



AP[®] German Language and Culture

Course Planning and Pacing Guide 2

Margaret Meyers

Mt. Lebanon High School

Pittsburgh, Pennsylvania



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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.

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Mt. Lebanon High School Pittsburgh, Pennsylvania

School	Public high school located in suburban Pittsburgh.
Student population	Enrollment of approximately 1,750 students. The community is suburban and not especially ethnically diverse. Students are: <ul style="list-style-type: none">• 90 percent Caucasian• 5 percent Asian American• 1.5 percent African American• 1.5 percent Hispanic• 2 percent multiracial or other
Instructional time	The course plan is based on finishing major course content by the first week of May, which means 160 pupil days at 47 minutes per day. This is the norm for 12th-graders (and occasionally some talented juniors or sophomores) in AP courses at the school.
Student preparation	AP [®] German Language and Culture is the level 5 course in the German curriculum. Most students begin language study in sixth grade, completing German 1 by the end of eighth grade. As such, the level 5 AP course is taken mostly by 12th-graders or students who have accelerated through one or more level of German. All students with a grade of C or better in German 4 are encouraged to continue to AP German Language and Culture. Because the course is a split AP and Honors course, this adds additional challenges to instruction and assessment. The AP course has students at various levels of language proficiency, with a wide range of academic abilities. With over 90 percent of students attending postsecondary studies, it is imperative that the course be engaging enough to keep enrollment up while offering enough academic rigor to prepare students for their future studies.

Overview of the Course



As a result of an articulated five-year sequence of courses in German, as well as the dedication of instructors to use German primarily (exclusively, in AP German Language and Culture), students are provided with an instructional framework conducive to success. Throughout their studies in German, students must use the language to communicate in speaking and in writing, develop cultural awareness, and seek relevant interdisciplinary knowledge [*Standards for Foreign Language Learning in the 21st Century*]. To meet these standards, students must successfully complete a wide range of Interpersonal, Interpretive, and Presentational tasks. With this philosophy as a driving force, the course is designed to help students meet the challenges of the AP German Exam, prepare for prospective college German programs, and use German in their personal and professional lives.

I use a theme-based approach in designing units and a constant recycling of vocabulary and grammar topics to help my students build on their prior knowledge, skills, and style. In this manner, students become cognizant of how they learn languages and what they can do to improve as communicators in German. In addition, my students have the freedom to make personal connections to the themes, increasing the likelihood of internalizing and retaining material. In using combinations of resources, such as literary texts, audio and video recordings, and magazine and newspaper articles, students must integrate skills to process and produce information at a much higher level. Furthermore, assessments are embedded into units, so that I can identify and target areas of difficulty for students and work with them to correct errors and progress as language learners.

Throughout the course, students will increasingly appreciate how the German language differs from English in pronunciation/spelling (phonetics), structure, and usage. Students must internalize their understanding of these differences

and make an effort to apply them in order to communicate more accurately like a native German speaker. Students will address the following essential questions about language usage:

- How does German parallel English?
- How are German and English different?
- Why is it necessary to use German language structures to be understood?
- How can I develop personal strategies for using these structures?

The fact that our school has a language lab with Internet access, word-processing software, and recording capabilities for 30 students is a great advantage. With this technology, students have better access to authentic audiovisual resources. Lab sessions mirror real-life situations, providing students with ample practice and preparing them for a multitude of language demands. Because students are able to monitor and adjust when speaking, their ability to communicate orally improves greatly.

The ability to work collaboratively as well as independently is fostered throughout the German 5 course. Group work is often employed to decipher longer stimuli, to role-play material, or to create a complex product (i.e., student-created newspaper or video).



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	Student-generated list of 70 useful verbs with principal parts	Instructional Activity: Students talk about summer vacation with partners or in a general classroom setting. Students discuss where their problems lie with speaking German and brainstorm ways to improve. Students contribute verbs to a list that they find essential for the class and use the class-generated list of verbs to speak about vacation.
Written Interpersonal Communication		Formative Assessment: Students write an email to peers at our partner school, interviewing them about summer vacation.
Written and Print Interpretive Communication	Web materials: Rügen	Instructional Activity: Students gather information about vacationing in a German-speaking region. Throughout this activity, students discuss strategies for processing large amounts of material found in longer texts. Students list key terms that might help them find information more quickly. Students rate the effectiveness of scanning to deal with dense texts.
Written Interpersonal Communication		Instructional Activity: Students review the essential elements of a formal correspondence, such as appropriate greetings and closure. In addition, students learn to include a line to thank the addressee in advance for helping.
		Summative Assessment: Students write an email to the Rügen website, requesting additional information or inquiring about availability of vacation accommodations.
Audio, Visual, and Audiovisual Interpretive Communication	Video: <i>Urlaubstrends</i> Audio: <i>Spa im Dialekt</i> <i>die hohen Spritpreise</i>	Instructional Activity: Students view a video about vacation destinations and trends and then listen to a podcast about the word “spa.” Students discuss key elements such as point of view of author, writing style, intended audience, etc., and answer comprehension questions.

Early on I want to establish a baseline for where students are in regard to vocabulary and control of language and how this affects their ability to communicate. I also want students to contribute to a lesson what they feel is important, making instruction more meaningful for them.

As with all Formative Assessments in this course, I always discuss assessment results with individual students or small groups.

Working with authentic stimuli can be daunting for students and teachers, at least initially. A strategy that works well is choosing materials wisely, and then having students brainstorm or list information about the topic to activate pertinent vocabulary and heighten interest and comprehension. I have to remind students that they should not expect to understand every word, and they need to realize that meaning can result even when only a portion of the text is understood.

This assessment addresses the Essential Questions: What challenges are there for vacationers around the world? How can I become a better traveler?

Essential Questions:

▼ How do Europeans spend their summer vacations? How does this compare with American trends? ▼ What challenges are there for vacationers around the world? ▼ How can I become a better traveler? ▼ What strategies can I develop to increase my accuracy in speaking in German about past or future events? Why is this important?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication Spoken Interpersonal Communication		Summative Assessment: Using PowerPoint, Photostory, or Prezi, students prepare a presentation for classmates about a past vacation or a dream vacation. Following the presentation, students conduct a brief Q&A with classmates.
Written Presentational Communication		Formative Assessment: During the prewriting process, discuss elements of a strong essay in regard to style, vocabulary, and control. Students then outline ideas for an essay on summer vacation.
		Summative Assessment: Students write an in-class essay (What makes for a good summer vacation?), incorporating vocabulary and topics from the unit.
Written and Print Interpretive Communication Spoken Interpersonal Communication	Article: „Urlaubsbeschwerden“	Instructional Activity: Students read an online article that focuses on vacation problems. Students discuss the list found in the article and compare and contrast what is found on the German list with United States culture. They then create questions about the article for classmates, pose questions to classmates, and answer their classmates' questions about the vacation article. Students rank various vacation problems according to their severity and their likelihood of being solved. They also offer additional solutions to vacation problems.
Written Presentational Communication Spoken Presentational Communication		Summative Assessment: Students synthesize what they have learned in an essay or an extemporaneous speech by addressing this question: How do vacation trends and difficulties in Germany compare with those in your culture?

This assessment addresses the Essential Question: What strategies can I develop to increase my accuracy in speaking in German about past or future events? Why is this important?

During the prewriting discussion I provide students with feedback on their thinking and suggestions on how to develop a stronger essay.

This assessment addresses the Essential Question: What strategies can I develop to increase my accuracy in speaking in German about past or future events? Why is this important?

All too often, students want to deal with material from an emotional perspective. I constantly remind them to ask questions about the source, the purpose, and the audience, and to support their claims by referencing the text and not just their feelings. I know that I've gotten through to them when they challenge peer comments with, „Wo steht das im Text?“

This assessment addresses the Essential Question: How do Europeans spend summer vacations? How does this compare with American trends?

Essential Questions:

▼ How do Europeans spend their summer vacations? How does this compare with American trends? ▼ What challenges are there for vacationers around the world? ▼ How can I become a better traveler? ▼ What strategies can I develop to increase my accuracy in speaking in German about past or future events? Why is this important?

- Personal and Public Identities
- Beauty and Aesthetics



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication	Student-generated list of pertinent adjectives/phrases for describing character or personality	Instructional Activity: Students list positive and negative personality and character traits. Students use these traits to describe prominent figures in politics, entertainment, sports, etc.
Written and Print Interpretive Communication	Print materials: Merkel Rede (Volltext und Zusammenfassung in Stichwörtern)	Formative Assessment: Students read and discuss Angela Merkel's speech from November 3, 2009. Because the text is quite dense, I divide the speech into manageable sections and assign each section to a small group of students.
Audio, Visual, and Audiovisual Interpretive Communication Written Interpersonal Communication	Video: <i>Merkel Rede</i>	Instructional Activity: Students view excerpts from the Merkel speech. Next, students use adjectives from their list to describe Merkel, based on her stage presence, appearance, poise, delivery, etc. Students rate the effectiveness of the speech, suggesting changes to increase its effectiveness. Students then write a letter to Angela Merkel about their interpretation of her speech and how she might incorporate their suggestions.
Spoken Interpersonal Communication Written Interpersonal Communication	Book: <i>Topics, Questions, Key Words: A Handbook for Students of German</i> (Chapter: „Charakter und Persönlichkeit“)	Instructional Activity: Students review vocabulary lists by talking about which traits would be most helpful in different hypothetical situations. Students then create hypothetical situations and ask classmates to respond, using vocabulary about character and personality. Formative Assessment: Students discuss how the subjunctive helps to convey unreal situations in a more sophisticated manner. Students reinforce and demonstrate understanding of subjunctive with student-responder activity.
Spoken Presentational Communication		Summative Assessment: Students make a 30- or 60-second commercial for a political candidate.

To assess comprehension, I provide true or false statements about the speech and ask students to agree with or dispute the statements, citing evidence from the text to support their assertions.

A student responder is an electronic device that allows the instructor to pose prepared or spontaneous questions to the class. The student responses are then tallied and displayed in a graphical format and can be saved and logged to follow individual or class progress and provide feedback to students about their progress.

This assessment makes students think about the qualities that a good leader possesses.

Essential Questions: ▼ What qualities does a good leader possess? A good coworker? A good friend? ▼ What factors influence how people are perceived? ▼ How do societies view individuals based on gender or age?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken or Written Presentational Communication		<p>Summative Assessment:</p> <p>Students present a graduation speech about how their class embodies certain traits and how these traits will serve them in the future. Students may also write an article about their class for an <i>Abi-Zeitung</i>.</p>
Written and Print Interpretive Communication Written Presentational Communication		<p>Summative Assessment:</p> <p>Students read a story or an article in which a main character faces a tough choice. Students write an essay discussing the hero's choice and considering other options. Students also place themselves in the hero's situation and make their own choices.</p>

This assessment addresses the theme of Personal and Public Identities.

This assessment addresses the Essential Question: What factors influence how people are perceived?

Essential Questions: ▼ What qualities does a good leader possess? A good coworker? A good friend? ▼ What factors influence how people are perceived? ▼ How do societies view individuals based on gender or age?



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Print materials: Märchen	Formative Assessment: Students read several different versions of the fairy tale <i>Rotkäppchen</i> . Students then compare and contrast these versions and discuss major themes, such as self-reliance, perseverance, injustice, and tolerance. Students complete checks along the way (possibly with student responders) to demonstrate knowledge of vocabulary and content.
Visual Interpretive Communication		Instructional Activity: Students view artwork/photos dealing with stories and then practice using new vocabulary to describe and narrate.
Spoken Presentational Communication	Book: <i>Topics, Questions, Keywords: A Handbook for Students of German</i> (Chapters: „Ältere Menschen“; „die Jugend von heute“; „Frauen und Männer“)	Instructional Activity: Students role-play scenes from the stories.
Spoken Interpersonal Communication		Summative Assessment: Students interview each other as characters from the stories. Students may also take part in a simulated interview for a U.S. Congress–Bundestag or AATG summer study scholarship.
Written Interpersonal Communication		Formative Assessment: Students address blog prompts and blog comments from classmates.
Written Presentational Communication		Summative Assessment: Students write a concise, correct summary of a story using new vocabulary.

I find that students rarely read (or read effectively) outside of instruction. For this reason, I allow class time for reading. Longer works are often divided into group, partner, or individual tasks. In these tasks, students identify pertinent vocabulary and define these words using German, not English. By using the student responders, learners know immediately exactly which words or which parts of the story are unclear. Students engaging in student-responder activities are more likely to retain content than students using only standard paper-and-pencil assessments.

This assessment addresses the Essential Questions: What do societies expect from individuals? What do individuals expect from society? What would you do in a similar circumstance?

I provide students feedback about style and content of responses.

This assessment addresses the Essential Question: Why do fairy tales have a timeless quality?

Essential Questions: ▼ What do societies expect from individuals? ▼ What do individuals expect from society? ▼ What would you do in a similar circumstance? ▼ Why do fairy tales have a timeless quality?

- Personal and Public Identities
- Families and Communities
- Beauty and Aesthetics



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	<p>Books: <i>Topics, Questions, Key Words: A Handbook for Students of German</i> (Chapter: „Moral und Unmoral“)</p> <p><i>Weihnacht</i> (a collection of poems, short stories, songs, and explanations related to Christmas traditions in the German-speaking world)</p> <p>Article: “Early Christmas Trees”</p>	<p>Instructional Activity:</p> <p>Students read several selections from the book <i>Weihnacht</i>, including the short story „die drei dunklen Könige“ by Wolfgang Borchert, and articles related to Christmas. Students compare these stories to each other and discuss themes, such as prejudice, tradition, compassion, and hope. Students complete checks along the way (possibly with student responders) to demonstrate their knowledge of vocabulary and content.</p>
Interpersonal Spoken Communication		<p>Instructional Activity:</p> <p>Students interview classmates and compare and contrast winter-break traditions.</p>
Interpersonal Written Communication		<p>Summative Assessment:</p> <p>Students write a note to an elderly person in their neighborhood, offering to help during the break. Students should note what they are able to do and inquire about what the neighbor would like to have done.</p>
Audiovisual Interpretive Communication	<p>Video: <i>Es Weihnachtet</i></p>	<p>Formative Assessment:</p> <p>Students view the video <i>Es Weihnachtet</i> and then determine a typical audience and time period for the film. They also draw inferences from images about traditions.</p>

This unit falls late in November through the end of December, so it is a natural fit when heading into the winter holiday break. The stories offer a springboard into cultural perspectives, as well as thematic issues. I don't apologize for addressing Christmas as a topic since it has such a significant importance in German culture; however, I try to include topics about other religions to maintain a balance.

With almost two weeks free from school, almost every student has traditions, even if they are not tied to a specific holiday or religion.

This assessment addresses the Essential Questions: When do the needs of self supersede those of others? When should one put others first?

Students need practice and guidance to become critical thinkers when reading, listening, or viewing authentic material. For this reason, we follow each viewing or reading with these questions: What is the typical audience for this resource? What is the tone of the source? What type of response does the author/producer expect? Would this source receive the same response from today's audience?

Students support their answers with references from the source. Their answers allow me to provide appropriate feedback about their learning.

Essential Questions: ▼ What factors lead to prejudice? ▼ How can prejudices be overcome? ▼ When do the needs of self supersede those of others? ▼ When should one put others first? ▼ How can actions be misinterpreted?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p>Summative Assessment:</p> <p>Students write an essay comparing and contrasting winter holiday traditions in Germany to those in their own culture.</p>
Written or Spoken Presentational Communication		<p>Summative Assessment:</p> <p>Students create a flyer to advertise for a service project or create a public service announcement to get audience to donate to a worthy cause.</p>

This assessment addresses the theme of Families and Communities.

This assessment addresses the Essential Question: When do the needs of self supersede those of others?

Essential Questions: ▼ What factors lead to prejudice? ▼ How can prejudices be overcome? ▼ When do the needs of self supersede those of others? ▼ When should one put others first? ▼ How can actions be misinterpreted?



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication	Articles on science and technology Web materials: Deutsche Erfindungen German Inventions German Inventors and Discoverers	Instructional Activity: Students research an invention or discovery of a German-speaking scientist. Students create a checklist of key items for inclusion in their presentations. This checklist prepares students for their presentations and helps them to avoid the omission of critical information.
Spoken Presentational Communication Spoken Interpersonal Communication		Summative Assessment: Students present findings to the class in a 2–4 minute speech using PowerPoint, Prezi, Photostory, etc. Each speech is followed by a Q&A segment.
Written Interpersonal Communication		Summative Assessment: Students write an email to a friend inviting him/her to attend a museum exhibit about a famous inventor featured in an in-class presentation. Emails should include greeting, closure, time, location, cost, and description of event.
Written Presentational Communication		Summative Assessment: Students choose a presentation (not their own) to describe in an essay.

As a class we determine key items for a good presentation, such as including interesting visuals and amusing anecdotes. Students also talk about items that detract from a good presentation (such as reading from slides or including only dry data) in order to avoid these pitfalls.

Throughout presentations, the class refers back to the Essential Questions: Which factors inspired this inventor? Which factors led to his/her success? What makes/made this invention so noteworthy?

This assessment addresses these Essential Questions: What contributions to society are noteworthy or memorable? What factors inspire people to create great works or great inventions?

This assessment addresses this Essential Question: Why do certain people or inventions succeed while others fail?

Essential Questions:

▼ What contributions to society are noteworthy or memorable? ▼ Why do certain people or inventions succeed while others fail? ▼ What factors contribute to the success of a human being or a product? ▼ What factors inspire people to create great works or great inventions?

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



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	<p>Novel: <i>Damals war es Friedrich</i></p> <p>Web materials: Damals war es Friedrich</p>	<p>Instructional Activity:</p> <p>Students read the novel <i>Damals war es Friedrich</i>. Students complete checks along the way (possibly with students responders) to demonstrate their knowledge of vocabulary and content.</p>
Audio, Visual, and Audiovisual Interpretive Communication	<p>Film: <i>Triumph des Willens</i></p> <p>Web materials: Damals war es Friedrich NSDAP Propaganda</p>	<p>Instructional Activity:</p> <p>Students view short excerpts from the film <i>Triumph des Willens</i>, as well as NSDAP posters, and discuss the role of propaganda during the Third Reich.</p>
Spoken Interpersonal Communication		<p>Instructional Activity:</p> <p>Students interview a classmate about his or her first friend. Students gather information about how the friendship began, what strengthened or weakened the bond, and whether the relationship still exists today.</p>
Written Interpersonal Communication		<p>Summative Assessment:</p> <p>Students write a letter from the perspective of one of the characters in the book (i.e., Friedrich lets his friend know how he is doing during his yearlong absence; Lehrer Neudorf encourages Friedrich to persevere despite adversity; the soldier in the bomb cellar writes to his girlfriend about the losing war effort, and so forth).</p>
Written Presentational Communication Spoken Interpersonal Communication	<p>Novel: <i>Damals war es Friedrich</i></p>	<p>Formative Assessment:</p> <p>Students submit vocabulary lists and written summaries of a chapter from the book for teacher feedback.</p> <p>Summative Assessment:</p> <p>Students present a chapter from the book to classmates. During the presentation, students define pertinent vocabulary using the German-only principle, summarize the chapter without script, and prepare an activity for classmates to practice vocabulary or review content. Q&A session follows each presentation.</p>

This assessment addresses this Essential Question: Why do the novel's themes still hold true today?

Students see me do this for the initial chapters and at first they underestimate the difficulty of this task. My feedback on their vocabulary lists helps them to focus on the necessary words for their chapters and not just on unknown or odd words.

This assessment addresses these Essential Questions: How can I successfully read and comprehend a text that has no English annotations? (What strategies do I need to accomplish this?)

Essential Questions:

- ▼ How does a German novel for teens differ from an American novel?
- ▼ Why is *Friedrich* so widely read in so many languages?
- ▼ Why do the novel's themes still hold true today?
- ▼ How can I successfully read and comprehend a text that has no English annotations? (What strategies do I need to accomplish this?)
- ▼ Why do people often stay silent in the midst of injustice? How can this be avoided?

- Global Challenges
- Contemporary Life



Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication	Short stories: „Anekdote zur Senkung der Arbeitsmoral“ „Ein Tisch ist ein Tisch“ „Das Fenster-Theater“	Instructional Activity: Students read several short stories and discuss the effects of choices made by characters. Students complete checks along the way (possibly with student responders) to demonstrate their knowledge of vocabulary and content.
Spoken Interpersonal Communication		Instructional Activity: Students interview classmates about their future plans, especially career goals, then debate career goals from the perspective of the tourist and the fisherman („Anekdote zur Senkung der Arbeitsmoral“).
Written Interpersonal Communication		Summative Assessment: Students write a formal letter to a company, describing their own merits and requesting a job interview.
Audio, Visual, and Audiovisual Interpretive Communication	Film: <i>Lola rennt</i>	Instructional Activity: Students view the film <i>Lola rennt</i> . Students discuss the aspects of time and chance in each of the three versions of events depicted in the film.
Spoken Presentational Communication		Formative Assessment: Students talk about ways to narrate a chain of events using common connectors. Students list connectors and practice using them to summarize the three versions of <i>Lola rennt</i> . Partners listen to summaries and provide feedback.
Written Presentational Communication		Summative Assessment: Students summarize a story or part of the movie in an essay, then create a new ending or twist to the story.

This assessment addresses the Essential Question: What factors influence the choices people make?

This assessment will once again illustrate to students the importance of proper greeting, closure, and appropriate language.

I find that providing feedback to students' speaking practice is invaluable in helping them to improve their fluency. Using connectors, especially subordinating conjunctions, is extremely difficult for students. By focusing on this in our practice sessions, students gain confidence and ease, which transfer to later assessments.

This assessment addresses these Essential Questions: How does character play a role in the choices people make? What would you do in a similar situation?

Essential Questions:

- ▼ How have German and American history been affected by the choices people make?
- ▼ What factors influence the choices people make?
- ▼ How does character play a role in the choices people make?
- ▼ What would you do in a similar situation?

- Global Challenges
- Personal and Public Identities



Learning Objectives	Materials	Instructional Activities and Assessments
Audiovisual Interpretive Communication	Video: Deutschland-Nachrichten	Formative Assessment: Students view a German newscast to gauge how much news is German and how much is European. Students make inferences about their findings and compare this to local newscasts in their region.
Written and Print Interpretive Communication	Web materials: Das Portal der Europäischen Union	Instructional Activity: Students view European Union (EU) website and gather information about history, requirements for membership, current members, countries that have declined membership, and countries that would like to be in the EU.
Spoken Interpersonal Communication		Instructional Activity: Students play the roles of the EU selection committee and applicants and interview prospective EU members. During this process, students must consider the criteria necessary to gain admission to the EU. Students may also debate the pros and cons of EU admission.
Spoken Presentational Communication		Summative Assessment: Students, role-playing a European nation seeking admission to the EU, deliver a persuasive speech on behalf of that applicant nation.
Written Interpersonal Communication		Summative Assessment: Role-playing on behalf of the EU admission committee, students write a detailed letter to an applicant nation, accepting or denying it admission to the EU. Letters should include EU policy and formal language.

This formative assessment shifts the focus away from specific content. Instead, students identify main ideas and draw conclusions about the point of view and purpose of message rather than isolated details. As with all formative assessments in this course, I always discuss assessment results with individual students or small groups.

It's important for students to consider how the EU has allowed small European countries to compete with larger countries like the United States or China. At the same time, students should recognize that by joining the EU, smaller countries fear the loss of their national identity and uniqueness.

This assessment addresses these Essential Questions: How do Europeans view themselves? How has European identity changed with the growth of the EU?

This assessment addresses these Essential Questions: How do Europeans view themselves? How has European identity changed with the growth of the EU?

Essential Questions: ▼ How do Europeans view themselves? ▼ How has European identity changed with the growth of the European Union?

- Contemporary Life
- Personal and Public Identities



Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	Video: <i>Wie backe ich Lebkuchen Herzen selber?</i>	Instructional Activity: Students view the video <i>Wie backe ich Lebkuchen Herzen selber?</i> and note the key elements of a good how-to speech. Students discuss the merits of the presentation and list ways to emulate its clear, interesting style in their own presentations.
Written Interpersonal Communication		Instructional Activity: Students write an email to the presenter in the video requesting additional information. Students discuss formal address and the importance of avoiding register errors.
Written and Print Interpretive Communication		Instructional Activity: Students use online sources to gather appropriate vocabulary and expressions for a how-to speech of their choice.
Written Presentational Communication		Formative Assessment: Students submit vocabulary lists and speech outlines prior to presentation for teacher feedback. Students anticipate questions from classmates. Students plan to include a classmate or the entire class in their how-to speech.
Spoken Presentational Communication		
Spoken Interpersonal Communication		Summative Assessment: Students present their how-to speech. Each speech is followed by a Q&A session.
Spoken Presentational Communication		
Spoken Interpersonal Communication		

This is generally the most enjoyable unit of the year for students. Because students choose their own topics, their interest level is high from the start. In addition, students gain respect for their classmates' skills, and they have fun trying out new activities. Many students will be able to recall the vocabulary used in this activity much later and without difficulty.

This assessment addresses the Essential Question: How can I convey to others how to do something in a lively, interactive manner?

Essential Questions: ▼ How can I convey to others how to do something in a lively, interactive manner? ▼ How does my ability to do something affect my self-image?



General Resources

Der Spiegel (<http://www.spiegel.de>)

Deutsch Perfekt (www.deutsch-perfekt.com)

Deutschland-Nachrichten
(http://www.germany.info/Vertretung/usa/de/newsletter/Newsletter__archiv.html)

Hachenburger, Petra, and Paul Jackson. *Topics, Questions, Key Words: A Handbook for Students of German*. London: Routledge, 2000.

Reinert, Harryf. *German Second and Third Years*. New York: Amsco. 1994.

Unit 1 Resources

Webseiten: Rügen

<http://www.insel-ruegen.de/> referenced 5/19/11

<http://www.ruegen.de/> referenced 5/19/11

<http://www.ruegenurlaub.de/> referenced 5/19/11

Video/Podcast/AV: Urlaubstrends; hohe Spritpreise; Spa im Dialekt

http://www.dailymotion.com/video/xhim23_die-lieblingsreiseziele-der-deutschen_news
viewed 5/19/11

<http://swrmediathek.de/player.htm?show=a1ca5d90-6b4e-11e0-ba29-0026b975f2e6>
SWR Studio Ludwigshafen - das Thema des Tages vom 20.4.2011, 14.53 Uhr

<http://swrmediathek.de/player.htm?show=30119db0-5e8f-11e0-b83a-0026b975f2e6>
De Pälzer bei SWR4 Rheinland-Pfalz vom 4.4.2011, 9.33 Uhr

Webseiten: Urlaubstrends; Urlaubstipps; Urlaubsprobleme

Fraune, Burkhard. *Reiseberichte*,
<http://www.suedkurier.de/reise/berichte/art483,4756666,2#>, 08.03.2011

Reisebeschwerden, <http://www.br-online.de/bayern3/ratgeber-und-geld/reiserecht-DID1199449128013/reiserecht-maengel-beschwerden-ID1195395242.xml>, BR-Online Bayerischer Rundfunk, vom 12.04.2011

Horny, Tinga, *Urlaubstrends*, http://www.focus.de/reisen/urlaubstipps/tid-20814/urlaubstrends-2011-so-wird-das-neue-reisejahr_aid_583763.html, FOCUS-Online, Montag, 03.01.2011, 06.07 Uhr.

Unit 2 Resources

Hachenburger, Petra, and Paul Jackson. *Topics, Questions, Keywords: A Handbook for Students of German*, London: Routledge, 2000.

Merkel Rede <http://www.bz-berlin.de/aktuell/welt/angela-merkel-erobert-amerika-article632466.html> deutsche Rede (Zusammenfassung in Stichpunkten)

Merkel Rede <http://schwarzmarkt.blog.de/2009/11/04/rede-bundeskanzlerin-angela-merkel-wortlaut-7305676/> deutsche Rede (Volltext)

Merkel Rede http://www.dw-world.de/popups/popup_single_mediaplayer/0,,4854039_type_video_struct_1454_contentId_4853541,00.html deutsche Rede (Video)

Unit 3 Resources

Hachenburger, Petra, and Paul Jackson. *Topics, Questions, Keywords: A Handbook for Students of German*, London: Routledge, 2000.

Lohfert, Walter. *Märchen*. München: Goethe-Institut. 1985.

Unit 4 Resources

Ehrlich, Susanne. *Weihnacht*. Chicago: National Textbook Company, 1988.

http://www.dnn-online.de/ratgeber/lifestyle/lifestyle-inhalte/lifestyle_berichte/die-brunzema-schmuecken-schon-frueh/r-lifestyle_berichte-b-58258.html der frühe Weihnachtsbaum

Unit 5 Resources

Deutsche Erfindungen (<http://www.7lists.de/list/deutsche-erfindungen>)

German Inventors and Discoverers (<http://german.about.com/library/blerfinder.htm>)

German Inventions (<http://germanoriginality.com/madein/inventions.php>)



Unit 6 Resources

Damals war es Friedrich Vocabulary Lists (<http://kjl.aatg.org/jug/damal.html>)

Richter, Hans Peter. *Damals war es Friedrich*. München: Dtv Junior, 1999.

Riefenstahl, Leni. *Triumph des Willens*. Reichsparteitagsfilm, 1935.

Unit 7 Resources

Aichinger, Ilse. *Das Fenster-Theater* (http://wg.edubs.ch/links/dateien/hms_ims_vs_aufnahmepruefung_2007_deutsch.pdf)

Bichsel, Peter. *Ein Tisch ist ein Tisch* (<http://www.yolanthe.de/stories/bichsel01.htm>)

Böll, Heinrich. *Anekdote zur Senkung der Arbeitsmoral*
(<http://www.immortelle.de/arbeitsmoral.html>)

Tykwer, Tom. *Lola rennt*. Sony Pictures Classics, 1998.

Unit 8 Resources

Das Portal der Europäischen Union (http://europa.eu/index_de.htm)

Deutschland-Nachrichten
(http://www.germany.info/relaunch/info/publications/d_nachrichten.htm)

Unit 9 Resources

Wie backe ich Lebkuchen Herzen selber?
(http://hausgemacht.tv/index.php?Action=showVideoDetail&vid=2889&node_id=53)