



AP[®] German Language and Culture

Course Planning and Pacing Guide 3

Angelika Becker
Carmel High School
Carmel, Indiana



About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Welcome to the AP® German Language and Culture Course Planning and Pacing Guide

This guide is one of four *Course Planning and Pacing Guides* designed for AP® German Language and Culture teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting).

Each *Course Planning and Pacing Guide* highlights how the components of the AP German Language and Culture Curriculum Framework — the learning objectives, course themes, and achievement level descriptions — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed in boxes on the right side of the page of the individual unit plans — to aid in planning the AP German Language and Culture course.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the *Syllabus Development Guide* and the four *Annotated Syllabi*. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.



Instructional Setting	1
Overview of the Course	3
Course Planning and Pacing by Unit	
Unit 1: Musik	4
Unit 2: Umwelt	7
Unit 3: Geschichte: Deutschland im Wandel der Jahrhunderte	9
Unit 4: Multikulturelles Deutschland — Ausländerfeindlichkeit	12
Unit 5: Wohnen	15
Unit 6: Kunst, Literatur und Technologie im heutigen Deutschland	16
Unit 7: Meine Zukunft — Junior Year Abroad	18
Resources	19



Carmel High School Carmel, Indiana

School	Public high school located in Carmel, Indiana, a suburb of Indianapolis.
Student population	<p>The school has an enrollment of approximately 4,400 students:</p> <ul style="list-style-type: none"> 79.2 percent Caucasian 10.6 percent Asian American 4.7 percent multiracial 3.3 percent African American 2.2 percent Hispanic/Latino <ul style="list-style-type: none"> • About 10 percent of the student population participate in the free or reduced-price lunch program. • About 95 percent of the student population continue their education at a postsecondary institution. • 11 percent of all students at CHS are enrolled in a German class.
Instructional time	<p>Our school year begins in early August. The course plan is based on 182 school days. The class meets every other day for 90 minutes and is always scheduled around the lunch periods, thus it is a split class with either:</p> <ol style="list-style-type: none"> 1. 60 minutes of instruction, followed by 30 minutes for lunch and 30 minutes of instruction, or 2. 30 minutes of instruction, followed by 30 minutes for lunch, and 60 minutes of instruction. <p>Scheduling the class in this way results in lost instructional time because students need to settle down after lunch, and need a second warm-up or zeroing-in activity.</p>

Instructional Setting

(continued)



Student preparation	<p>AP® German Language and Culture is the level V course in the German curriculum. Most students in the program begin language study in the sixth grade. Students are exposed to nine weeks of language each semester in grades six, seven, and eight (nine weeks on, nine weeks off), thus level I German is spread out over three years and 270 instructional periods, 40 minutes each period, which results in 10,800 instructional minutes. However, much of the time is spent reviewing and relearning material that was “lost” during the time off. At the high school, students who continue with German go into level II and receive instruction in 90-minute block periods every other day, approximately 8,000 instructional minutes per year.</p> <p>This course is a combination of regular level V, IB, and AP German. The curriculum is similar for all students; some activities are differentiated and most differentiation takes place in the assessment. The language of instruction is 100 percent German and the students speak German almost all of the time.</p> <p>Our school requires an assessment at the end of each semester for all students. Grades are calculated using the following scale:</p> <ul style="list-style-type: none">A = 100 percent to 90 percentB = 89 percent to 80 percentC = 79 percent to 70 percentD = 69 percent to 60 percentF = 59 percent and below <p>The lowest percentage for an F is 40 percent.</p> <p>Semester grades are calculated by counting each nine-week grading period as 40 percent and the semester assessment as 20 percent.</p>
---------------------	--

Overview of the Course



The AP German Language and Culture course at Carmel High School expands upon previously learned grammatical, communicative, and cultural concepts of the German language and the German-speaking countries. The entire curriculum is a review and an expansion of grammatical, historical, and cultural concepts studied in levels I, II, III, and IV; thus it is essential that every student has completed the prerequisite courses.

The course prepares students to successfully take the AP Exam and/or college placement tests by emphasizing journal and essay writing, interpersonal communication, and presentational speaking, as well as reading and listening comprehension, while working on grammatical accuracy and cultural competence and the corresponding learning objectives.

Since the class is a fully weighted class, the AP German students in the class are required to complete the same assignments as the German V and IB students. The assessments, however, are differentiated in consideration of the various ability levels.

Each classroom at CHS is equipped with a teacher's computer, LCD projector, and screen. We do not have access to a Region 2 DVD player or an interactive whiteboard. Our language lab was upgraded a few years ago, but it has very limited audio and audiovisual capabilities. It does have recording capabilities. The computer lab, with Internet access, is shared by all 21 teachers in the department. That means that each teacher can use the computer lab with each class for about 20 minutes, two times per week. Because of this limited access to the lab, my students work with most audiovisual materials in the classroom in a whole class setting, and most of their Web research must be done outside of class.

Many activities are ongoing and designed to facilitate the learning objectives for the course. Many of the activities are also used for formative assessment, which includes but is not limited to my spot-checking journal entries, writing

responses to them, giving students verbal or written feedback on summaries, having students peer-edit summaries, and answering questions about songs or films. Ongoing activities include:

- Conversing with classmates on various topics two or three times per week;
- Making entries about classroom topics and current events in a conversational journal to facilitate written interpersonal communication;
- Participating in classroom discussions and Socratic Seminars;
- Completing oral or written assignments associated with readings, films, music, artwork, etc.;
- Reading and discussing literary texts, current event articles, etc.;
- Writing reaction essays and summaries;
- Comparing current target cultural issues to similar ones in the United States;
- Reviewing grammar topics covered in earlier levels of instruction;
- Interacting with native speakers visiting the classroom or on field trips;
- Watching daily news clips or television programs on www.Tagesschau.de; www.ZDF.de; www.logo.de; etc.

Because retaining our upper-level students is very important to the success of our program, it is essential that the students be challenged and held accountable. However, I also feel that the course must be enjoyable and make students feel successful while preparing them for their postsecondary education, as well as for careers in our global economy.

The class is for both high-performing students and those students who simply love the German language and enjoy learning about the cultures of German-speaking countries but who often struggle with vocabulary and grammar. This is why I differentiate instruction, taking into consideration students' varying learning styles, interests, and skills.

- Contemporary Life
- Beauty and Aesthetics
- Personal and Public Identities



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Textbook: <i>Kaleidoskop</i> , Kapitel 5	Instructional Activity: The music unit is loosely based on Chapter 5 in <i>Kaleidoskop</i> . As an introduction to the unit, I have students brainstorm German music, musicians, and composers. Based on the results, I select several different classical composers, search for their biographies online, and prepare content questions. Students also read the information about Clara Schumann in Chapter 5, take notes on biographical information about Marlene Dietrich, and learn vocabulary associated with the topic.
Written and Print Interpretive Communication		Formative Assessment: According to their interests and ability, students select a composer's biography and write questions/answers about the text. The questions can be in the form of short answer or multiple choice and can focus on content, vocabulary, or concepts they don't understand.
Written Interpersonal Communication		Summative Assessment: After additional readings and discussions of the assignment for the formative assessment, clarifying questions, and vocabulary practice, students will write a letter to their favorite composer and ask about one aspect of his or her life that they are wondering about. Writing formal letters is very difficult for students because they are not used to the formal form of address. This activity will be assessed using a rubric. I have the students self-assess their first draft and revise their letter if they are not satisfied with the self-assessment.
Spoken Interpersonal Communication Written Interpersonal Communication	Four different versions of Goethe's „Erlkönig“ 1. PPT with pictures and words 2. A reading of the poem 3. Video from <i>Deutsche Dichter und Denker</i> Rap 4. „Dalai Lama“ by Ramstein	Instructional Activity: Introduce students to German poetry and <i>Lieder</i> by having them compare and contrast different versions of the work.

I want students to realize how much they already know about German culture, especially music. Because most students have some background knowledge about German-speaking composers, activating that knowledge helps them to interpret the authentic articles and biographies.

I assign this formative assessment as homework to determine (a) the students' level of comprehension; (b) their ability to form questions; and (c) their critical-thinking skills. The students receive individual feedback, either in written form on their assignment or verbally in a private conversation. This formative assessment helps me to differentiate instruction and evaluate their grammar and vocabulary skills.

This assessment addresses the Essential Questions: How are performing artists viewed in today's society? How does the media portray them?

I use several different versions of „Erlkönig“ in order to differentiate instruction for students who have varying ability levels and learning styles.

Essential Questions: ▼ How did the role of music change over time and/or influence history? ▼ What does music mean to me personally?
▼ How are performing artists viewed in today's society? How does the media portray them?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		Formative Assessment: Class discussion about the different versions of „Erkönig“; students will explain which one they prefer and justify their choice.
Spoken Presentational Communication		Summative Assessment: Students work in groups to create interpretations of „Erkönig.“ They can role play, use puppets, music, or technology, such as PPT or videos. The only requirement is that their lines must be memorized and the presentation must be creative.
Audio, Visual, and Audiovisual Interpretive Communication	Web: „Eve“ (Annett Louisan) „Über sieben Brücken musst du geh'n“ (Karat) „Mein Berlin“ (Reinhard Mey) „Sag mir wo die Blumen sind“ (Marlene Dietrich) „Millionär“ (Die Prinzen) „Meine Deutschlehrerin“ (Wise Guys) Songs by Uwe Kind Songs by Clueso MusikText.net for song texts	Instructional Activity: Using song lyrics, students learn and review grammatical concepts such as the subjunctive, relative pronouns, subordinating clauses, present and past perfect, as well as the simple past.
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Spoken Interpersonal Communication	Film: <i>Comedian Harmonists</i>	Instructional Activity: While watching the film <i>Comedian Harmonists</i> , students complete listening activities, write reactions to certain scenes, use RAFT (Role, Audience, Format, Topic) templates based on events in the film for their journal entries, and participate in class discussions about the critical historical issues that took place in Nazi Germany. We also work with the texts of at least two of the songs.

In this activity students have to justify their choice of a particular version of the poem and explain the reasons why they chose it. This demonstrates their higher-level thinking skills and also helps them identify other students who have similar preferences with whom they can form working groups for the summative assessment.

This assessment addresses the Essential Question: How did the role of music change over time and/or influence history?

Because songs contain contemporary language and topics that my students are interested in and can relate to, they are good sources for teaching grammatical concepts in context. In addition, authentic German songs provide students the opportunity to listen to a variety of speakers who use different intonation, dialects, and language speeds.

To add variety and a historical aspect, I use either clips from the film or the entire film, depending on how much time we have. In addition to that, a capella music is a new genre for most of the students.

Essential Questions: ▼ How did the role of music change over time and/or influence history? ▼ What does music mean to me personally?
▼ How are performing artists viewed in today's society? How does the media portray them?



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Written Interpersonal Communication		Formative Assessment: Students write journal entries and RAFT essays, short vocabulary and grammar quizzes throughout the unit.
Written and Print Interpretive Communication Written Presentational Communication		Summative Assessment: The written final assessment includes reading comprehension questions, listening sections based on song lyrics and singers' biographies, multiple-choice questions, short-answer questions, and an extended essay question. I try to pattern the test on the AP Exam, thus familiarizing the students with the format of the exam by using different sources, such as song lyrics, biographies, and articles about composers and musicians. The theme of beauty and aesthetics is the focus of this assessment.
Spoken Presentational Communication Spoken Interpersonal Communication		Summative Assessment: Throughout the last week of the unit, students will present „Meine Lieblingslieder.“ They choose five songs, create a CD, and design a cover. Students present their CD to the class and explain why the songs are significant for them. Their classmates and I ask follow-up questions. This addresses the Essential Question: What does music mean to me personally?

I think it is important to do several short assessments to hold students accountable for vocabulary and to ensure that they see the importance of grammatical accuracy in their writing assignments. I evaluate the RAFT essays, comment on the journal entries, and grade the vocabulary and grammar quizzes to provide feedback.

This written test provides me with some hard data about student performance. Our school is very data driven, and I am required to administer a written performance assessment.

These presentations give me insight into my students' lives, and I get to know them as individuals. I find that my students like sharing their favorite music and details about themselves.

Essential Questions: ▼ How did the role of music change over time and/or influence history? ▼ What does music mean to me personally?
▼ How are performing artists viewed in today's society? How does the media portray them?

- Global Challenges
- Science and Technology



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Written Interpersonal Communication		Instructional Activity: Working in small groups, students brainstorm environmental concerns, questions, or practices by writing them on big sheets of paper labeled <i>Luft</i> , <i>Wasser</i> , <i>Müll</i> , <i>Auto</i> und <i>Verkehr</i> , <i>Wald</i> und <i>Natur</i> , <i>Lebensraum der Tiere</i> , and <i>Lebensraum der Menschen</i> , which are posted around the room. Students spend 2-3 minutes at each poster, read what the previous groups wrote, react to it, and possibly add more information.
Written Presentational Communication	Textbook: <i>Komm mit 3</i> (for vocabulary and grammar framework) pp. 238–263	Instructional Activity: Students write about their recycling practices and other environmental issues that play a role in their lives. Talking about recycling lends itself to practicing the passive voice and conditional. Discussing environmental concerns and possible solutions are done in subjunctive II. This part of the unit is based on vocabulary and grammar exercises in <i>Komm mit 3</i> . The students complete various writing assignments that they self-correct and/or peer-edit.
Written and Print Interpretive Communication	Web: www.bsr.de Textbook: Selected readings from <i>AP German: A Thematic Approach</i>	Instructional Activity: Students read authentic current articles and then answer teacher- and student-created, multiple-choice, short-answer, and essay questions.
Audio, Visual, and Audiovisual Interpretive Communication Written Interpersonal Communication Spoken Interpersonal Communication	Videos: Bildschirm 22 Ökologie	Instructional Activity: Students listen to authentic audio sources while watching a video from <i>Inter Nations</i> about German students testing the contamination of bodies of water in Germany. Using the material as a basis for development of vocabulary and circumlocution skills, students define words and terms using known German words and expressions. We then listen to the audio pieces again, discuss them, and write a short paragraph, RAFT essay, or letter. The students sit in a circle and discuss the content, following the model shown in the video. Each student is assigned a specific segment of the video to watch more closely, paying special attention to the interaction among the students, and then charts his or her results. The students' notes are the basis for the class discussion that follows.

This walk-around activity helps reveal students' practices regarding recycling. Therefore, the brainstorming session determines the direction the unit will take, since I try to find resources that will enhance what the students already do and know, as well as expand their knowledge.

The Umwelt unit is ideal to introduce these advanced and complex grammar concepts in context and also to practice vocabulary.

I think it is extremely important to work continuously on vocabulary in context and study skills. I find that even AP students need guidance and reinforcement in these areas. They also need to have an assigned task when watching authentic video, otherwise they can be overwhelmed by the amount of information and the speed of language used by native speakers.

Essential Questions: ▼ How does modern technology influence our lives? ▼ What are societal priorities when it comes to the environment? ▼ How are my personal practices impacting the environmental challenges?



Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication		<p>Formative Assessment:</p> <p>I use a short vocabulary and grammar quiz based on the video to spot-check comprehension and vocabulary. Students answer a few questions about content in either the passive or subjunctive voice and define vocabulary in German.</p>
Written and Print Interpretive Communication Written Presentational Communication Spoken Presentational Communication		<p>Summative Assessment:</p> <p>Assessment consists of one or more choices from the following options:</p> <ol style="list-style-type: none"> 1. Answer question based on an article or an authentic listening sample (multiple choice and short answer). 2. Write a reaction essay about a current controversial topic or article. 3. Respond orally to a question posed as part of the initial brainstorming session.
Spoken Interpersonal Communication		<p>Summative Assessment:</p> <p>Classroom discussion: Students participate in a Socratic Seminar addressing the Essential Question: How are my personal practices impacting the environmental challenges? The assessment is based on a specific rubric. Students are required to fulfill a set of criteria, such as answer questions, pose a question, or involve someone else in the discussion. When the student is not part of the discussion, he or she observes another student and keeps a record. I observe and add my own observations to determine the final grade.</p>
Spoken Presentational Communication		<p>Summative Assessment:</p> <p>Students create a useful object from a discarded item and give a 2-minute presentation, describing how they made it and its new use. This is another way for the students to demonstrate their creativity and their presentational speaking ability.</p>

I evaluate the short quizzes, and students receive written feedback.

This assessment addresses the Essential Question: How does modern technology influence our lives?

The Socratic Seminar is one of the best techniques for classroom discussion. It holds all students accountable and takes me out of the discussions.

In this assessment students address the Essential Question: How does modern technology influence our lives?

Essential Questions: ▼ How does modern technology influence our lives? ▼ What are societal priorities when it comes to the environment? ▼ How are my personal practices impacting the environmental challenges?

- Personal and Public Identities
- Families and Communities

8 weeks



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Book: <i>Deutsche Geschichte: Von den Anfängen bis zur Gegenwart</i>	Instructional Activity: Students read and interpret selected excerpts from the book <i>Deutsche Geschichte</i> . Because this is an authentic text, there are no vocabulary lists and content questions available. The students create their own lists and interpret the texts by highlighting important concepts and employing reading strategies.
Audio, Visual, and Audiovisual Interpretive Communication	Video: <i>Der Schatz der Nibelungen</i> <i>Ludwig II</i> <i>Luther</i> <i>Der blaue Engel</i> <i>Metropolis</i> <i>Sonnenallee</i>	Instructional Activity: Students watch excerpts from several films. The film excerpts are selected to enhance the readings from <i>Deutsche Geschichte</i> and to illustrate how historical events are portrayed in films. For the film <i>Luther</i> , I also use the BPB <i>Filmheft</i> for biographical information about the characters. Working in groups, the students read the biographical information about the main characters and then share it with their classmates via a jigsaw activity.
Written and Print Interpretive Communication	Web: Auswandererhaus Bremerhaven Deutsches Historisches Museum	Formative Assessment: Working in the computer lab, students complete a WebQuest on Luther's hometown of Eisleben. They research both the historical significance of Eisleben and life in the city today.
Written and Print Interpretive Communication Spoken Interpersonal Communication	Book: <i>Das Paradies liegt in Amerika: Eine Auswanderergeschichte</i> Web: kjl.aatg.org	Instructional Activity: Students read the book <i>Das Paradies liegt in Amerika</i> and then complete the activities and exercises developed by classroom teachers, which are available through the AATG <i>Kinder- und Jugendliteratur</i> website.
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Spoken Interpersonal Communication	Book: <i>Die Lisa: Eine deutsche Geschichte</i>	Instructional Activity: I present the picture book <i>Die Lisa: Eine deutsche Geschichte</i> to the students, reading the text aloud. The students answer questions, talk about the pictures, and learn more about 20th-century German history through the story of Lisa's life. Content questions, grammar exercises, and discussion and research topics come from Zsuzsa Horváth's materials.

This part of the reading process in L2 is often a struggle for students; however, I find it to be a very important step in learning how to interpret more difficult texts, especially when the context is new. The students develop reading strategies that are transferable to other types of texts.

I find that alternating print and audiovisual materials keeps the students interested and engaged and increases their level of comprehension.

A WebQuest is a great way to keep students interested in a topic while having them learn to navigate a German website. I teach some German technology terms before they begin their WebQuest. Students often have trouble finding the answers and/or navigating German websites and redo or complete the WebQuest after I check their answers and provide them with my written feedback.

Many of my students can relate to this fascinating book because they or their family migrated to the United States. The resources on the CD incorporate many different learning styles and intelligences, making differentiating instruction easy.

*After having the students actively read *Das Paradies liegt in Amerika*, they welcome the break and enjoy listening to a story. I use a document camera to show the pictures on the screen, but the pictures are large enough so that students can sit on the floor and still see them. The language in the book is quite sophisticated. The issues presented in this book require higher-level thinking skills and historical background knowledge.*

Essential Questions: ▼ How has life and family changed over time? ▼ What roles does religion play in our lives?
▼ What challenges does the New Germany encounter?



Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	Film: <i>Sonnenallee</i>	Instructional Activity: As a preview and introduction to a presentation on the <i>Wende</i> and the fall of the Berlin Wall, we study the school system and youth culture in East Germany. Students then watch parts of the film <i>Sonnenallee</i> . The film shows daily life and customs, as well as the school structure and youth culture.
Audio, Visual, and Audiovisual Interpretive Communication	„Die Wende“ (teacher-created PPT)	Instructional Activity: Students view the PPT Presentation „Die Wende.“ This presentation was created by our partner teachers from Germany. Students learn about the fall of the Berlin Wall from the perspective of active participants.
Written Presentational Communication	Film: <i>Sonnenallee</i>	Formative Assessment: Throughout the unit, students have to write short essays (usually as homework assignments) to demonstrate their comprehension of the topics and vocabulary skills. Examples of writing prompts include the following: <ul style="list-style-type: none"> • Compare your school dances with the „Disco“ in the film. • Compose the „Nachruf“ for the uncle. • Describe the scene in which Wuschel meets the Rolling Stones. • Write the wedding invitations to Michael and Miriam’s wedding. • Predict how Miriam and Michael’s life together will unfold during the next few years. • Describe Michael’s life after the „Wende.“
Written Interpersonal Communication Spoken Interpersonal Communication	Book: <i>Das Paradies liegt in Amerika</i>	Summative Assessment: While reading <i>Das Paradies liegt in Amerika</i> , students create questions and answers that will be evaluated on an ongoing basis and used to play a board game based on the novel. After the reading is finished, groups of students play the board game and ask and answer questions, both orally and in writing. This assessment addresses both themes of the unit.

As an introduction to the film, we discuss and learn how the school systems and schedules in East Germany differed from those of West Germany. These differences, along with the differences in the laws and politics, are good examples for understanding the products, practices, and perspectives within Germany. We also compare the German school systems to those of the United States.

To learn history from active participants in an event is one of the most exciting opportunities students can ever experience. In years when our GAPP guests are here, I plan the unit so that our partner teachers can present the materials themselves.

This is a different way to administer an oral and paper-and-pencil test and have the students enjoy it. It allows them to be creative, to collaborate, and to interact with each other.

Essential Questions: ▼ How has life and family changed over time? ▼ What roles does religion play in our lives?
▼ What challenges does the New Germany encounter?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p>Summative Assessment:</p> <p>Creative writing assignment: Students choose one era of German history and “produce a movie” about it. They select characters, determine what contemporary actors would be best suited for the roles, and write the first scene of the film. They address the Essential Question: How has life and family changed over time? I evaluate the assignment according to our departmental upper-level writing rubric, which focuses on content, as well as mechanics.</p>

In this writing assignment, students combine their knowledge of German history with their interest in contemporary films and celebrities, while demonstrating their creative writing skills.

Essential Questions: ▼ How has life and family changed over time? ▼ What roles does religion play in our lives?
▼ What challenges does the New Germany encounter?

- Global Challenges
- Families and Communities
- Personal and Public Identities

6 weeks



Learning Objectives	Materials	Instructional Activities and Assessments
Written Interpersonal Communication Spoken Interpersonal Communication		Instructional Activity: As the introductory activity to this unit, I use a short survey about the students' prejudices and perception of themselves and people from other countries. Students take the survey anonymously, and the results are used as a starting point for discussion.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	Music: „Deutschland“ (Die Prinzen) „Zur Lage der Nation“ (Wise Guys)	Instructional Activity: Students listen to the songs „Deutschland“ and „Zur Lage der Nation“ by die Prinzen and either put cards with lyrics to the song in the correct order or arrange pictures depicting scenes from the song in sequential order. Students then complete different <i>Assoziogramme</i> : How Germans perceive Americans; How Americans view Germans; How the two nationalities see themselves.
Written Presentational Communication		Formative Assessment: Students summarize the class discussions and their notes in their own words. I usually use this assessment as a homework assignment.
Written and Print Interpretive Communication	Literature: „Türken pflanzen nur Bohnen“ (<i>Allerlei zum Lesen</i>)	Instructional Activity: Before reading the short story „Türken pflanzen nur Bohnen,“ students complete some prereading activities with illustrations from the reader. After they have read the story, students respond to content and follow-up questions and participate in discussions about the story.
Audio, Visual, and Audiovisual Interpretive Communication		Instructional Activity: In order to provide the students with some background information, I give a short presentation with maps and facts about the history of Kurdish and Turkish immigration to Germany.
Written and Print Interpretive Communication Spoken Interpersonal Communication	Literature: <i>Haus ohne Hoffnung</i>	Instructional Activity: Students read <i>Haus ohne Hoffnung</i> and answer content questions about the text.

I think one of the most important steps about teaching tolerance and awareness is to have the students think about their initial perceptions and opinions without having to defend them. In addition, the survey provides expressions and vocabulary that will help students state their thoughts and positions and practice interpersonal speaking.

This activity often generates interesting conversations, especially if there are students of German heritage or exchange students in the class. The activity always illustrates the students' perspectives and helps them compare the different viewpoints.

Reading the students' summaries helps me understand their perspectives, especially if they have lived only in this area. I generally comment on their opinions, by asking them some higher-level hypothetical questions, such as: How do you think you would feel if X would happen to you? What advice would you give a person from Germany who moves here? How would local people treat him or her? What should people who move here know about our customs?

Haus ohne Hoffnung is a good introduction to the neo-Nazi/antiforeigner issue. Students read it as homework and the questions are discussed during daily warm-ups. The relatively easy reading helps students build confidence in their reading and leads to fruitful class discussions.

Essential Questions: ▼ Should immigration be restricted? ▼ What lessons need to be learned from history? ▼ How does immigration change the status quo of a country?

Multikulturelles Deutschland – Ausländerfeindlichkeit

(continued)



Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	Music: „Ausländer“ (Die bösen Mädchen) „Mein Freund Abdullah“ (Rolf Zuckowski) „Eines Tages“ (Azad)	Instructional Activity: While reading the story <i>Haus ohne Hoffnung</i> , students work with the songs „Ausländer,“ „Mein Freund Abdullah,“ and „Eines Tages“ to supplement the reading and to accustom themselves to different perspectives.
Spoken Interpersonal Communication	Music: „Eines Tages“ (Azad)	Formative Assessment: Students receive several quotes from the song „Eines Tages“ and are asked to find or create a picture or drawing to represent the lyrics. In class, they explain their interpretation of the lyrics and why they chose their image, and they then assemble the pictures in one or more collages.
Spoken Interpersonal Communication		Summative Assessment: Students participate in a Socratic Seminar on immigration in Germany. They discuss: What issues do <i>Personen mit Migrationshintergrund</i> have to deal with in Germany? They answer the questions: Do we have the same issues in the United States? What issues, if any, have you encountered?
Spoken Presentational Communication		Formative Assessment: Students are given the name of a well-known Afro-German and create a short PowerPoint presentation about this person, which they will present to their classmates. The presentation must include the person’s biography, contributions, achievements, and the challenges they have encountered as an Afro-German. Students are encouraged to speak freely and not to rely on reading the presentation.
Written and Print Interpretive Communication	Literature: <i>Der Struwwelpeter</i>	Instructional Activity: I read Heinrich Hoffmann’s „Die Geschichte von den schwarzen Buben“ to the students (they see only the pictures). This story serves as the introduction to our study of the prejudice against blacks in Germany. Guiding questions help with comprehension.

The song lyrics and the story provide students with new perspectives regarding the many different backgrounds of German immigrants. Students realize that many German citizens have a migration background and learn about the challenges they face integrating into German society.

I find helping students to create a visual representation of a difficult text is a good strategy to increase comprehension.

This assessment addresses the Essential Question: How does immigration change the status quo of a country?

This activity not only helps students prepare for longer oral presentations but also introduces several people who will be revisited later in the unit, e.g., May Ayim and Hans-Jürgen Massaquoi. I have a 4 x 4 rule on PPT slides: no more than four lines with four words each (a maximum of 16 words) in addition to one or two visuals. This rule is intended to prevent students from reading their slides. Another important component that I stress is that the student must maintain eye contact with the audience. Students receive feedback on their oral presentational skills, as well as their PPT presentation.

It takes some time and “reading between the lines,” inferring, probing, and interpreting for students to get the “real” meaning of this story. Using the more accessible vocabulary in a children’s story helps with the process.

Essential Questions: ▼ Should immigration be restricted? ▼ What lessons need to be learned from history? ▼ How does immigration change the status quo of a country?



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication	Literature: Poems by May Ayim	Instructional Activity: Students read, interpret, and listen to several poems by May Ayim. Students also practice one of the poems and recite it for the class.
Audio, Visual, and Audiovisual Interpretive Communication	Films: <i>Schwarzfahrer</i>	Instructional Activity: Students view the short film <i>Schwarzfahrer</i> . As a previewing activity, we talk about the use of the word <i>schwarz</i> in German. After the first viewing, we read and analyze the old woman's monologue and observe and discuss the reactions of all the supporting characters in the film.
Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication Spoken Interpersonal Communication	Films: <i>Neger, Neger, Schornsteinfeger</i>	Instructional Activity: The film <i>Neger, Neger, Schornsteinfeger</i> is based on the autobiography of Hans-Jürgen Massaquoi, an Afro-German who grew up in Nazi Germany. The viewing provides an opportunity for vocabulary development and is accompanied by readings, content questions, and classroom discussions.
Written Presentational Communication		Formative Assessment: Students write a short essay as a homework assignment on one of the following topics: Hamburg; Massaquoi's friendship with Karl and Fitje; or Massaquoi's unfair treatment by the school's principal.
Written Presentational Communication Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication		Summative Assessment: Students take a written test that includes questions about vocabulary, an article written by Massaquoi, pictures with key scenes from the film, and an audio clip.

This might be the first time students are asked to interpret German poetry. I teach some literary vocabulary and the interpretive techniques necessary.

Depending on the time we have available, I choose which scenes I want to show. The students are really interested, as this is a new perspective for them. I also feel it is an important interdisciplinary connection. It could be advantageous to work with a history teacher during this part of the unit.

My feedback for this assignment usually consists of comments about content and structure, including vocabulary. Often, students choose to make corrections or rewrite the assignment to improve their skills.

This assessment addresses the Essential Question: What lessons need to be learned from history?

Essential Questions: ▼ Should immigration be restricted? ▼ What lessons need to be learned from history? ▼ How does immigration change the status quo of a country?

- Families and Communities
- Personal and Public Identities



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication	Textbook: <i>Prima B1: „Wohnen“</i>	Instructional Activity: Students explore selected units from the textbook to supplement and complement other units taught throughout the course. Sample Unit: „Wohnen“.
Written and Print Interpretive Communication Written Interpersonal Communication		Instructional Activity: Students learn abbreviations associated with apartment searches in Germany and develop a classified advertisement for a place available for rent. Students receive a reply to their ad, written by one of their classmates, that contains an offer. After considering the offer, they compose a written response accepting or rejecting the offer.
Audio, Visual, and Audiovisual Interpretive Communication	Web: <i>Slow German</i>	Instructional Activity: Students listen to the blog on <i>Wohnen</i> from <i>Slow German</i> and answer several questions about how searching for an apartment differs in Germany and in the United States.
Spoken Interpersonal Communication		Formative Assessment: Students participate in a simulated phone conversation with a prospective landlord from the previous activity.
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication		Summative Assessment: Students complete a written test that I create using authentic resources and the audio components that accompany the textbook <i>Prima B1, „Wohnen“</i> .

I choose the units that help students develop accuracy in using more advanced vocabulary, structures, and grammatical concepts.

In order to simulate a real apartment search, students receive a hard copy of another student's advertisement and have to find an apartment or house via the Internet and write to the student with an offer, who will, in turn, compose a reply. The exchange is designed to develop formal email writing skills.

In this blog the author explains in depth what is different about looking for an apartment in Germany. For example, the author talks about the kitchen being unfurnished. This is a great starting point for a comparison.

This assessment addresses the Essential Question: What challenges would daily life in Germany pose for me?

Essential Question:

▼ What challenges would daily life in Germany pose for me?

- Beauty and Aesthetics
- Global Challenges
- Science and Technology

4–5 weeks



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	<p>Books: Grimm's <i>Märchen</i> <i>Peter und der Wolf</i></p> <p>Print Material: articles from <i>Deutschland</i> magazines</p> <p>Music Recording: Peter und der Wolf Classical music</p>	<p>Instructional Activity:</p> <p>Students read original versions of various Grimm's fairy tales. In small groups, they choose a fairy tale, read it, and either summarize, simplify, or shorten it, in order to present it to the class.</p>
Spoken Presentational Communication		<p>Formative Assessment:</p> <p>Students create a vocabulary activity and a worksheet for the story to introduce unfamiliar vocabulary before the presentations. Group members present the story and close with a follow-up activity.</p>
Written and Print Interpretive Communication Spoken Interpersonal Communication	<p>Books: <i>Albrecht Dürer</i> <i>Expressionismus</i></p> <p>Print Material: Articles from <i>Deutschland</i> magazines</p>	<p>Instructional Activity:</p> <p>In the computer lab, we research authentic German recipes and German artwork. Students prepare a German dish or research an artist and print out one of the artist's works. On "food day," the room is set up as a café, with flowers and the artwork around the room. The students walk around the room in groups and talk about the art before they eat.</p>
Written and Print Interpretive Communication Spoken Interpersonal Communication	<p>Web: Renewable energy (in German Wikipedia) German composers (youtube.com) Shaping the Circle</p> <p>Local Resources: Athenaeum</p>	<p>Instructional Activity:</p> <p>As an alternative to the artwork research, some students can research new technologies in Germany, such as alternative energy sources, developments in automotive technology, etc. The presentation is similar to the previous activity about the artwork.</p>

This is an extension of the level 3 fairy tale unit. In the third year, we use fairy tales to practice writing skills in the simple past. In AP classes we take a different route, as students interpret, convey the moral of the story, and speak freely. The creative and higher-level thinking skills that students use range from simple comprehension to interpretation. I preselect the fairy tales, which are not the well-known ones, and select stories of various lengths for learning differentiation.

As part of the assessment, I want to make sure that the other groups also understand the story. Introducing the vocabulary before the presentation helps organize the activity, and the follow-up activity not only demonstrates that the presenting group was able to understand and retell the story, but it also shows me whether or not the entire class could follow.

The students always ask for a food day and this allows them not only to follow an authentic recipe and eat a dish they have prepared, but also to incorporate art into the exercise. The information students provide about the artists doesn't have to be very detailed and is not treated as a presentation but as a bit of information and a conversation starter.

Generally, there are a few students who are interested and knowledgeable about technology. I hand-pick them for the alternative assignment.

Essential Questions:

- ▼ How does beauty and art influence daily life? ▼ Is technological advancement a curse or a blessing?
- ▼ How did German immigrants influence our life and surroundings?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p>Summative Assessment:</p> <p>I evaluate both speaking proficiency and content. I walk around with the students, listen to their conversations, ask questions, and add any additional information I can provide.</p>

This assessment addresses the Essential Questions:

- *Is technological advancement a curse or a blessing?*
- *How does beauty and art influence daily life?*
- *How did German immigrants influence our life and surroundings?*

Essential Questions: ▼ How does beauty and art influence daily life? ▼ Is technological advancement a curse or a blessing?
▼ How did German immigrants influence our life and surroundings?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	Web: www.study-in-germany.de www.studyabroad.com Websites of American universities	Instructional Activity: Students receive a list of questions and use them to research university study abroad programs. The questions are in German, but the answers can be in English. In class we discuss the questions and compare the different universities and their programs.
Spoken Interpersonal Communication		Formative Assessment: Class discussion of study abroad programs. I use the questions from the Instructional Activity on study abroad programs and ask individual students to share their research. This leads to further discussions about the topic as a class. This assessment gives me information on student oral proficiency on a familiar topic. I give students feedback regarding their participation in the discussion, and this assessment prepares them for the summative assessment that follows.
Written and Print Interpretive Communication Spoken Presentational Communication	Web: www.study-in-germany.de Websites of cities in German-speaking countries	Summative Assessment: Building on the previous Instructional Activity, students research the city and university where the study abroad program is located. Using a checklist, they create a PowerPoint presentation and present it to the class. The students are instructed not to read the PPT but to follow the 4 x 4 rule on their slides: (4 lines with 4 words each), in addition to one or two visuals. Students must elaborate and give additional information as part of the assessment.
Written and Print Interpretive Communication Spoken Presentational Communication	Web: www.bahn.de Websites of cities in German-speaking countries	Summative Assessment: For the final part of this unit, students research a city they would like to visit, including hotels, sights, transportation, costs, etc., and create a travel brochure or a poster to advertise the attractions of their destination. This time, they must create a paper product (either a poster or a three-fold brochure) as a different way of presenting information to the class. As with the PPT, they have to provide more information than that written on the poster or brochure.

The vocabulary is so specific that it would frustrate the students to have to write it in German. During our class discussions, however, I encourage everyone to speak German, and I clarify unfamiliar vocabulary and terminology.

In this assessment students address the Essential Question: How does education change one's outlook?

This assessment addresses the Essential Question: How will this experience influence your future?

Essential Questions:

- ▼ How does education change one's outlook? ▼ How will education influence your future?



Unit 1 Resources

Adolph, Winnie, Simone Berger, Barbara Mabee, and Jack Moeller. *Kaleidoskop*. Boston: Houghton Mifflin, 2002.

Amadeus. Directed by Miloš Forman. 1984. Burbank, CA: Warner Home Video, 1997.

Clueso. „Gewinner.“ 2009. <http://www.youtube.com/watch?v=c-l3cLiptlM>

Clueso. „Keinen Zentimeter.“ 2009.

<http://www.youtube.com/watch?v=83zf23JlfgA&feature=related>

Clueso. „Niemand an dich denkt.“ 2009.

<http://www.youtube.com/watch?v=k4i6xAWnW7c&feature=relmfu>

Comedian Harmonists. Directed by Joseph Vilsmaier, Universum Film, 1997.

Comedian Harmonists. „Wochenend und Sonnenschein.“ 1930.

http://www.youtube.com/watch?v=-ey9wYTOgew&feature=results_video&playnext=1&list=PL74E337E8EC9537F5

Comedian Harmonists. „Irgendwo auf der Welt.“ 1997.

http://www.youtube.com/watch?v=_YnR41qMMYm

Der Erlkönig. Directed by Georg Weidenbach. 2009.

http://www.youtube.com/watch?v=wusVHokSa98&feature=list_related&playnext=1&list=AVGxdCwVVULXdAd4EGxXZOc32klsuUAxgm

Die Prinzen. „Millionär.“ 2008.

<http://www.youtube.com/watch?v=VAKVsHjmKY4&feature=related>

Dietrich, Marlene. „Sag mir wo die Blumen sind.“ 1963.

<http://www.youtube.com/watch?v=8ctUxQ3LfRE>

Falco. „Rock Me Amadeus.“ 1986. http://www.youtube.com/watch?v=cVikZ8Oe_XA

Goethe, Johann Wolfgang von. „Der Erlkönig.“ *literaturwelt.com*. Accessed November 9, 2011. <http://www.literaturwelt.com/werke/goethe/erlkoenig.html>

Junge Dichter und Denker. „Der Erlkönig Clip.“ 2009.

<http://www.youtube.com/watch?v=FJw2LsXHzY&feature=rellist&playnext=1&list=PLBAFCACAA682B39B8>

Karat. „Über sieben Brücken musst du geh'n.“ 2007.

<http://www.youtube.com/watch?v=nvb0qUlWFrS&feature=related>

Lingo Tech Channel. 2006. <http://www.youtube.com/user/lingotech>

Louisan, Annett. „Eve.“ 2010.

http://www.youtube.com/watch?v=al_ZnKnkXYk&feature=related

Mey, Reinhard. „Mein Berlin.“ 1990. http://www.youtube.com/watch?v=KLl_M1Uezyc

MusikText.net. Matthias Mönch. 7 November 2011. <http://www.musiktext.net/>

Wise Guys. „Meine Deutschlehrerin.“ 2008.

<http://www.youtube.com/watch?v=80vjpZWPnWk>

Prey, Hermann. „Erlkönig, D328 - Franz Schubert.“ 2009.

http://www.youtube.com/watch?v=5hTC_JFQ3IQ

Rammstein. „Dalai Lama.“ 2007. <http://www.youtube.com/watch?v=jZZKLZafk5c>

Unit 2 Resources

Berliner Stadtreinigungsbetriebe Anstalt des öffentlichen Rechts. 8 November 2011. www.bsr.de

Preparing for the AP German Language Exam: A Thematic Approach. New York: The College Board, 2008.

„Umwelt — Zukunft der Kinder.“ *Bildschirm 22 Ökologie*. Bonn: Inter Nationes, 1994.

Winkler, George. *Komm mit! Level 3*. Austin: Holt, Rinehart and Winston, 2004.

Unit 3 Resources

Deick, Christian. *Deutsche Geschichte: Von den Anfängen bis zur Gegenwart*. Ravensburg: Ravensburger Buchverlag, 2005.

Deutsches Auswandererhaus Bremerhaven.

<http://www.dah-bremerhaven.de/german/german.html>

Deutsches Historisches Museum. (<http://www.dhm.de>)

Der blaue Engel. Directed by Josef von Sternberg, Universum Film GmbH, 2001.

Der Schatz der Nibelungen. Directed by Jürgen Stumpfhaus, Polar Film + Medien GmbH, 2009.

Felix & Theo. *Haus ohne Hoffnung*. Berlin: Langenscheidt, 1993.

Gündisch, Karin. *Das Paradies liegt in Amerika: Eine Auswanderergeschichte*. Hemsbach: Beltz & Gelberg, 2000.

Heinzelmann, Herbert. *Filmheft: Luther*. Bonn: Bundeszentrale für politische Bildung, 2004. <http://www.bpb.de/files/43CP0S.pdf>

Horváth, Zsuzsa. *Lehrerhandbuch für die Lisa*. Cherry Hill, NJ: AATG, 2006.

Kordon, Klaus, and Peter Schimmel. *Die Lisa: Eine deutsche Geschichte*. Hemsbach: Beltz & Gelberg, 2002.

Ludwig II. — Leben und Tod des Märchenkönigs. Directed by Ray Müller and Matthias Unterberg, VZ-Handelsgesellschaft, 2008.

Luther. Directed by Eric Till. 2003. Burbank, CA: Warner Home Video, 2004.



Metropolis, Restored Authorized ed. Directed by Fritz Lang. 1927. New York: Kino Video, 2003.

Sonnenallee. Directed by Leander Haußmann. 1999. Wedel: Highlight, 2003.

„Unterrichtsmaterialien: *Haus ohne Hoffnung*.“ Kinder- und Jugendliteratur im Deutschunterricht. <http://kjl.aatg.org/old/level3.htm>

Unit 4 Resources

Azad. „Eines Tages.“ 2006. <http://www.youtube.com/watch?v=PsG3NBovrPU>

„Afrodeutsche Lyrik.“ Exil Club: Zu Hause in der Welt. Accessed November 8, 2011. <http://www.exil-club.de/dyn/411.asp?Aid=25&Avalidate=975887476&&cache=69318>

Die bösen Mädchen. „Ausländer.“ 2009. http://www.youtube.com/user/dieboesenmaedchen#p/a/u/2/CUV7X_HPQx8

Die Prinzen. „Deutschland.“ *Deutschland*. Hansa (Sony Music), 2001.

Der Schwarzfahrer. Directed by Pepe Danquart, 1992. <http://www.youtube.com/watch?v=Y0AC1MjaQ98>

Hoffmann, Heinrich. *Der Struwwelpeter*. Wikisource. Accessed November 8, 2011. http://de.wikisource.org/wiki/Der_Struwwelpeter/Die_Geschichte_von_den_schwarzen_Buben

Mills, Margaret, and Elizabeth Loentz. *Advocacy for a Multicultural Curriculum in German: Model Lesson Plans for Upper Middle, Secondary, Post-Secondary German Classrooms*. Columbus, OH: OAAATG, 1998. <http://ald.aatg.org/resources/ethnicities/afrogermans/schwarzfahrer/schwarzfahrer.pdf>

Neger, Neger, Schornsteinfeger. Directed by Jörg Grünler, Warner Home Video, 2006.

Teichert, Herman, and Lovette Teichert. *Allerlei zum Lesen*. Boston: Houghton Mifflin, 2005.

Wise Guys. „Zur Lage der Nation.“ *Ganz weit vorne*. Pavement Records, 2001.

Zuckowski, Rolf und seine Freunde. „Mein Freund Abdullah.“ *Neues von Radio Lollipop*. Universal Music Family Entertainment, 1990.

Unit 5 Resources

Jin, Friederike, Magdalena Michalak, and Lutz Rohrmann. *Prima B1, Band 5*. Berlin: Cornelsen, 2010.

Jin, Friederike, Magdalena Michalak, and Lutz Rohrmann. *Prima B1, Band 5, Arbeitsbuch*. Berlin: Cornelsen, 2010.

Rubens, Annik. *Slow German*. <http://www.slowgerman.com>

Unit 6 Resources

Albrecht Dürer - Watercolours and Drawing. Köln: Taschen Verlag, 1994.

.de - Magazin Deutschland. <http://www.magazin-deutschland.de/de.html>

„Erneubare Energie.“ Wikipedia: Die freie Enzyklopedie. Accessed November 10, 2011. http://de.wikipedia.org/wiki/Erneuerbare_Energie

Prokofjew, Sergej illustriert von Josef Palecek. *Peter und der Wolf*. Gossau: Michael Neugebauer Verlag, 1987. http://www.youtube.com/watch?v=C64R_efKzLU

Shaping the Circle: German-Americans in Indianapolis 1840–1918. IUPUI University Library, 2004. <http://www-lib.iupui.edu/static/exhibits/circle/home.html>

Teacher-created material, various websites.

Wolf, Norbert. *Expressionismus*. Köln: Taschen Verlag, 2006.

Unit 7 Resources

Teacher-created material, various websites.