Walnut High School
Sunbury, Ohio
Updated 2019

The purpose of AP German is to help students to prepare for the Advanced Placement test in May. Preparation for this test, themes, techniques, guiding questions, proficiency level is in keeping with best practices and goals of the Ohio Department of Education standards for World Language and with the ACTFL (American Council on Teaching Foreign Languages) Proficiency Guidelines. In keeping with AP guidelines, the course is conducted almost exclusively in German.

Activities will be coded with communication codes. These codes correspond to the ACTFL Proficiency Guidelines

IL: Interpretive Listening/Viewing

IR: Interpretive Reading

INTS: Interpersonal Speaking

INTW: Interpersonal Writing

PS: Presentational Speaking

PW: Presentational Writing

During the year, students will be working with sections of various articles, blogs, video and podcasts.

During the year students will complete selections from *Deutsch Preufungstraining, AP German Language and Culture*. This text has samples of different sections of the AP tests which cover all language skills in authentic ways. Listening to authentic podcasts or interviews (IL), reading authentic articles (IR), writing a persuasive essay (PW) based on information in a podcast and reading selections (IR, IL), responding appropriately to an email (INTW), conducting a conversation (INTS) and giving a presentation on a culturally comparative theme (PS).

The units described are often updated or modified to reflect current information.

Possible Units for AP German.

TECHNOLOGY

Guiding Question: What role does technology and technological advances play in our daily lives? What are the advantages and disadvantages?

**AP Theme (s): Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities
(AP themes overlap intentionally)**

- Students work with a partner to use passive voice to ask about dates when different discoveries and inventions were made by German speaking people. (Wechselspiel) (INTS, IR)
- Students view a YouTube Video on German Discoveries/Inventions. After viewing,

- students list all the inventions they remember. (IR)
- With a partner students make a list of the positive and negative effects of technology on society. The partners must then present their lists. (INTC, PS)
 - Student see a video (Euromaxx: die Wahrheit ueber Deutschland und Erfindungen) while watching and listening to the video, students answer questions and then discuss them. (IR, PS)
 - Students hear a podcast about social networks and answer questions and discuss questions. (Sozial Netzwerken: Slow German) (IL, PS)
 - Students read some blogs and articles about the use of Facebook and whether or not teachers and students should be friends on facebook. Students compare and discuss questions. (IR, INTS, PS) We review the structure of the German school system
 - Students will see a video about cyber bullying and examine a Pinterest board about the effects of cyber-bullying. STudents will discuss this with classmates and present information in front of the classincluding ideas about how to deal with cyberbullying at Big Walnut. (IL, INTS, PS)
 - Students will read a study about Internet usage and discuss the article. (IR, INTS, PS)
 - Student will view the YouTube Video: Generation Facebook and record their summary of the video highlight the different perspectives for Facebook usages. (PS)
 - Students will present their website (PS)(summer assignment) over this AP theme. In the website, students have selected an authentic source (IR, IL): podcast, video, song, poem, ad etc, written an overview, (PW)created a short vocab list, written a summary. Students will view, read or listen to each other's website and answer questions.
 - Student will write a persuasive essay on the role of technology. (PW) Students will use the AP essay format which they will use in May and be graded using this rubric.
 - Students will present their essay to the class. (PS) As students listen to the presentations they

Grammar Reviewed during this unit:

- verb tenses active and passive voice
- Irregular verbs
- Subordinating Conjunctions
- Relative Pronouns
- New grammar: Konjunktiv II

Grammar Book use: *German In Review, Sparks and Vail, German Verb Drills, Wechselspiel*

Guiding Questions: How does the German Political System compare with that in the United States? What are the goals of the political parties?Who are the candidates and what are the issues?

AP Theme: Contemporary Life, Personal and Public Identities, Families and Communities (How in depth we go on this theme may depend on the election cycle in Germany. We went particularly in depth in 2013 as this was an election year. This theme could be replace by a current events theme.)

- Students will listen to a podcast on Das Deutsch Politische System, answer questions and discuss their findings (IL, PW, INTS)
- Student will view a video Wissen2Go Deutsche Politische System and use an overhead

to draw a representation of the political system. (IL, PW, PS) Student will present their understanding to the class and discuss American equivalents to the system.

- We will gather all of our information and student will receive a formal lecture on the political system and take notes. (IL)
- Students will view podcast and advertisements from the different political parties to understand what they stand for. (IR, INTS)
- Students will read a newspaper article on the current elections, answer questions and discuss them. (IR, PW, INTS)
- Students will look at some graphs about which party in Bavaria uses technology as part of their campaign and discuss this. (IR, INTS, PS)
- Students will give presentations which summarize the German political system, its parties, top candidates and current election results (PS)

ENVIRONMENT

Guiding Question: What are the current environmental concerns in the world. How do Germans and Americans respond to them? What can be done?

AP Themes: Science and Technology, Families and Communities, Global Challenges

We will be using materials from Komm Mit ! Level 3. These materials include vocab., listening CD(IL) and supporting video. In addition students will

- learn how to express concern about the environment
- learn how to express cause and effect, assessing blame
- express what could be done for the environment and what should be done
- Students will take an Abfall & Recycling Quiz : Oesterreichisches Oekologie-Institut 2009(IR, INTS)
- Student will interpret different graphs and articles about actions to help the environment. They will answer questions (IR) and/or write questions and answer each others' questions with a partner (IR, INTS, PW)
- Students will read article Klimaschutz beginnt im Haushalt. Article will be divided between students. Students will present the tips assigned to them to the class. (IR, PS)
- Student will listen to a podcast about recycling and answer questions (IL)
- Students will listen to a Top Theme Podcast about plastic bags and answer questions(IL)
- Students will read 2 poems: *Der Erdschmerz* and *Die Erde spricht*. With a group students will discuss these poems, illustrate them and share with the class.(IR, PS, INTS)
- Students will view some YouTube video about recycling and summarize them (IL)
- Students will create a presentation about what they can do at home, in school and in their workplaces to protect the environment. (PS)

Grammar

Konjunktiv II

Passiv Voice

Statt..zu infinitival construction

Subordinating Conjunctions.

Verbs with specific Prepositions

POLITICS

Guiding Questions: How does the German Political System compare with that in the United States? What are the goals of the political parties? Who are the candidates and what are the issues?

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- Student will view a video Wissen2Go Deutsche Politische System and use an overhead to draw a representation of the political system. (IL, PW, PS) Student will present their understanding to the class and discuss American equivalents to the system.
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POETRY

Guiding Questions

How does the life of a poet influence his/her poetry? What are the different literary devices which poets use to make their message clear.

AP Themes: Families and Communities, Science and Technology, Personal and Public Identities

Students will be reading and listening to a number of famous German poems. (IL IR) In the process student will discuss and write about the content of the poem, the literary devices used by the poet and how the connection between the poem and the poet. (IS, PW)

At the end of the unit student will be given a poem to present to the class. (PS)

BEAUTY AND ART

Essential Questions:

What are the different standards of beauty?

How is beauty reflected in German artists' paintings?

How do we talk about art?

How do the standards of beauty affect us?

What are the advantages and disadvantages of fitting societies standards of beauty?

AP Theme: Beauty and Aesthetics, Personal and Public Identities, Contemporary Life

- Students individually/partner start building vocab: gathered together on google doc. (INTS)
- Building Sentences:
 - Ich halte sie/ihn für schön, weil
 - Man könnte ihn/sie für schön halten, weil
 - Sie könnte für schön gehalten werden, weil
- Students will participate in a gallery walk of different beauty: why are these beautiful (use above phrases & Adj Endungen) Must share. (PS, INTS)
- Students will read a list of questions which discuss how to consider art. (IR)
- Students will use these questions to write about a piece of art. (PW) and to talk about a piece of art. (PS)
- Student will discuss the advantages and disadvantages of being perceived as beautiful. (INTS)
- Sich schön machen: (Blendspace)
- Students will read various articles and see various videos about being beautiful and striving to be beautiful and discuss them with classmates. (INTS)
- Students will read the short story, Das Dicke Kind. Students will be involved in a variety of activities: answer questions, presenting different parts of the story. (INTS, PS, PW)

SCHOOL AND CAREER

Guiding Questions

What are the differences and similarities between schools/education in Germany speaking countries and the USA. How does each country view homeschooling? What are the advantages and disadvantages of homeschooling? What are the most popular part-time jobs for students? What careers hold most promise and what schooling is needed for those careers?

AP Themes: Personal and Public Identities, Contemporary Life, Families and Community

- Students will read articles, see videos and listen to podcasts about : Das Schulsystem, Studium vs. Ausbildung . (IL) Students will have the opportunity to answer and discuss questions. (INTS) (IR)
- Students will give a presentation during which they compare schooling in USA with that in Germany. (PS)
- Students will discuss the advantages and disadvantages of homeschooling. (INTS) Students will read an article about homeschooling in Germany. (IR) and answer questions. (PW)
- Students will write a persuasive essay about homeschooling. (PW)
- Students will see videos and read article about popular part-time jobs for students in Germany. (IL, IR) and discuss them with classmates and compare them to part-time jobs for students in USA. (INTS)
- Students will give a presentation in which they compare part-time jobs in both countries. (PS)

- Students will read an article about jobs with a future in Germany and schooling one needs for those jobs. (IR)
- Students will write a persuasive AP essay (Hotel Mama) (PS, IR) students will then present their opinion orally to the class. (PS)

NEW YEAR RESOLUTIONS

Guiding Questions: What are the similarities and differences between the resolutions of Germans and Americans? What is a good resolution? How does one follow through with a resolution?

AP Themes: Contemporary Life, Personal and Public Identities

- Students will listen to and read and discuss the chancellor's new year address and compare concerns for the new year for Germany and how they compare to concerns in the USA. (IR, IL, INTS)
- Students will see some videos and interpret some charts on New Year's resolutions, discuss and answer questions.(IL, IR, INTS)
- Students will write an essay about their resolutions and the steps they intend to follow to make them work and how they compare to those in what they have seen and read. Students will then present their resolutions to the class. (PW, PS)

THIS THEME IS CURRENTLY UNDER RECONSTRUCTION!

HOLOCAUST

Guiding Questions

How did the horrific events in Germany during World War II affect people's lives? How did Hitler come to power? Are there parallels to other historical events? Are the problems of racism still relevant today? What was the role of the Hitler Youth?

AP Themes: Personal and Public Identities, Global Challenges, Beauty and Aesthetics, Families and Communities

Students will be reading the book, *Damals war es Friedrich*. (IR) Students will be involved in a number of different communicative activities

- Answering Questions both objective and subjective in writing and orally (IR,PW)
- Discussing these questions(INTS, PS)
- Students will also be listening to some chapters to refine their listening comprehension skills(IL)
- Discussing how historical events are depicted in the book (IR, INTS, PW)
- Giving summaries and opinions about different historical events and events in the novel (PW, PS, INTS)
- Students will also be watching different movies and video clips in German: Walt Disney's: *Education for Death*, *Sophie Scholl's Final Days*, *Schindler's List* are a few possibilities(IL)

- During the later half of the novel, students will become the teacher by producing worksheets and class activities and leading a class through a chapter. (IR, PW, PS, INTS)

The semester will culminate in students pursuing a theme of their choice to which they were introduced as we read the novel and discussed historical events. This project will cover all communicative skills.

Grammar

participles used as adverbs and adjectives

Unpreceded adjective endings